Teacher's Book

BACKPACK 1

British English



Mario Herrera Diane Pinkley

PEARSON Longman

Teacher's Book

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Mario Herrera Diane Pinkley

Contributing Writer
Teresa Lintner



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Series Components

Each of the seven levels of *Backpack* contains the following components: Student's Book, Workbook, Teacher's Book, Audio Cassettes/ CDs, Flashcards, Interactive CD-ROM (levels 1–6 only), Video and Video Guide.

Student's Book

The Student's Book contains nine units, each of which invites learners to explore a theme of high interest through a wide variety of motivating activities. Students begin their exploration with an original song relating to the unit theme, and then move on to activities that feature pictures, stories, poems, chants, magazine articles, exercises, games and projects, all of which foster communication as they provide practice in structure and vocabulary. In levels Starter–2, each unit includes a cut-out Little Book, which may be fiction or non-fiction. In level 3 there are cut-out Little Books at the back of the Workbook. In levels 4–6, each unit includes a theme-related magazine, which presents real-life information and articles, as well as word puzzles, quizzes, jokes and cartoons. Each unit includes a page of performance assessment activities as well as a page of written assessment. Students are also asked to reflect on their own learning in a self-assessment feature at the end of each unit.

Workbook

The Workbook provides focused reinforcement of newly-introduced material, systematic recycling of previously-learned material, and expansion of themes, grammar and vocabulary. A wide range of activities address the four skills (listening, speaking, reading, writing) as well as grammar and vocabulary development. Both the song and the chant in each Student's Book unit are revisited in the corresponding Workbook unit, accompanied by different activity types. One page of each Workbook unit is devoted to activities relating to the readings from the Student's Book (Little Books and magazines). In addition, there are cut-out activities as well as a page of self-assessment. In this way students can check what they know or need further work on before taking the corresponding written Unit Test.

Teacher's Book

The Teacher's Book (TB) contains full-sized colour reproductions of the Student's Book pages. These are placed opposite pages of complete teaching objectives and step-by-step procedures for each of the unit activities. Instructions and answers for each activity are included. The first four pages of each TB unit provide a visual overview of the unit. They list topics and themes, pronunciation, vocabulary, strategies and skills, grammar and cross-curricular themes. This is followed by ideas for class noticeboards, home-school links and summaries of the Little Books and magazines. Tapescripts and answers to Workbook Activities are provided as well. Other material includes many additional teaching ideas (Extension Activities) throughout each unit, assessment charts, a learning strategy and skills list, and tests: a Placement Test, a Unit Test for each unit, and three Review Tests, for Units 1–3, 4–6 and 7–9 respectively. A vocabulary list, notes on the Flashcards, a Scope and Sequence, Time Guidelines and a chart of the International Phonetic Alphabet are at the back of the Teacher's Book.

Series Components, *continued*

Audio Material

The audio CDs and cassettes contain the following: songs, conversational examples, materials for the Listening sections in the Student's Book and Workbook, chants and pronunciation activities for each unit. For Starter–3, recordings of the Little Book stories are also included.

Flashcards

Backpack has two sets of full-colour class-sized Flashcards. Set 1 covers levels Starter–2 and set 2 covers levels 3–4. These attractive cards are designed to foster both vocabulary development and communication. The cards may be used to present or review target vocabulary or grammar, or as a stimulus for telling or writing stories, generating word maps or playing games. There are notes on activities using the Flashcards on page 112–113 of this Teacher's Book.

CD-ROMs

Interactive CD-ROMs provide additional fun opportunities for learning, practice and review through motivating activities of different types.

DVDs and Videos

The DVD or Video for each Student's Book Unit expands upon the themes, structures and vocabulary developed in that unit. Learners are exposed to natural language in real contexts, including conversations, interviews and documentary segments. Students also have a chance to perform the unit song, karaoke-style. The DVD and Video Guide offers video teaching tips and additional activities for the video.

Program Philosophy

The authors of *Backpack* have carefully fashioned the series to reflect their core beliefs about language teaching and learning. Central among these is the belief that human learning is a process of constructing meaning through interaction in social contexts. Whether it be that of an adult or a child, the human mind looks to make sense of its surroundings and the experiences they provide. In doing so, the mind is challenged to seek coherence through reorganisation and adjustment of the learner's current set of theories and suppositions of how the world and the world of language work.

Teachers can enrich their students' language learning by providing opportunities for making meaning. These opportunities typically involve actions such as the following: directing students' attention to objects and ideas, participating in meaningful play, exposing learners to vocabulary and discourse through reading stories and other genres, role-playing, reciting chants, singing songs, producing and presenting projects of different types. Teachers will take care to develop these activities at a level that is both engaging and a little more challenging than the students' current level of language knowledge (Vygotsky's *Zone of Proximal Development* or "*ZPD*"). Teachers and/or more knowledgeable peers will lend support as students work with words, patterns and concepts just beyond what they already know and can produce without help (Wood, Bruner and Ross's idea of *scaffolding*). Taking on a risk or learning challenge beyond the learners' ZPD becomes more comfortable and less threatening for students when their teachers introduce predictable patterns and behaviours (Bruner's *formats* and *routines*). This provides a sense of security. From this environment of familiar safety combined with the novelty of new challenges, language growth occurs over time. Within this window of opportunity, the broader and more enriching the language experiences that teachers provide for their students, the more likely it is that internalisation of the language will take place on the part of their students.

About the Authors

Mario Herrera, an English teacher for 25 years, does research and experimentation on how to teach English overseas more effectively. He is co-author of the primary EFL series *English Parade*, as well as of the pre-school EFL series *Balloons* and the high-elementary/middle school series *My Friends* and *Teen Zone*. As an international consultant, Mr. Herrera has travelled the world on behalf of Pearson Education, directing seminars and in-service training sessions throughout the Americas, Europe, the Middle East and Asia.

Diane Pinkley is former Director of the TC TESOL Certificate Program at Teachers College, Columbia University in New York. She has trained teachers and presented academic papers at conferences around the world for more than 25 years, and has written textbooks for both children and adults, among them *On Target*, *In Charge*, *English Parade*, *Letters to Parents ESL* and *Spin*. Formerly the Director of the Institute of North American Studies in Badalona, Spain, and Curriculum Coordinator at the Michigan Language Center in Ann Arbor, Michigan, she has taught all levels of ESL/EFL.

Series Features

Thematic Units

Backpack provides a basis for English language learning through a variety of content areas and topics of high interest to children. Theme-related language and concepts are presented as a tightly integrated whole: every part of a unit presents, reviews or expands upon the unit theme from slightly different angles, from the opening song through to the final assessment. Each unit provides a rich array of activities and experiences that foster communication and support learners as they deepen their understanding of a theme and learn to use the language to express their ideas.

A Learner-centred Approach

Backpack ensures that all learners become active participants in every lesson by activating their prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas and opinions in English. Students engage in activities that allow them to find out more about themselves, each other and the world beyond.

Integrated Skills

In each unit of *Backpack*, students develop all of the four skills – listening, speaking, reading and writing. This balanced approach strengthens development of the learners' communicative competency through exposure to and practice with language as it is used in real life. Students have many opportunities to listen and speak in a variety of ways, such as asking and answering questions, re-telling or summarising an event, singing and chanting, playing games, role-playing and presenting their own projects. They also have many opportunities for reading and writing. Learners read dialogues, information texts, song lyrics, chants, jokes, fiction and several types of non-fiction, including recipes, menus, graphs and charts and magazine articles. Younger learners are provided with writing practice at the letter, word and sentence level; older children learn about sentence types, the parts of a paragraph, paragraph organisation and multiparagraph reports. Students also gain familiarity with the stages of the writing process: pre-writing, writing drafts, revising, editing and presenting.

Systematic Vocabulary Development

Vocabulary has always been recognised as an important part of language learning, but research over the last twenty years has shown that it is even more central to building skills and concepts than previously acknowledged. We now understand that knowing a word involves much more than the ability to produce a synonym in English or a native-language equivalent, and that learning a word does not automatically happen just because a teacher has taught it. Children in particular are still building up concepts in their native language vocabulary, this affects how they deal with vocabulary in a foreign language.
In *Backpack*, young learners benefit from multiple exposures to a word in different contexts. Each time they encounter a word in a new context, they increase their knowledge of the word, linking the new piece of information to other information in mental networks of meaning. *Backpack* also takes care to target vocabulary appropriate to the developmental age of the children. Very young learners focus on concrete vocabulary items that relate to objects they can see and touch from the world around them. They deal with words on a basic level, for example,

fish rather than *seafood* (less specific) or *salmon* (more specific) and tend to learn words as related collections (*fish*, *swim*, *catch*). Older children are better able to handle abstract words and themes that are more removed from their immediate world and tend to learn words as sets in categories (*communication technology*: *computer*, *fax*, *mobile phone*, *magazine*, *TV*, *radio*). *Backpack* takes into account the changing nature of vocabulary learning as students mature cognitively, providing them with new ways of encountering, learning and using words.

Conceptually Appropriate Attention to Grammar

In addition to development of the four skills, learners need systematic exposure over time to structure and related vocabulary in a variety of contexts. For younger children, due to their level of cognitive development, it is not appropriate for teachers to present grammar as a set of explicit rules and forms to be analysed. Instead, learners benefit from "noticing" and attending to features of grammar in the language they are used to seeing in songs, dialogues, stories and other contexts. Grammar is therefore embedded in familiar contexts and presented as "chunks" of language. For older children with more developed powers of analysis, grammar continues to be presented in meaningful contexts. Grammar boxes provide examples of language use, and also draw students' attention to specific details, such as past tense endings or forms of comparative and superlative adjectives.

Learning Strategies and Critical Thinking Skills

Backpack is designed to foster students' awareness and use of learning strategies and critical thinking skills. These mental processes are brought into play in different stages of many activities throughout the series. Tasks are designed so that learners must access prior knowledge about a theme, rank items in order of preference, compare and contrast, summarise, predict, draw inferences, classify or sequence, to name a few. Explicit instruction of learning strategies is provided in the Teacher's Book, along with examples teachers can use in class to show how these mental processes work in practice. Building awareness of a variety of useful learning strategies helps students engage in learning in a more meaningful way and encourages greater student autonomy. Once they have become part of a student's repertoire of behaviours for language learning, these strategies are often transferred to other content areas in the school curriculum.

Attention to Learning Styles

Learners have different personalities, interests and learning styles. Often, two different classes react in very different ways to the same lesson materials, delivery style and teacher. This is likely to occur on the part of some students even within one class so how is a teacher to address the needs of different learners? *Backpack* incorporates activities that appeal to a variety of learning styles. Children in particular take in knowledge of the world through their senses, and their learning styles include the visual, auditory, tactile and kinaesthetic. Visual learners are supported through a wide range of illustrations, photos, and graphics that help them process information. Auditory learners have many

opportunities to both hear and repeat key learning targets throughout each unit. Tactile and kinaesthetic learners are provided with sticker activities, routines and games using touch and movement. All learners benefit from the many motivating projects in *Backpack*, as they involve all of the senses in the process and presentation stages. In addition, *Backpack* recognises that learners tend to be either global or analytic. Global learners need the "big picture" first in order to understand, and then move on to details. Analytic learners focus on details first, and then gradually build up an overview. The Teacher's Book suggests activities that lend themselves to these styles as well as to H. Gardner's Theory of Multiple Intelligences: logical-mathematical, linguistic, spatial, bodily-kinaesthetic, musical, interpersonal and intra-personal.

Cross-curricular Themes

Backpack aims to help children learn about the world around them – in English. To this end, students are provided with conceptually appropriate information from a variety of curricular areas: social studies, science, music, maths, art and literature. This provides valuable opportunities for students to draw on their prior knowledge acquired across the curriculum and link their learning in new ways.

Projects

Backpack includes a wide variety of student-centred projects designed to stimulate creative play, develop the students' imaginations and use the new language in meaningful theme-related contexts. Students apply what they have learned to create a visible and personal representation of unit concepts, such as a poster, a chart or graph, a mural, a family tree, a place mat, a brochure, a puppet show or a class book. Projects aid in the promotion of language acquisition through the exploration and development of the senses: sight, sound, touch and movement. At the lower primary levels, this work assists students in the development of small muscle and hand-to-eye coordination, sensory discrimination and concentration. At the higher levels, opportunities for artistic self-expression in the language-learning process involve the "whole" learner. At all levels, these activities provide contexts in which to recycle and use the language in an authentic and meaningful way as students present their projects to the class and explain how they were completed. Learners share their satisfaction in both the creative process and the final completed product.

Little Books and Magazines

In each unit of levels Starter–2, there is a cut-out story insert that can be folded into a Little Book. The cut-out inserts for the Little Books for level 3 are included at the back of Workbook 3. These richly-illustrated texts are a combination of fiction and non-fiction pieces and relate to the unit theme. The texts typically recycle some of the unit language and structure and provide exposure to other theme-related language. The illustrations and photos serve as a visual context to help learners negotiate meaning. In levels 4–6, students work with two pages in magazine format, with short readings related to the unit theme, mini-quizzes, jokes, cartoons, puzzles, letters from readers and so on. Each unit has its own magazine with a different title and design.

Series Features, *continued*

Games: Meaningful Play

Learners work hard to understand, to reproduce and to manipulate newly learned language. *Backpack* includes a variety of games to sustain students' interest and motivation through meaningful play in the language classroom. These enjoyable contexts for communication provide the same density of practice as exercises, while encouraging learners to use their language capabilities to the fullest. When students are amused, challenged, intrigued or surprised as they play a game, then the content is clearly meaningful to them. As a result, the language will be more vividly experienced and retained. Each Student's Book unit contains a game, and additional games are provided in the Workbook and in the Teacher's Book. Students also have opportunities to do word searches and crossword puzzles, as well as to enjoy cartoons and jokes.

Songs and Chants

Music is a feature of every society on Earth. Just as music unites a society culturally, it can foster a sense of identity and increase rapport among students in the classroom. Songs generate positive feelings in students and strengthen motivation as they create a state of relaxed receptiveness. Songs are inherently enjoyable and can provide a welcome break from other activities, but they can also serve to present new language and structure in a non-threatening, meaningful way. Each unit in *Backpack* begins with a lively, original song that relates to the unit theme, recycles previously-learned language and uses some of the new vocabulary and structure targets in a meaningful context. Important vocabulary is supported through colourful illustrations to help with meaning. Each unit also contains a theme-related chant that provides reinforcement of vocabulary, structure and content, as well as authentic practice with stress, rhythm and intonation in English speech. Students will enjoy singing and chanting their favourites again and again throughout the school year.

Teaching Tips and Techniques

Planning Classes

Backpack is designed so that one level can be completed over the course of one school year at the rate of two to three Student's Book pages most weeks (Time Guidelines are provided on pages 116–117). If you have more than enough time to complete two to three pages a week, you will be able to take advantage of the many extension activities in the Teacher's Book and use the other *Backpack* components, such as the flashcards, CD-ROM and video.

Begin each class period with a Warm Up activity to help students switch from thinking and speaking in their first language to English and to help them recall what they learned in earlier lessons. Use a variety of Warm Ups to keep students' interest level high. If students have been sitting still in other classes for most of the day, a Warm Up involving physical movement will refresh them. For example, if you want to review vocabulary for articles of clothing, you might display pictures of articles of clothing on the board or the classroom walls. Divide the class into two teams and give each team a pointer. A member from each team should try to be first to find the corresponding picture and hit it with the pointer or their hand as you call out (or spell out) a word. If students have recently engaged in physical activity, then a calming Warm Up will help them settle down and concentrate. For example, many "envelope activities" work well for this kind of Warm Up. Give pairs or groups envelopes and paper slips with words written on them and/or small pictures. Students should empty their envelopes and match the paper vocabulary slips to the pictures or draw pictures to match the words. They could also use the words in original sentences or classify the words on the paper slips into different categories. Familiar songs and chants are also motivating Warm Ups.

After the Warm Up, you are ready to move on to the activities you have planned for the day. It is important not only to use the course book, but also to include some other activities not from the book, and to do both kinds of activities in a sequence that indicates a gradual progression from simple to more complex tasks. As learners work through your activities, stop from time to time for a quick concept check to be sure they have understood. For example, if students have just learned about places in the community and want to check their understanding of the word *bakery*, you might ask a series of quick questions: *Can I buy shoes at a bakery? What can I buy at a bakery? Give me an example of a bakery near here.* If you check exercise answers in class, vary your routine – call on students to give an answer at random; ask pairs of students to check each other's answers; have answers ready on index cards to pass out, one per group; ask teams to write answers on the board.

Just as a lesson has a Warm Up, it should have a Round Up. This could be a quick and fun review that reinforces what has been taught, such as a game or song, or it could be a "Take a Minute" feedback activity. Feedback activities give you valuable information about your teaching and help you plan your future classes, based on your students' responses. For "Take a Minute", give each student a half-sheet of paper with the following questions on it: *What did you learn today? Is there something you don't understand? Is there something you want me to explain again in class?* Make sure students do NOT sign their name on their papers, and give them a minute or two to write their responses. Collect the papers and plan accordingly.

Pacing the Classes

Pacing refers to the rhythm and speed of the lesson or how much time is allocated to each activity. You will want to keep your own explanations brief and to the point in order to allow students more time to interact in English. Use a variety of activities to keep interest and participation high. Set goals and approximate time limits for activities and monitor your students' performances to ensure sufficient (but not too much) time on a task. Most teachers feel comfortable with moving on when it is evident that two-thirds to three-quarters of the students have a good grasp of the activity.

Using a Student's Book Unit

Each unit in *Backpack* has five stages: Warm Up, Presentation, Practice, Application and Assessment.

Warm Up: The Teacher's Book suggests several activities to create student interest in the theme of each unit. These activities lead into the opening page of the Student's Book, which always presents the unit song. A song is an enjoyable and non-threatening way to introduce the theme of a unit so that students can review what they know about the topic and access previously learned vocabulary related to it. The song also introduces some of the target structures and vocabulary for the unit, accompanied by colourful illustrations that provide support for meaning in context.

Presentation: A variety of presentation techniques is used throughout *Backpack*. The Presentation pages introduce the learners to key language and structures in the context of pictures, dialogues and short readings. Colourful illustrations and photos help support meaning. When appropriate, students are encouraged to work out the meaning from the context. They may underline unfamiliar key vocabulary words in a short text and then work with a partner to try to work out meanings. Following the first presentation in each unit, students work in pairs to complete a sticker activity. Depending on the unit, students may repeat key language or summarise a text as they stick down their stickers, or they may simply read and place their stickers according to their understanding. After other presentations, students work in pairs to ask and answer questions about the texts they have read. These texts are a rich source of language for oral practice, as many different kinds of questions can be asked about each one.

Practice: *Backpack* provides ample practice of target language and structures in the Student's Book and Workbook. Some of the activities focus on a particular skill such as listening, reading or grammar; others are integrated activities in which a combination of language skills are used. Some activities are designed to be done individually, others in pairs or small groups, and still others as a whole class. Personalisation activities provide students with the opportunity to draw upon their own life experiences. Learners interview each other to find out about their families, their daily routines, their hobbies and so on. Other activities take advantage of the children's love of fantasy and creativity, such as designing a brochure for a holiday in space. Still others link to content areas students are learning about in their other classes at school, such as identifying and discussing extinct and endangered animal species. Additional practice opportunities are found in the CD-ROM and Video.

Application: After learners have interacted with the new language and structures and practised them in systematic ways, they are ready to apply what they have learned. *Backpack* contains a wealth of motivating ways students can apply their knowledge: Little Books, magazines, puppets, accordion books, posters, mobiles, collages, role-plays, maps and so on. Many of the application activities require cooperative group work, thereby providing the students with opportunities to practise social/cooperative skills. Students learn to take responsibility for the successful completion of their tasks.

Assessment: *Backpack* provides multiple assessment opportunities of different types. In the Student's Book, the last two pages of each unit contain materials for both performance assessment and formal evaluation. Performance assessment involves monitoring the students as they play a communication game, act out a scene or do a mini-presentation. While the students carry out the activity, the teacher moves around the classroom, taking note of their use of language and structure. In formal written assessment, students fill in blanks, complete sentences, and write out answers to specific questions. This is followed by the self-evaluation section, which allows the learners to think about their own strengths and weaknesses in relation to the material covered in the unit. In the Workbook, students have a practice test for each unit, which serves as a rehearsal and allows them to identify which areas they need to study further. In the Teacher's Book, there is a test for each Student's Book unit and also three review tests, for units 1–3, 4–6 and 7–9. An oral assessment rubric and chart are also provided.

Pair and Group Work

Learners may favour one type of classroom interaction over another, but it is usually the teacher who structures communication in classroom activities. Effective teachers aim for a balance among whole-class work, small group work, pair work and individual work. *Backpack* is designed to provide many opportunities for pair and group work in order to maximise students' use of the language. By sharing ideas and information in pairs and groups, the students are given the opportunity to negotiate meaning as they use the language in a non-threatening setting.

Several factors determine the success of pair work tasks. First, there should be a real purpose for the exchange of information and a genuine gap in the information each partner has; the completion of the activity depends on the sharing of information. To this end, *Backpack* includes several types of information gaps in which students can maximise their language use. Secondly, tasks will motivate the learners more if there is an end product: a completed chart, a time line, a survey and so on. Thirdly, the abilities and language background of the students should be considered when forming pairs. For some activities, stronger students may be paired with less developed students; for other activities, students of like ability should be paired.

Factors to consider for successful group work include group size, student roles and task goals.

When the learners are working in pairs or small groups, it is important that the teacher circulates and monitors their progress. Check that the students are using English and understand the task. With regards to error correction, it is less disruptive to take note of major errors and then re-teach or review

them after the activity has finished. Interruptions for correction impede the communication flow and draw attention away from the goal. It is important to realise that errors are a natural part of the learning process, and that the students may recognise errors while studying the rules or correct forms but will still produce errors while trying to communicate.

Take full advantage of the pair and group work found in *Backpack*. These activities allow the students to extend and personalise what they have learned in each unit.

Vocabulary

Vocabulary plays a key role in the learning of any language. Without vocabulary, communication is impossible. Words, however, can be difficult to remember unless the students develop a real need for them. The activities in *Backpack* help learners develop vocabulary through a variety of tasks that stimulate a desire to communicate. The vocabulary central to each unit is presented in context and then recycled several times through different activities. *Backpack* includes both active vocabulary, selected for its usefulness and frequency of occurrence in real communication, and receptive vocabulary, non-target language that enriches the different themes of the lessons. A list of active vocabulary is found at the end of the Teacher's Book.

Every opportunity should be taken to involve the students in the vocabulary learning process through a variety of techniques and activities. Use realia (real items and objects used in real life), pictures, kinaesthetic procedures such as TPR (Total Physical Response), games and craft activities.

Ask students to make their own sets of flashcards, a picture dictionary, word mobiles, posters and so on. Display their work and change the displays periodically. Ask teams of students to compile vocabulary quizzes for each other; award team points and tally them up at the end of the term.

Promote awareness of language learning strategies in the students by demonstrating techniques such as paraphrase and circumlocution; for example, "the thing you make a pencil point with" for *pencil sharpener*, and "to walk or go behind someone" for *follow*. When applicable, show students that English words are often similar in form and meaning to words in other languages. Help them recognise these cognates, but caution them about the danger of false cognates. Point out the value of word associations and collocations to clarify meaning; for example, *run out of time*, *run out of milk*, *run out of money*, *run out of chalk*. At the higher levels, show the students the value of building word family charts listing the different parts of speech and the forms a word may take, such as *photograph*, *photographer*, *photography* (nouns), *to photograph* (verb), *photographic* (adjective) and *photographically* (adverb). Finally, encourage learners to take advantage of resources such as radio stations that play songs in English, TV programmes that may be subtitled, comic books, magazines, newspapers and websites in English.

Grammar

The practice activities in *Backpack* have been designed to involve the students in the discovery of the language as they work through the unit. By doing so, students become active participants in the learning process.

Few younger learners benefit from memorising rules and analysing forms. Students under the age of eight or nine are better served by seeing many repetitions of a grammar point in different, meaningful contexts, and by using grammar as "chunks" that help them say or write what they need to communicate. For this reason, the Grammar Boxes in the Student Book and Workbook show grammar contained in sentences that can be used as models for producing certain forms and structures. As students develop cognitively and move from level to level of *Backpack*, the Grammar Boxes begin to include brief details about the grammar points for students to notice and think about.

You may want older learners to prepare personal grammar reference notebooks. Each grammar point under study would have its own page, with examples of form, meaning and use. Encourage the students to show their work to their classmates so that they can learn from each other's examples. As an additional challenge, you may want the students to try to write some of the grammar rules themselves, rather than copy them from a book. In this way, they will find that they need to choose and work with English words in a context meaningful to them. This rule writing then becomes yet another opportunity for meaningful use of the language. If the grammar rules and structures are consistently recorded in these notebooks created and compiled by the students, they will have an invaluable study tool and a personalised reminder of what they have learned during their English course. Another way to help the students to further process the language is to encourage them to reflect on the language errors they frequently make. Encourage them to keep a list of their most frequent errors, and ask them to write out a self-corrected version for each one.

Reading

Reading is an enjoyable and invaluable way to expand vocabulary, increase content knowledge and improve critical thinking skills. *Backpack* provides opportunities to develop both top-down and bottom-up processing through many different types of texts: songs, chants, poems, stories, folk tales, factual articles, dialogues, letters, reviews, recipes and jokes. All of the texts have been carefully chosen to be age-appropriate, informative and motivating, with the belief that learners need to read a variety of texts: those they can relate to in an enjoyable way; those that develop their criteria for understanding, judging, and defining their opinions, and those that promote the use of strategies and thinking skills, such as working out the meaning from the context and relating charts to a text.

Backpack provides opportunities for both reading aloud and silent reading. Poems, chants, songs and dialogues particularly lend themselves to reading aloud. They encourage the students to recognise and practise natural rhythm and intonation patterns in English, and simply to enjoy what they are reading through active oral participation. Longer texts, such as stories and articles, are better processed through silent reading, as students have many opportunities to practise efficient reading strategies.

Pre-reading: Pre-reading activities help prepare the students to interact intellectually

with the reading text. They also encourage good reading habits, such as looking at the title of the selection, and at any illustrations, photos, captions, charts or graphs.

Reading: During the act of reading, encourage the students to become actively involved in the text by looking for specific information. Encourage them to ask themselves questions about the text while they read, using *Who? What? When? Where? Why? How?* Help them underline or highlight key words or ideas, and to mark key vocabulary words for later study.

Post-reading: Ask students different types of questions about the reading, beginning with questions about factual details and gradually moving to interpretative questions that require higher order thinking. Help learners process the material through summaries, charts, tables or reports. Ask them to retell the story or act out events from the story or poem. Encourage them to illustrate their favourite part of a story and summarise that scene in a few sentences under their drawings, and then display their work on the bulletin board or wall. For a higher level of challenge, you could ask students to retell a story, but with a different ending, or ask them why they liked or disliked a text and what they would do to change it.

Writing

In the lower primary levels, *Backpack* systematically introduces the written word and builds upon it until learners are capable of writing two- or three-sentence paragraphs (level 3). Production of the written word, though somewhat limited at the lower levels, forms a clearly significant part of the language learning process. Learners can unscramble words, copy sentences, put sentences into logical order, complete puzzles, do short dictations and so on. For young learners, the physicality of transferring information from one place to another through writing is important for long-term memory retention of sound-spelling correspondences, words and structures. In the higher levels, *Backpack* builds upon the skills and understanding of the writing process acquired at the lower levels, including work with the parts of a paragraph, paragraph function, unity and so on. By the end of the series, students are capable of tasks that require several paragraphs. As students write, they gain awareness of different types of writing as well as the different stages of the writing process.

Pre-writing: Students require many opportunities to practise planning strategies such as brainstorming, using word maps, Venn diagrams and outlines.

Writing: When writing their first drafts, students should be encouraged to focus on content and successful communication of the message over grammatical and mechanical perfection. While these latter two are worthy goals, first drafts are really a place to start, a way to help the students get down words on paper in an organised fashion. As they write, students learn the importance of an introductory statement that identifies the main idea of the passage (the topic sentence), how to support that sentence with examples or details (the body, made up of supporting sentences), and how to write a concluding statement that sums up the main idea in different words (the conclusion). Reading passages in the units can serve as additional models.

Editing/Rewriting: First drafts are followed by second and often third drafts. Remind students at this point that even famous

authors write many drafts before they consider their work ready for presentation. Almost no one produces his or her best work in just one try! At this stage, it is appropriate to focus on accuracy of facts, interest level of the content and clarity of organisation. Word choice may be discussed, as well as the addition, deletion or rearrangement of information in order to produce a coherent, unified passage. Last comes attention to mechanics (spelling, paragraph conventions and capitalisation).

You may want to introduce the concept of peer editing, in which students comment on each other's work and give useful feedback. Peer editing is valuable because it builds students' awareness of what is relevant, accurate and appropriate when writing. This feedback on the content and organisation of student drafts not only provides additional opportunities for meaningful use of English, but also enables learners to begin to see how others (the audience) see their writing. After students have looked at each other's papers, ask them to confer to explain their reactions to the written piece. Make sure the students acting as "editors" say what they liked about the piece, what they wanted to know more about and what confused them. Positive suggestions for improvement are then appropriate.

Presentation: Presentation consists of the "publication" of the written product. This may be the handing in of the written work to the teacher, the reading of the written work to the class, the sharing of the work in small groups, the display of the work on the notice board or the classroom wall, the inclusion of the work in a class newspaper or class-produced book, or posting on a website dedicated to student work. It is at this point that the students will feel the excitement and personal satisfaction of communicating their thoughts through writing.

Evaluation: You may evaluate and mark separate pieces of writing, but the most effective tool in helping writers measure and understand their progress is the writing portfolio: a folder of each student's written work. When applicable, students should be allowed some input as to which pieces remain in their portfolios for evaluation. Portfolios contain more than final drafts; there may be outlines, word maps, diary entries, rough drafts, paragraphs, letters, poems, copies of group-produced work and whatever else the students have been assigned as tasks. The teacher and the student together review the work and track the student's development, difficulties, and improvement in all parts of the writing process.

Assessment Checklist

The Student Oral Assessment Checklist

Evaluating Oral Proficiency: It is important to evaluate the students' oral proficiency in settings that are relaxed and tension-free. For all practical purposes, this means that students need to remain unaware that they are being evaluated on their oral performances. This can be achieved by involving the students in a variety of oral activities and by circulating around the room listening to them as they work through the activities. Activities that work well in this regard include information gaps, retelling stories, summarising, presentations of projects, oral reports, role-plays, games and discussions resulting from "envelope activities" in which students in groups draw a slip of paper out of an envelope and talk about the topic written on the slip of paper.

To monitor the students' performance in such a way that they remain unaware of assessment, walk slowly around the classroom as the students work on their communication tasks. You may want to have a pencil and notebook with you, but it must not be obvious that you are either taking notes or using a rubric or giving a mark based on what you are hearing. Pause, standing to the side of the student or pair of students you are evaluating. You may even want to turn your back on the student you are actually listening to so that the student remains involved in the task and does not focus attention on you.

To use the Student Oral Assessment Checklist on page xix, duplicate the number of sheets needed. Write the unit number on the appropriate line and fill in the names of the students. Write the questions or tasks you plan to use in the spaces provided and then record your assessment of each student's proficiency in them. Use the key provided on the sheet (*x = not achieved, p = progressing, a = achieved*) or the equivalent number score from the table below.

Oral Language Assessment

Score	Competency Levels
1 (not achieved)	a. uses few of the target language items b. uses basic structures with many errors c. frequently responds inadequately or inappropriately
2 (progressing)	a. uses a fair amount of the target language items b. uses basic + target structures with more than occasional errors c. sometimes responds inadequately or inappropriately
3 (achieved)	a. uses most or all of the target language items b. uses basic + target structures with occasional errors c. usually responds adequately or appropriately

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The Student Oral Assessment Checklist

Unit _____

a = achieved
x = not achieved
p = progressing

Questions/tasks	Students' Names														

Learning Strategies and Critical Thinking Skills Checklist

Choose the strategies and skills you plan to work with during the school year, and keep track of your progress by ticking the columns as you move across the stages.

Strategy/skill	Presented and modelled	Recycled	Evaluated	Comments
accessing prior knowledge				
analysing				
associating				
brainstorming				
clarifying				
classifying				
comparing				
contrasting				
defining				
doing research				
drawing conclusions				
working out meaning from context				
focusing				
generalising				
goal setting				
inferencing				
listing				
memorising				
note taking				
noticing				
predicting				
problem solving				
ranking				
retelling				
sequencing				
summarising				
translating				
using tables and charts				
visualising				

Testing Materials

Placement Test

You may be unsure of some of your students' levels of English. The guidelines on this page and the Placement Test on pages xxiv and xxv will help you place your students in the appropriate level of *Backpack*.

Guidelines for Placement

Before making a decision about a student's placement, you might talk to the student's other teachers and perhaps his or her parents. Try to avoid pressure to place an older student in a level that is too advanced for him or her. Language facility is not completely age-related. If, at first, a student must be put into a class with younger students, you might want to make an extra effort to move the student forward in his or her development of the language so that he or she can move into a class with students who are the same age.

If one student knows more English than the other students, you might want him or her to stay in the class with the students in his or her age group; however, you can use that student as a "resource person" in the classroom. For example, you can ask that student to help you demonstrate dialogues and games, be a group leader or do extra activities that are more advanced.

Guidelines for Testing

Try to make the testing conditions as relaxed as possible, since this testing may be viewed by the student as a threatening experience. Do everything you can to lessen the tension. Smile, sit down at the student's level and use a conversational approach.

If you and the student speak the same language, converse for a short time in that language. Then ask in English, "Do you speak English?" If the student answers "yes," ask questions such as *How old are you? Where do you live? How many brothers have you got? How many sisters have you got? What day is it today?* If the student cannot begin to answer these basic questions, he or she should begin the Starter level of *Backpack*. If the student answers your questions correctly and with very little difficulty, go on to the Placement Test on pages xxiv and xxv.

While the student is taking the Placement Test, you should observe his or her behaviour. If you see that the student is experiencing frustration, you may want to stop the test.

If a student answers more than seventy-five per cent of the items correctly, you can consider giving the student the Placement Test in the next level of the Teacher's Book.

Procedures for Testing

The Placement Test on pages xxiv and xxv can be administered to one student or to a group of students. Duplicate a copy of the test for each student and make sure each student has a pencil and coloured crayons.

Begin by pointing to individual pictures on the first page of the test. If a student cannot name any of the items, he or she should not continue the test and should be placed in the previous level. Then ask the questions and give the students time to mark their responses on the paper.

Placement Test for Level 1

1: Listen and circle.

1. What's this? It's a crayon.
2. What's it doing? It's jumping.
3. What's he doing? He's reading.
4. What have you got? I've got a sandwich.
5. Where's the kite? It's in the box.
6. Where's the ball? The ball is under the chair.

2: Listen and match. Draw a line.

Who's she? She's my mother.
Who's he? He's my father.
Who's he? He's my brother.
Who's she? She's my sister.

3: Listen and colour.
Colour the square orange.
Colour the circle green.
Colour the triangle black.
Colour the rectangle purple.

4: Listen and tick.
1. What do they want? They want pizza. (*yes*)
2. What have they got? They've got biscuits. (*no*)
3. Has she got big feet? (*no*)
4. Has he got long legs? (*yes*)
5. There are twenty balls. (*no*)
6. There are eight markers. (*yes*)

5: Listen and match. Draw a line.
What's he wearing?
He's wearing a hat.
He's wearing trousers.
He's wearing trainers.
He's wearing a sweater.

Unit Tests

The tests on pages xxvii–xxxv are individual Unit Tests for the students to take at the end of each unit.

Unit 1 Test

1: Listen and tick.
1. seven (*yes*)
2. five (*no*)

2: Listen and circle.
1. What's this? It's a marker.
2. What's this? It's a book.

3: Listen and colour.
1. What colour is it? It's green.
2. What colour is it? It's blue.
3. What colour is it? It's red.

Unit 2 Test

Listen and tick.
1. How many brothers have you got? I've got two brothers. (*yes*)
2. How many sisters have you got? I've got three sisters. (*no*)
3. How many brothers have you got? I've got four brothers. (*no*)
4. How many brothers and sisters have you got? I've got two brothers and one sister. (*yes*)
5. Who's she? She's my mother. (*yes*)
6. Who's he? He's my brother. (*no*)

Unit 3 Test

1: Listen and tick.
1. Has she got a short nose? (*no*)
2. Has he got big ears? (*yes*)
3. Has she got a small mouth? (*yes*)

2: Listen and circle.
1. How many legs has it got? It's got eight legs.
2. How many toes has it got? It's got five toes.

Unit 4 Test

1: What's she wearing? Listen and tick.
1. She's wearing a jacket. (*yes*)
2. She's wearing trousers. (*no*)
3. She's wearing a hat. (*no*)
4. She's wearing a skirt. (*yes*)

Then listen and colour.
1. Colour the jacket pink.
2. Colour the shirt yellow.
3. Colour the skirt blue.
4. Colour the socks white.
5. Colour the shoes black.

2: Listen and circle.
1. There are four hats.
2. There is one glove.

Unit 5 Test

1: Listen and match. Draw a line.
1. Where's your brother? He's in the living room.
   What's he doing? He's watching TV.
2. Where's your mother? She's in the kitchen.
   What's she doing? She's cooking.
3. Where's your sister? She's in the dining room.
   What's she doing? She's eating.
4. Where's the baby? She's in the bedroom.
   What's she doing? She's sleeping.

2: Listen and colour.
Colour the triangle brown.
Colour the square red.
Colour the circle blue.
Colour the rectangle pink.

Unit 6 Test

Listen and circle.
1. What's that? It's a horse.
2. What's that? It's a cat.
3. What's that? It's a bird.
4. What's it doing? It's running.
5. What's it doing? It's jumping.
6. What's it doing? It's swimming.

Unit 7 Test

Listen and match. Draw a line.
1. It's Sunday. I've got rice.
2. It's Monday. I've got ice cream.
3. It's Tuesday. I've got sandwiches.
4. It's Wednesday. I've got pizza.
5. It's Thursday. I've got fish.
6. It's Friday. I've got burgers.
7. It's Saturday. I've got cake.

Unit 8 Test

1: Listen and tick.

1. thirteen (*no*)
2. fourteen (*yes*)
3. twenty (*yes*)

2: Listen and circle.

1. What does he want? He wants the boat.
2. What does she want? She wants the marbles.

3: Look and listen. Write the number.

One: The kite is under the table.
Two: The kite is in the box.
Three: The kite is on the chair.

Unit 9 Test

1: Listen and colour.

1. This bike is red. That bike is green.
2. These books are purple. Those books are orange.
3. This kite is yellow. That kite is blue.
4. These balls are pink. Those balls are brown.

2: Listen and tick.

1. Is she jumping? (*yes*)
2. Is he riding a bike? (*yes*)
3. Is he dancing? (*no*)
4. Is she kicking a ball? (*yes*)
5. Is he throwing a ball? (*no*)

Revision Tests

The tests on pages xxxvi–xli are Revision Tests for the students to take after completing Units 3, 6, and 9.

Units 1–3 Test

1: Listen and colour.

1. What colour is it? It's purple.
2. What colour is it? It's green.
3. What colour is it? It's red.

2: Listen and tick.

1. What's this? It's a chair. (*yes*)
2. What's this? It's a crayon. (*yes*)
3. What's this? It's a book. (*no*)

3: Who's this? Listen. Draw a line.

1. Who's she? She's my mother.
2. Who's he? He's my father.
3. Who's he? He's my brother.

4: How many? Draw a line.

Answers: ten books; one pen; six papers

5: Listen and tick.

1. Has he got short legs? (*no*)
2. Has he got a big nose? (*yes*)
3. How many arms has it got? It's got five arms. (*no*)
4. How many legs has it got? It's got one leg. (*yes*)

6: Write. How many brothers have you got? How many sisters have you got?

Answers: Students write words or sentences to answer the questions about themselves.

Units 4–6 Test

1: Look. Listen and tick.

1. He's wearing a hat. (*yes*)
2. He's wearing a jacket. (*no*)
3. He's wearing trousers. (*yes*)
4. He's wearing gloves. (*no*)

2: Look and listen. Write the number.

One: The birds are flying.
Two: The worm is crawling.
Three: The cat is climbing.
Four: The ducks are swimming.

3: Write the word.

Answers: 1. sleeping 2. cooking 3. eating 4. watching TV

4: Listen and colour.

I can see three yellow triangles.
I can see three pink circles.
I can see three blue squares.

Units 7–9 Test

1: Listen and tick.

1. What have you got? I've got a burger, a hot dog and an ice cream. (*yes*)
2. What have you got? I've got a burger, some cake and a sandwich. (*no*)

2: Write the days in order.

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

Listen. Draw a line.

How old are you? I'm seven years old.
When is your birthday? My birthday is on Thursday this year.
How old are you? I'm eight years old.
When is your birthday? My birthday is on Saturday this year.

3: What toys do you want? Write their names.

Answers: Students write words or sentences to say what toys they would like.

4: Read and circle.

Answers: 1. the ball in the box 2. the cars under the table 3. the boat on the TV

5: Look and tick.

Answers: 1. this pencil 2. those kites

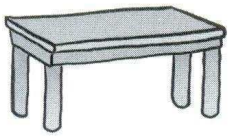
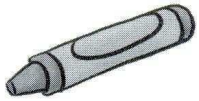
6: Listen and tick.

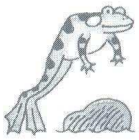
1. Is she rollerskating? (*no*)
2. Is he kicking a ball? (*yes*)
3. Is he riding a bike? (*yes*)

Placement Test

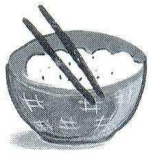
Name _____

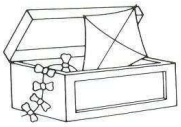
1. Listen and circle.

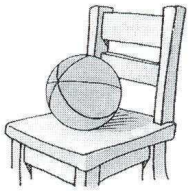
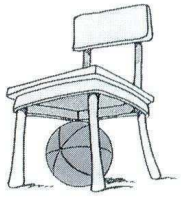
1.  

2.  

3.  

4.  

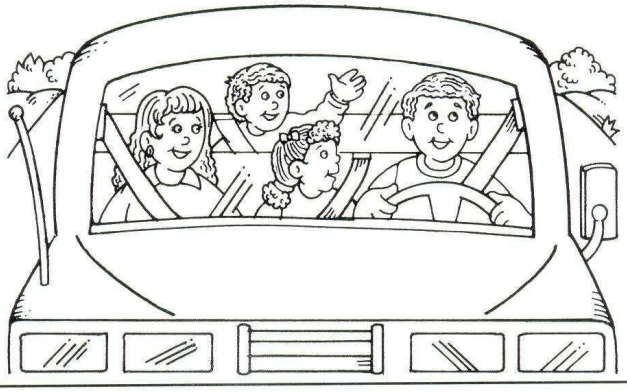
5.  

6.  

2. Listen and match. Draw a line.

mother

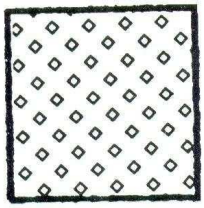
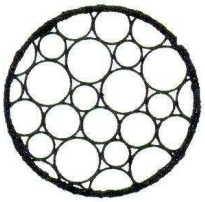
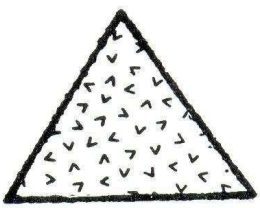
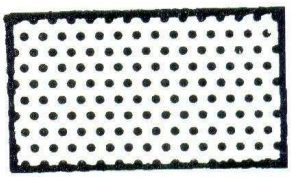
brother



father

sister

3. Listen and colour.

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Placement Test

4. Listen and tick.

1. 

☐ yes ☐ no

2. 

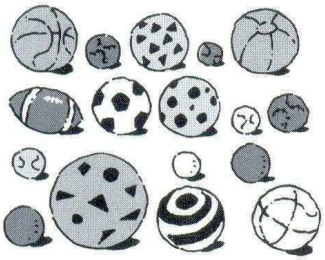
☐ yes ☐ no

3. 

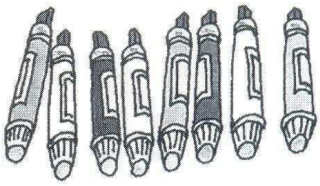
☐ yes ☐ no

4. 

☐ yes ☐ no

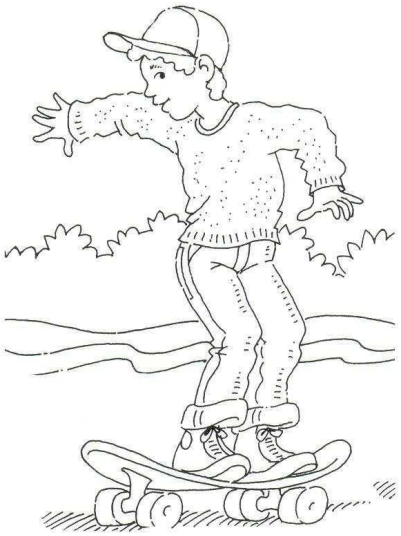
5. 

☐ yes ☐ no

6. 

☐ yes ☐ no

5. Listen and match. Draw a line.



hat

trousers

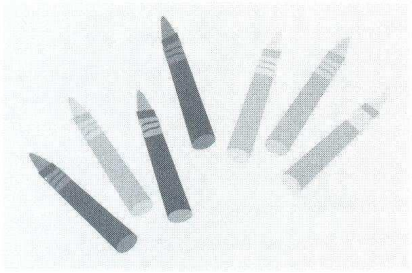
trainers

sweater

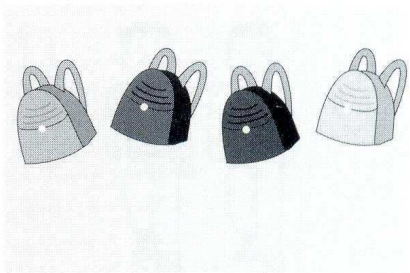
Unit 1 Test

Name _____

1. Listen and tick.

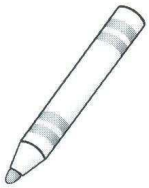
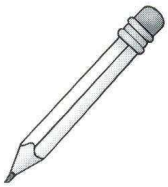
1. 

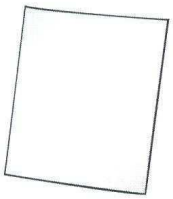
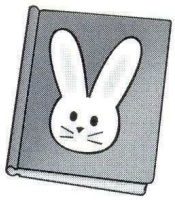
☐ yes ☐ no

2. 

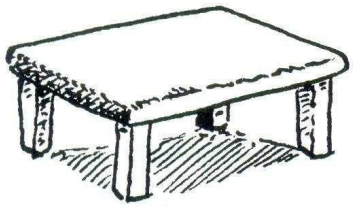
☐ yes ☐ no

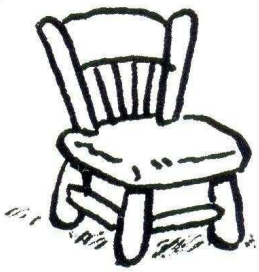
2. Listen and circle.

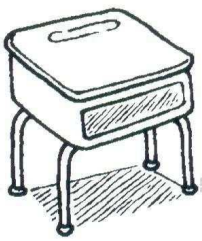
1. 


2. 


3. Listen and colour.

1. 

2. 

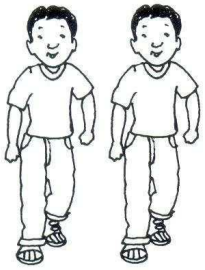
3. 

Unit 2 Test

Name _____

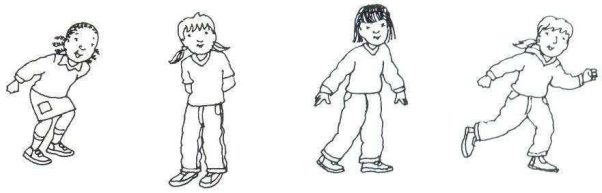
Listen and tick.

1.



☐ yes ☐ no

2.



☐ yes ☐ no

3.



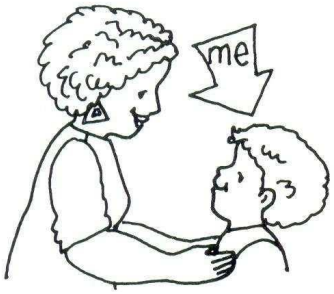
☐ yes ☐ no

4.



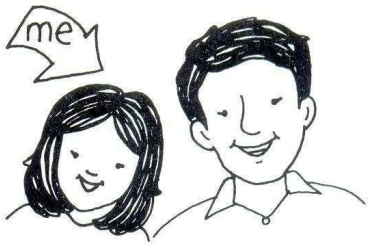
☐ yes ☐ no

5.



☐ yes ☐ no

6.



☐ yes ☐ no

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Unit 3 Test

Name _____

1. Listen and tick.

1. 

☐ yes ☐ no

2. 

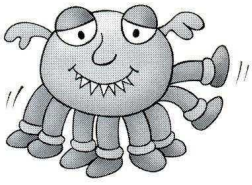
☐ yes ☐ no

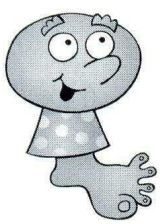
3. 

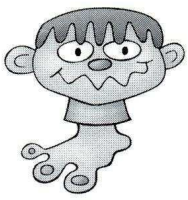
☐ yes ☐ no

2. Listen and circle.

1. 



2. 



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Unit 4 Test

Name _____

1. What's she wearing? Listen and tick. Then listen and colour.

1. ☐ yes ☐ no

2. ☐ yes ☐ no

3. ☐ yes ☐ no

4. ☐ yes ☐ no



2. Listen and circle.

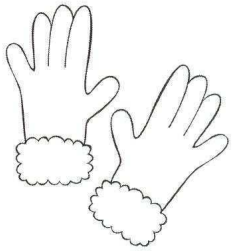
1.





2.





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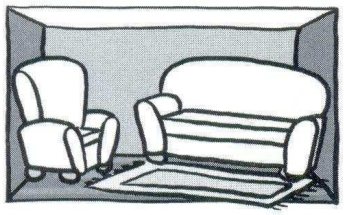
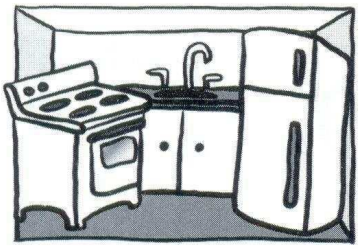
Unit 5 Test

Name _____

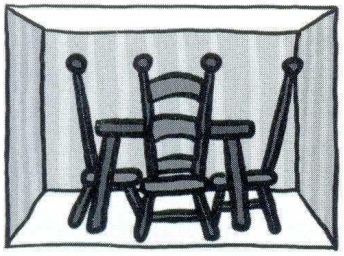
1. Listen and match. Draw a line.

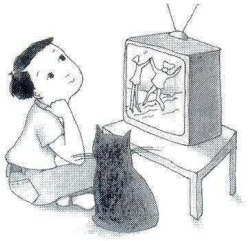


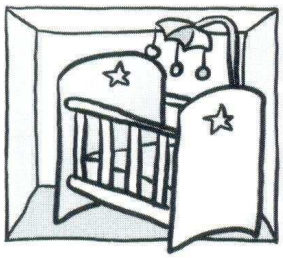






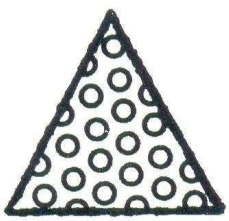


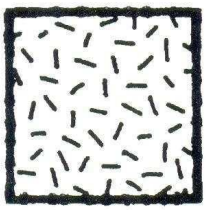




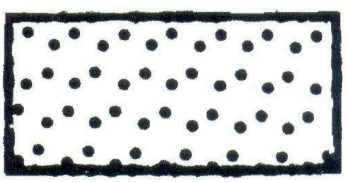


2. Listen and colour.







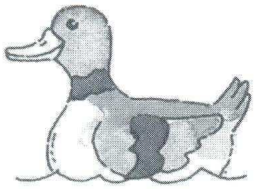


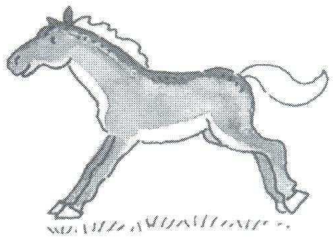
Unit 6 Test

Name _____

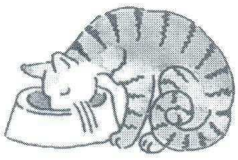
Listen and circle.

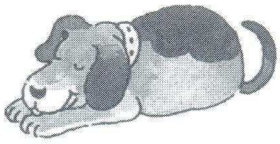
1.





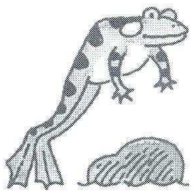
2.



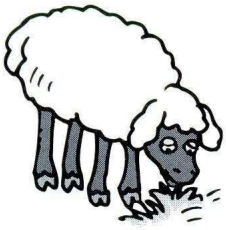


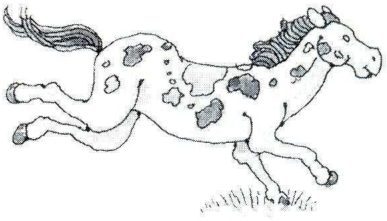
3.



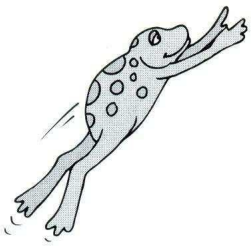


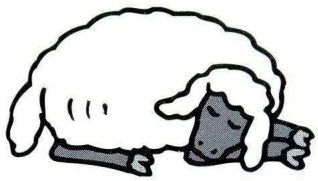
4.



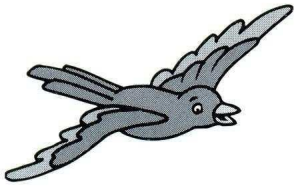


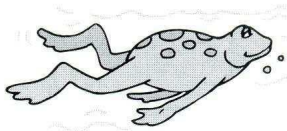
5.





6.



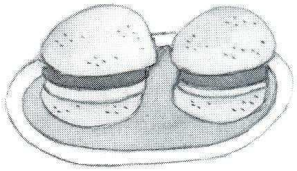


Unit 7 Test

Name _____

Listen and match. Draw a line.

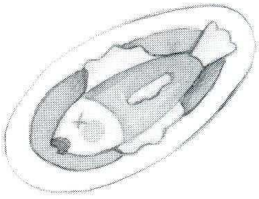
1. Sunday



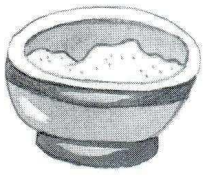
2. Monday



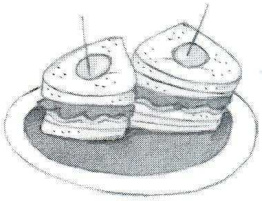
3. Tuesday



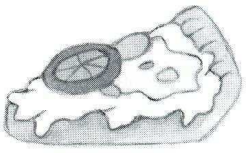
4. Wednesday



5. Thursday



6. Friday



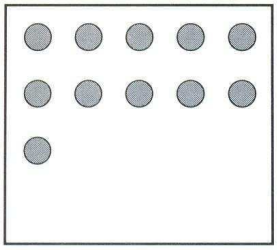
7. Saturday



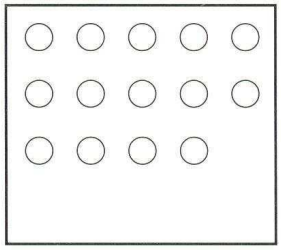
Unit 8 Test

Name _____

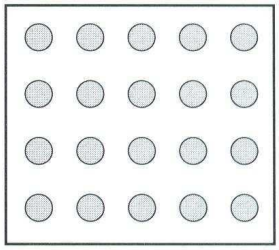
1. Listen and tick.

1. 

☐ yes ☐ no

2. 

☐ yes ☐ no

3. 

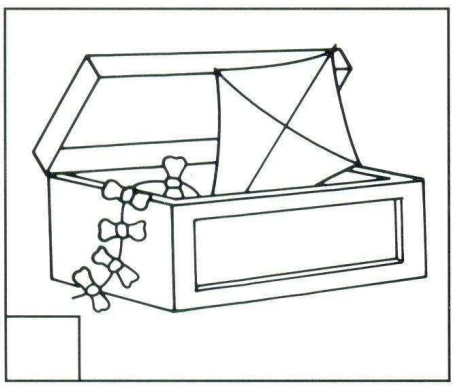
☐ yes ☐ no

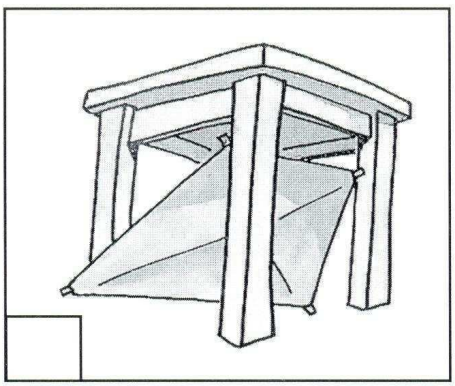
2. Listen and circle.

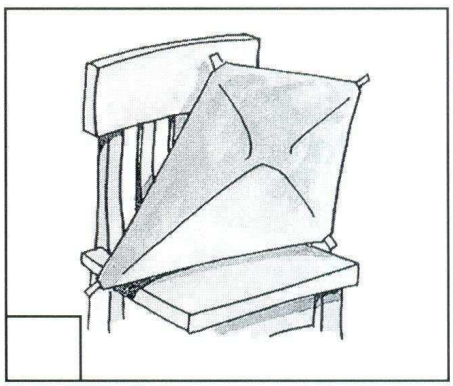
1. 

2. 

3. Look and listen. Write the number.







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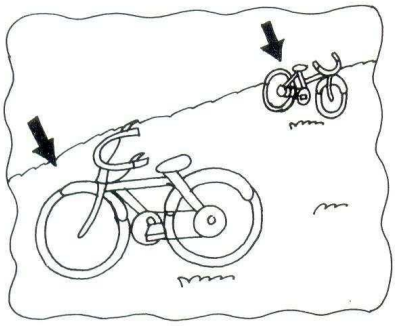
Unit 9 Test

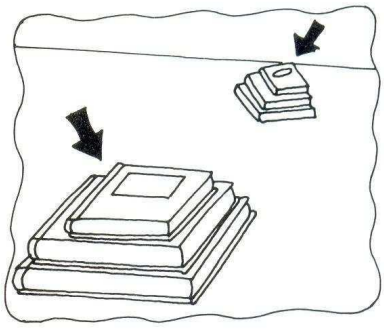
Name _____

1. Listen and colour.

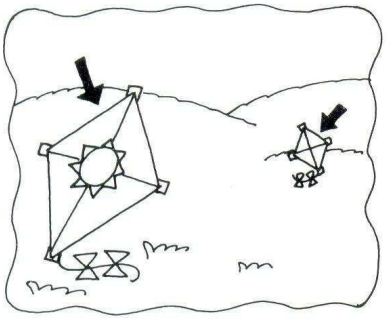
1.



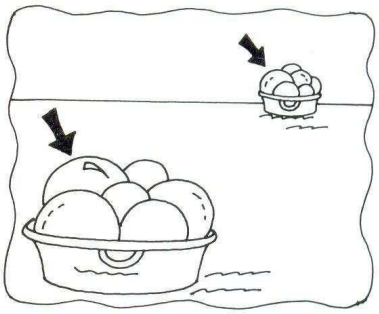
2.



3.



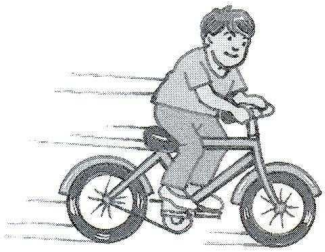
4.



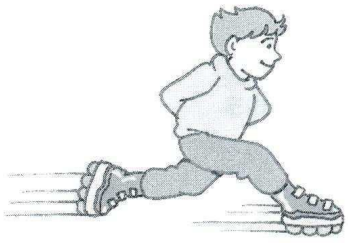
2. Listen and tick.



☐ yes ☐ no



☐ yes ☐ no



☐ yes ☐ no



☐ yes ☐ no

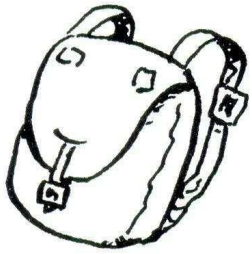


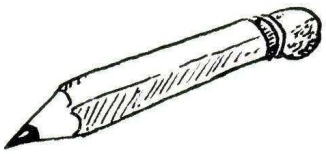
☐ yes ☐ no

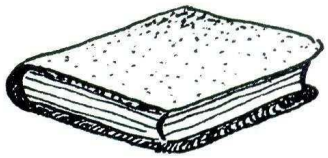
Units 1–3 Test

Name _____

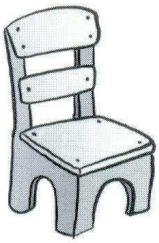
1. Listen and colour.

1. 

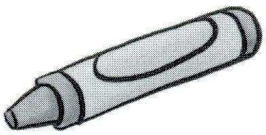
2. 

3. 

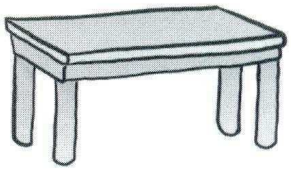
2. Listen and tick.

1. 

☐ yes ☐ no

2. 

☐ yes ☐ no

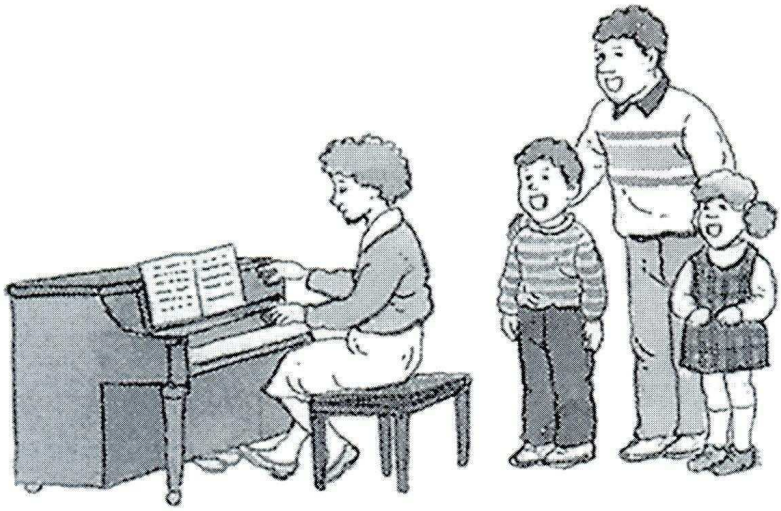
3. 

☐ yes ☐ no

3. Who's this? Listen. Draw a line.

mother

brother



father

me

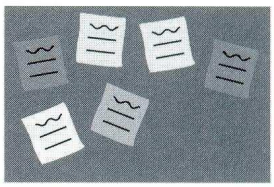
Units 1–3 Test

Name _____

4. How many? Draw a line.







one six ten

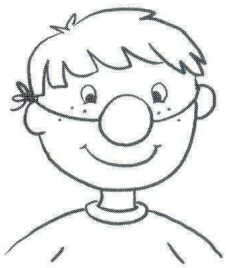
5. Listen and tick.

1.



yes no

2.



yes no

3.



yes no

4.



yes no

6. Write. How many brothers have you got?

_____

How many sisters have you got?

_____

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Units 4–6 Test

Name _____

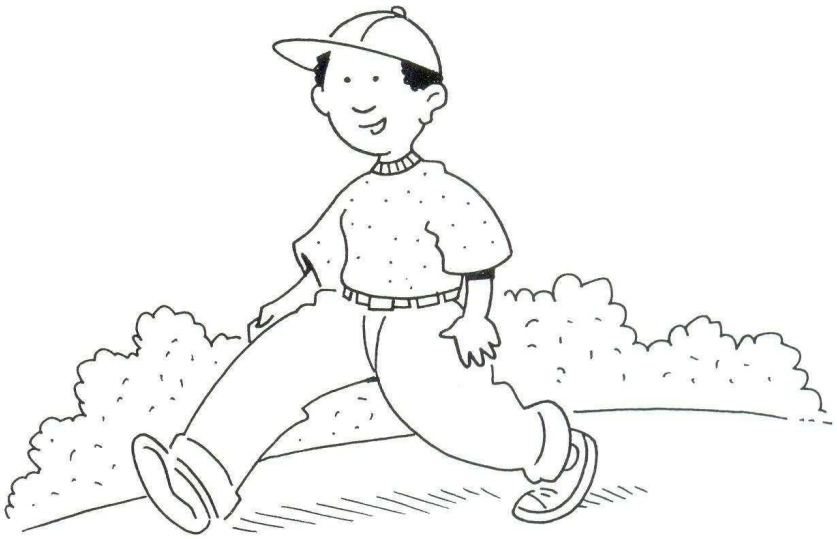
1. Look. Listen and tick.

1. ☐ yes ☐ no

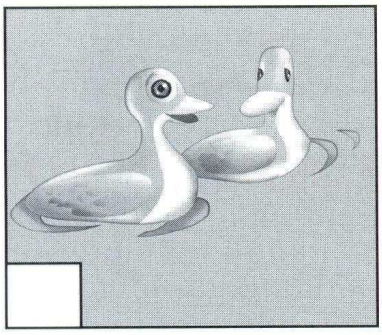
2. ☐ yes ☐ no

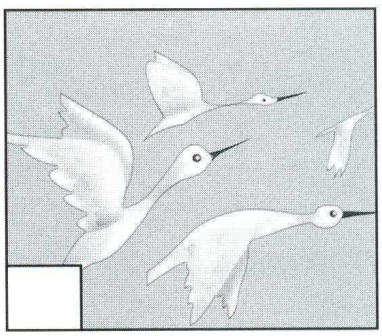
3. ☐ yes ☐ no

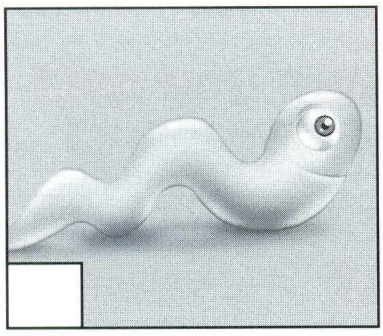
4. ☐ yes ☐ no

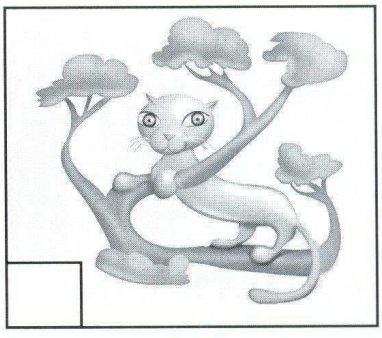


2. Look and listen. Write the number.









Units 4–6 Test

Name _____

3. Write. Use words from the box.

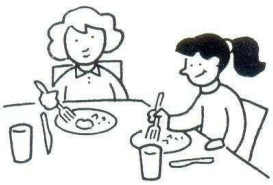
cooking eating sleeping watching TV

1. 

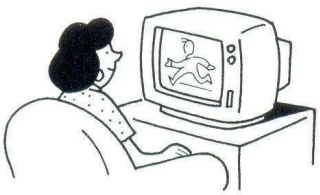
The baby is _____.

2. 

My brother is _____.

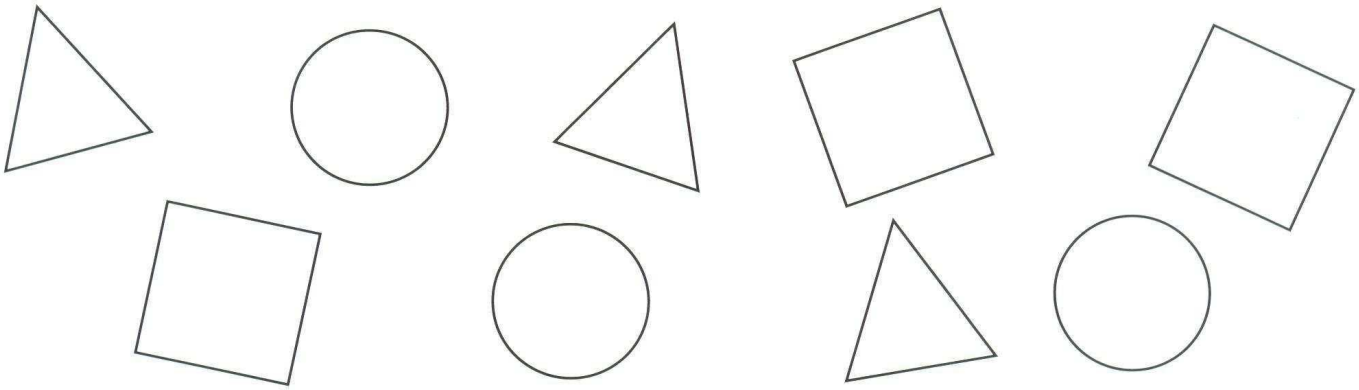
3. 

My sisters are _____.

4. 

My mother is _____.

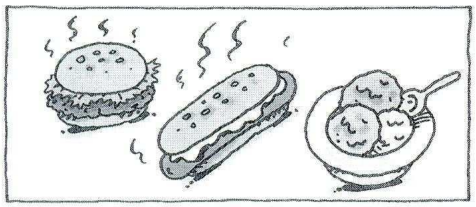
4. Listen and colour.



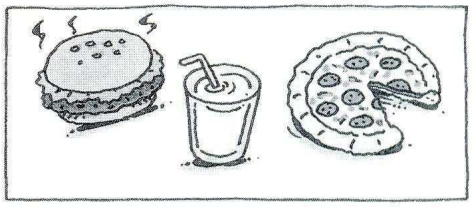
Units 7–9 Test

Name _____

1. Listen and tick.

1. 

☐ yes ☐ no

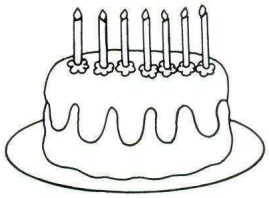
2. 

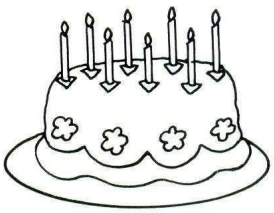
☐ yes ☐ no

2. Write the days in order. Listen. Draw a line.

Friday	Monday	Tuesday
Thursday	Saturday	Wednesday

1. Sunday _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____





3. Which toys do you want? Write their names.

_____

_____

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Units 7–9 Test

Name _____

4. Read and circle.

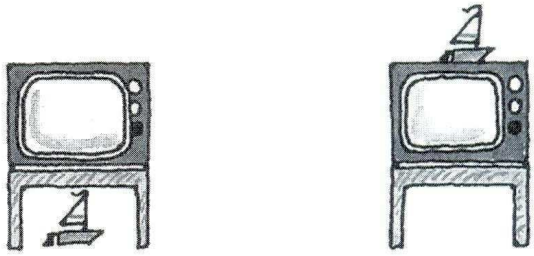
1. The ball is in the box.



2. The cars are under the table.

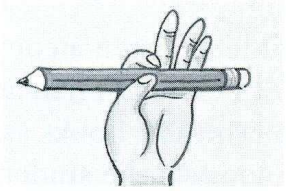


3. The boat is on the TV.



5. Look and tick.

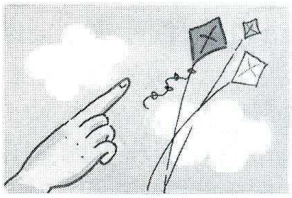
1.



☐ this pencil

☐ that pencil

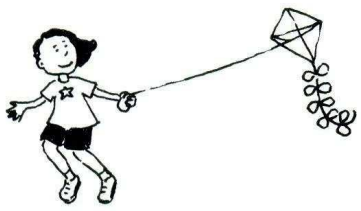
2.



☐ these kites

☐ those kites

6. Listen and tick.



☐ yes ☐ no



☐ yes ☐ no



☐ yes ☐ no

In the Beginning

Class Atmosphere

It is very important to put your students at ease as soon as possible, and to let them know that their English classroom is a fun, comfortable, and exciting place to be. Be as friendly and supportive as possible the first day. Structure your first class in such a way that students get to know their classmates, review some of the English they know, gain some familiarity with their new textbook and set some learning goals and classroom rules for the year, with your help. End with a rousing version of the Backpack Song on page T2.

Getting Acquainted Activities

For younger learners, a fun and simple way to begin is to provide each student with a sticker, colour label, geometric shape, or coloured index card. You will use these to put students in pairs and groups for different activities throughout the class. For example, you may say *All students with a monkey sticker/red dot/triangle/blue card get into groups* or *All students with a cat sticker find a partner with a mouse sticker.* Once students are paired or grouped, you can ask them to find out each other's names, where they live, if they have brothers and sisters, if they have a pet, what their favourite food/music/toy/sport/TV programme is, and so on. They can then report back to the class or change groupings and repeat the procedure.

For older learners, the following game is popular.

The Letter Game: Ask all the students to fold a piece of paper in half. On the top side, the students write their names. On the inside, where the words can't be seen, they write three words that begin with the same letter as their names: these words name one item they like to eat, one thing they like to do, and give a one-word self-description. For example, a girl named Susan might write *soup*, *swim*, and *shy*. When the students have finished writing, they clip or tape their papers to their clothing so that their names can be seen. At a signal, all the students circulate around the room, trying to guess what the other students have written on the inside of their papers. When a student guesses correctly, he or she sits down. The game continues until all the students have been able to guess and sit down, or until time is called.

General Review

Use a variety of games, or picture cards to review the English students learned the previous year. Keep the pace rapid and the review light-hearted and fun.

The Backpack Song

Play the audio as students listen a couple of times with their books closed. Then ask them to follow along in their books as they listen again. When you feel the students are comfortable, encourage them to sing the song as a group. You may want the students to clap or snap their fingers as they sing. Play the song often throughout the school year, for enjoyment.

Backpack Song

It's time to open **Backpack**
and see what we can see.
We'll have lots of adventures.
Explore **Backpack** with me!

Backpack is full of fun things
we use each day in school.
Stories, puzzles, songs and games –
Backpack is really cool!

It's time to open **Backpack**
and see what we can see.
We'll have lots of adventures.
Explore **Backpack** with me!

Backpack is full of fun and facts,
projects and pictures, too.
We're learning English, we're never bored.
There are great new things to do!

It's time to open **Backpack**
and see what we can see.
We'll have lots of adventures.
Explore **Backpack** with me!



UNIT 1

Ready for School

Unit One Overview

Topics and Themes
- greetings and introductions
- classroom objects
- colours
- numbers

Strategies and Skills
- use prior knowledge
- classify
- understand concepts of print
- predict

Pronunciation
- /s/ as in book**s** and /z/ as in pencil**s**
- stress and rhythm
- intonation in information questions

Grammar
- simple present tense: *be*
- questions with *what*
- pronouns: *I*, *it*, *this*
- possessive pronouns: *my*, *your*
- singular and plural nouns

Vocabulary
- classroom objects
- colours
- numbers 1–10

Content Connections
- Language Arts: fiction
- Music: song, chant
- Science: project
- Art: project
- Maths: number activities

Key vocabulary

Classroom Objects	Colours	Numbers
backpack	blue	one
book	green	two
chair	red	three
crayon		four
desk		five
marker		six
paper		seven
pen		eight
pencil		nine
pencil case		ten
rubber		
table		
teacher		

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment are in working order and ready to use.

Teaching Checklist

Component	☑ I Plan to Use
1. Workbook, Unit 1	☐
2. Flashcards	☐
3. Video, Unit 1	☐
4. CD-ROM, Unit 1	☐

Noticeboard Ideas

Call the noticeboard display *What's This?* Hang pictures of classroom objects labelled with the sentence *It's a (pen).* Cover the sentence and part of each picture with a piece of paper that can be lifted up. Students guess what the picture is, then lift the paper to check their guesses.

For a different display, use the numbers 1–10. Ask the students to draw or cut out pictures of items from magazines to show each number. Put each picture under the number it shows. Call the display *How Many?*

Family Connections

Encourage students to look at home to see how many objects they can name in English. Suggest that they teach their families the English names for these objects. Invite students to draw some things at home that are red, blue or green. They can add them to the colour noticeboard during the project activity on page T11.

Little Book: *Guess Again*

Summary: A boy plays a guessing game at a school fair. When he guesses what object is hidden beneath a cloth, he wins a balloon.

Workbook Tapescripts

Page 1: 1. Listen and colour. Cut and glue. (Play the song.)

Page 3: 3. Count and write. Listen and check.

1. four backpacks
2. nine pencils
3. ten books
4. seven crayons
5. eight rubbers
6. three chairs

Page 4: 4. Colour. Listen and point.

It's a book. It's blue.
It's a chair. It's red.
It's a table. It's red.
It's a crayon. It's blue.

Page 5: 5. Listen. Draw a line. Colour. (Play the chant.)

Page 8: 9. Listen and circle. Colour.

1. It's a crayon.
2. It's a pencil.
3. It's a book.
4. It's a chair.
5. seven markers
6. two tables

PREPARATORY NOTES

Workbook Instructions and Answers

Page 1

Act 1: Students listen to the song and colour the cut-outs. They cut and glue the following: the pen next to the first verse; the two books next to the second verse; the three rubbers next to the third verse.

Page 3

Act 2: Students draw themselves in the frame and write their names in the speech bubble. Pictures and names will vary.

Act 3: Students count the items and write the number. They listen to the audio to check their answers.
1. 4 backpacks 2. 9 pencils 3. 10 books 4. 7 crayons 5. 8 rubbers 6. 3 chairs

Page 4

Act 4: Students colour the picture according to the key. (Every space with a "1" is coloured blue, and so on.) The coloured picture shows a book, a chair, a table and a crayon. Students point to each item as they listen to the audio.

Page 5

Act 5: Students listen to the chant and draw lines to match each verse with the picture it describes: the first to the pen; the second to the chair; the third to the table.

Page 6

Act 6: Students draw lines to match each "mystery" picture with the real thing: the covered desk to the desk; the covered backpack to the backpack; the covered book to the book.

Act 7: Students draw a face to show how they liked the story. Responses will vary.

Page 7

Act 8: Students draw and colour their classroom. Encourage them to present and talk about their pictures. Pictures will vary.

Page 8

Act 9: Students listen to the audio and circle a picture based on what they hear: 1. crayon 2. pencil 3. book 4. chair 5. seven markers 6. two tables

Page 9

Cut-out activity: Matching game. Students will cut out the number cards and play a memory game. Partners lay both sets of cards face-down. They take turns turning over two cards at a time. If the two cards match, the student keeps the pair. If not, the two are returned face-down to the table and the other student goes. When students find a match, they name the number and show that number of fingers.

UNIT 1

Ready for School

1 Listen and sing.

Hello!

Hello.
I'm Ricky Red.
Look! One pen.
I'm ready for school.

Hello.
I'm Greta Green.
Look! Two books.
I'm ready for school.

Hello.
I'm Billy Blue.
Look! Three rubbers.
I'm ready for school.



Objectives

- to sing a song
- to use stress, rhythm and intonation
- to talk about classroom objects
- to identify colours

Vocabulary

nouns: book, pen, rubber, school

verb: be (*is*)

adjectives: blue, green, red; one, two, three

pronoun: I

Materials

- cassette or CD player
- audio cassette/CD
- classroom realia
- blue, green, red paper

Warm Up

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

Show me. Ask students to clear their desks. Then give everybody one item related to the unit, such as a pencil or a book. Hold up a pencil and say *Show me a pencil.* Gesture for students with pencils to hold them up. Repeat for the other items. Ask students what they think this unit will be about.

Classify with colour. Show the class through gestures and demonstrating that, when you touch a student on the shoulder, the student should stand up. Touch all the students who have something red (for example, a red pencil or a red shirt). Lead the class to understand that these students all have something red. Say *red* as you point to each item. Repeat this activity with green and blue.

Activity 1 Listen and sing.

1. Before students open their books at page 2, discuss the colour names, classroom objects and numbers mentioned in the song (red, green, blue, pen, book, rubber, one, two, three).
2. Keeping the books closed, play the song once so students can listen. Then direct students' attention to the pictures on page 2. Ask the students to use picture clues to discuss what they think the song might be about.
3. Read and point to the title of the song. Ask all the students to wave and repeat the word *Hello!* Play the song a second time. Guide students to point to the pictures as they listen. For example, they point to Ricky Red as they listen to the second line. Play the song again, if necessary.
4. When students feel ready, invite them to sing the song. Groups may sing different verses. You may also do gestures for words in the song. For example, as students say *red*, ask them to point to the red square. As the students say *one pen*, ask them to hold up one pen.

WB Workbook page 1 may be set now. Instructions and answers are on page T1D.

Extension

I'm ready for school. Point out the last line in each verse (*I'm ready for school*). Help students understand that being ready for something means you are prepared to start. Throughout the week, help students learn and practise this expression. Point out when students have all the supplies they need for an activity and then say *(Kim) is ready for (lunch).*

Objectives

- to make introductions
- to count from one to ten
- to identify the numbers 1 to 10
- to use plural endings /s/ as in book**s** and /z/ as in pencil**s**

Vocabulary

noun: name

adjectives: one, two, three, four, five, six, seven, eight, nine, ten

verb: be (*is*)

possessive pronouns: my, your

Materials

- small ball
- cassette or CD player
- audio cassette/CD
- stickers for Unit 1

Presentation

Activity 2 Look and listen. Say.

1. Stand in a circle with the students. Toss a small ball to a student and say *Hello. My name is ____. What's your name?* Help the student answer *My name is ____.* Then he or she tosses the ball back to you. Repeat with different students.
2. Ask students to open their books at page 3. Students will look at the pictures and listen to the dialogue, and then repeat the dialogue.
3. Ask students to point to the teacher and the students in the picture at the top of the page. Play the audio or read the dialogue twice and ask students to repeat.

   Tapescript: Hi. My name is Miss Jones. What's your name? My name is Carlos. My name is Maria. What's your name?
4. Ask pairs of students to role-play the teacher and students shown in the picture, substituting their own names for the ones in the dialogue.
5. Read the question *What's your name?* Help students write their names on the line.

Activity 3 Point and say. Stick.

1. Ten students sit or stand in a row. Ask the first student to stand up. Say *one* and ask the whole class to repeat this. Ask the second student to stand up. Point to each as you count *one, two* and ask the class to repeat. Continue to the number *ten.*
2. Read the instructions and make sure students understand that they will match the number on each sticker to the corresponding picture and number word.
3. Ask students to identify the numbers on the stickers and lay each one on top of the appropriate picture. Then get them to stick the stickers.
   Answers: one (1); two (2); three (3); four (4); five (5); six (6); seven (7); eight (8); nine (9); ten (10)
4. As students work, walk around the room to monitor their understanding. Make sure they can identify each number.



Workbook page 3 may be set now. Instructions and answers are on page T1D.

Extension

Pronunciation: plural *s*: /s/ as in *books* and /z/ as in *pencils*. Write the words below on the board. Say the words with students. Point out or elicit the *s* at the end of each word. Play the audio or say the text. Ask students to repeat after you.

/s/	/s/	/s/
books	books	ten books
backpacks	backpacks	four backpacks
desks	desks	two desks
/z/	/z/	/z/
pencils	pencils	nine pencils
pens	pens	six pens
chairs	chairs	two chairs

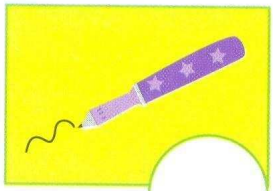
2 Look and listen. Say.



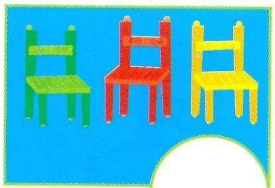
What's your name?

My name is _____.

3 Point and say. Stick.


one


two


three

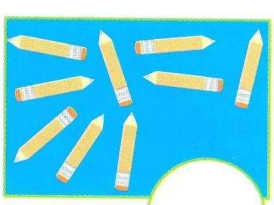

four

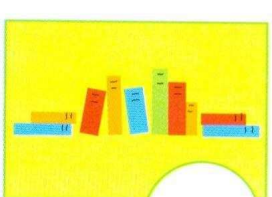

five


six


seven


eight


nine


ten

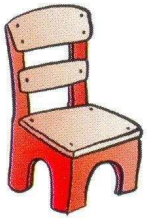
4 Listen and point.



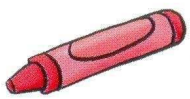
1. backpack



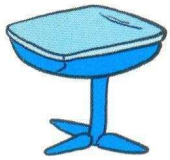
2. book



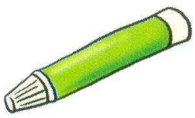
3. chair



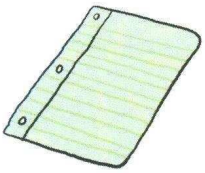
4. crayon



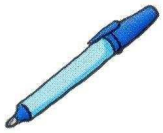
5. desk



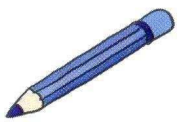
6. marker



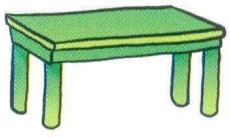
7. paper



8. pen



9. pencil



10. table

Objectives

- to identify classroom objects
- to identify colours
- to ask and answer *What's this?* and *What colour is it?*
- to use the simple present tense
- to practise intonation of information questions

Vocabulary

nouns: backpack, book, chair, crayon, desk, marker, paper, pen, pencil, table; colour

verb: be (*is*)

pronouns: it, this

adjectives: blue, green, red

Materials

- realia of classroom objects
- flashcards of classroom items
- cassette or CD player
- audio cassette/CD
- pieces of blue, green and red paper

Presentation/Practice

Warm Up

1. Display flashcards or realia of the classroom vocabulary presented on page 4. Use kinaesthetic activities to review and present the vocabulary. Say *Touch* (or *point to*) *the chair* as you demonstrate the action. Ask students to touch their own chairs and repeat the word. Continue with other known items. Then introduce new vocabulary in the same way. Repeat the commands with the vocabulary until the students respond easily.
2. Place six pieces of paper (two red, two green, two blue) in a circle on the floor. Choose six students to stand around the circle. Say *Go* and gesture to students to step around the circle from paper to paper. Say *Stop* and gesture to students to stop. Ask students to name the colour they are standing on. Participate in the first few rounds of the activity so you can demonstrate stopping, looking at the colour and naming it. To involve the rest of the class, ask students to colour three pieces of paper: one red, one green and one blue. When a student names *red*, ask all the students to hold up their red papers. Do the same for *green* and *blue*.

Activity 4 Listen and point.

1. Point out the picture dictionary at the bottom of page 4. Play the audio a few times, and ask students to point to each one and repeat each time.

   Tapescript: 1. backpack 2. book 3. chair 4. crayon 5. desk 6. marker 7. paper 8. pen 9. pencil 10. table
2. Say the name of each object again. Ask students to repeat the name and then point to examples of it in the big picture.
3. To check comprehension, randomly say the names of objects and ask students to point to examples of them in the big picture.

Activity 5 Look at the picture. Point. Ask and answer.

1. Direct students' attention to the first dialogue. Play the audio or read the tapescript, and invite students to repeat.

   Tapescript: What's this? It's a backpack.
2. Direct students' attention to the second dialogue. Play the audio or read the tapescript, and ask students to repeat.

   Tapescript: What colour is it? It's green.

3. Then choose two students to demonstrate both exchanges again for the class as they point to the picture of the backpack.
4. Divide the class into pairs and focus on the first exchange. Ask students to ask and answer questions about the picture following the example on page 5. Make sure students point to an object in the picture when they ask and answer *What's this?* One partner can ask about all the images and the other can answer, and then swap roles. Or students can swap roles after each picture.
5. Focus on the second exchange. Ask the partners to ask and answer questions about the picture following the example on page 5. Make sure they point to an object in the picture when they ask and answer *What colour is it?*
6. Point out that the two exchanges together make a conversation. Ask the partners to practise the conversation, following the example. Students should produce the following questions and answers:

What's this? It's a backpack.
What colour is it? It's green.
What's this? It's a book.
What colour is it? It's red.
What's this? It's a chair.
What colour is it? It's red.
What's this? It's a crayon.
What colour is it? It's red.
What's this? It's a desk.
What colour is it? It's blue.
What's this? It's a marker.
What colour is it? It's green.
What's this? It's a paper.
What colour is it? It's green.
What's this? It's a pen.
What colour is it? It's blue.
What's this? It's a pencil.
What colour is it? It's blue.
What's this? It's a table.
What colour is it? It's green.

Walk around the room and listen to students as they work. Review errors with them later.

Extension

Pronunciation: Intonation for *what* questions. Write the words below on the blackboard. Play the audio or read the tapescript below, focusing on the intonation of the questions.

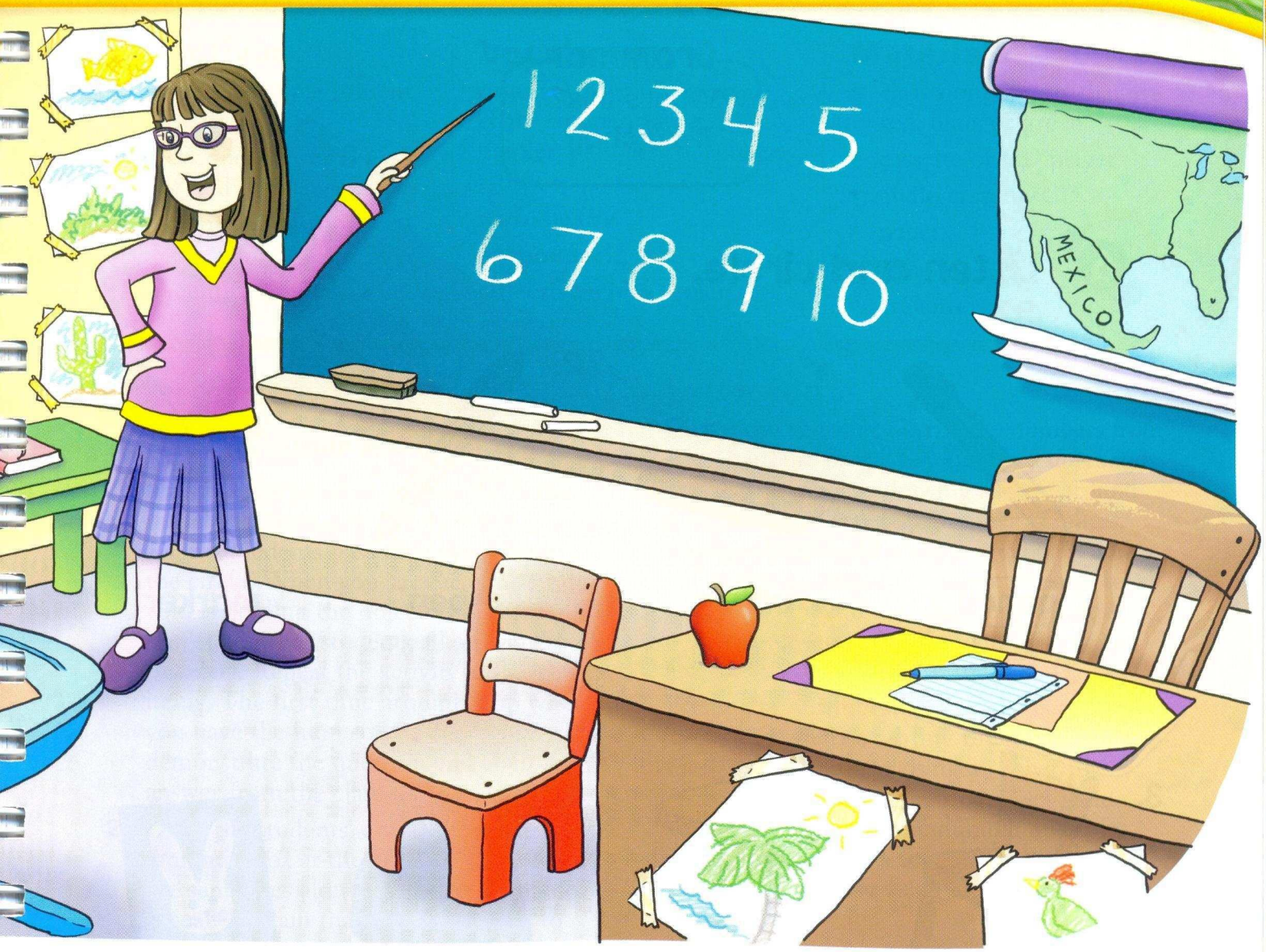
What's this?	What's this?
It's a backpack.	
What colour is it?	What colour is it?
It's blue.	
What's this?	What's this?
It's a chair.	
What colour is it?	What colour is it?
It's green.	
What's this?	What's this?
It's a crayon.	
What colour is it?	What colour is it?
It's red.	

Pronunciation: contraction *'s*. Point out the contraction *it's*. On the board, write *it is*, pronounce the words, and ask students to repeat after you. Then cross out the *i* in *is* and replace it with an apostrophe: *it's*. Demonstrate slowly blending the *t* and *s* to say *it's*. Ask students to repeat and then practise this pronunciation in the context of some sentences: *It's a pen. It's a book. It's a chair.*

Vocabulary work. Display one blue object, one green object and one red crayon. Point to these things while you say the following chant:

I see something red.
I see something red.
Is it a pen?
No. (shake your head *no*)
Is it a book?
No. (shake your head *no*)
Is it a crayon?
Yes! (nod your head *yes*)

Repeat the chant with the other items. Encourage students to join in on the *no, no* and *yes*. Repeat the activity a few times using different key vocabulary items, and gradually get students to participate in more of the chant. Finally, get individual students to choose and point to the item and lead the chant.



5 Look at the picture. Point. Ask and answer.



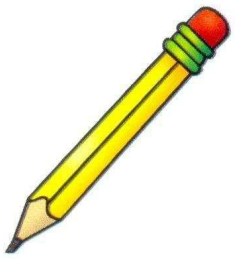


Grammar

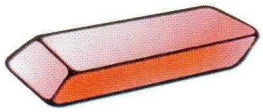
What's this?
It's a **chair**.

6 Listen and circle.

1.

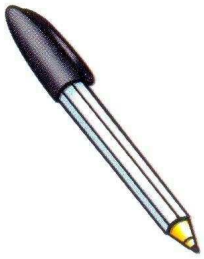


pencil

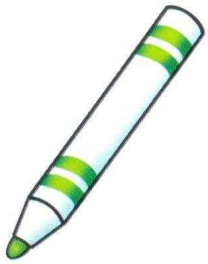


rubber

2.



pen



marker

3.

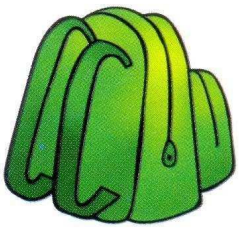


chair



table

4.



backpack

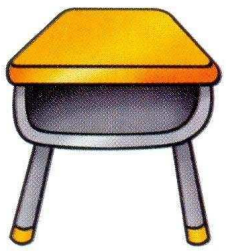


book

5.

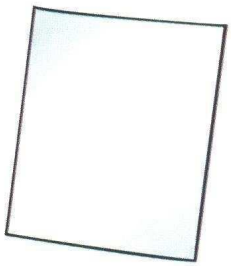


backpack



desk

6.



paper



crayon

Objectives

- to use the simple present tense
- to ask and answer *What's this?* and *What colour is it?*
- to identify classroom objects
- to identify colours

Vocabulary

nouns: backpack, book, chair, colour, crayon, desk, marker, pen, pencil, rubber, table

verb: be (*is*)

pronouns: it, this

adjectives: blue, green, red

Materials

- classroom objects that are red, blue, or green
- cassette or CD player
- audio cassette/CD
- paper
- pencils
- crayons

Language Practice

Activity 6 Listen and circle.

1. Ask students to sit in a circle. Give one student a classroom object. When you say *Go*, the students pass the object around the circle. When you say *Stop*, the student who is holding the object asks *What's this?* The other students all answer *It's a (marker)*. Repeat the activity with other items. The first time around, stop when you have the item so you can demonstrate the question and elicit the answer from the class.
2. Draw the students' attention to the grammar box at the top of page 6. Read the sentences aloud and ask students to repeat. Explain that they will listen to similar exchanges in the next activity.
3. Read the instructions with students. Make sure students understand that they will circle the word they hear. Point out that item one has been done as an example.
4. Play the audio or read the tapescript. Ask students to draw a circle around each correct answer. You may want them to compare their answers in pairs.

Tapescript: 1. What's this? It's a pencil. 2. What's this? It's a marker. 3. What's this? It's a table. 4. What's this? It's a book. 5. What's this? It's a backpack. 6. What's this? It's a crayon.

Extension

Circle the number. Write the numbers from 1 to 10 on the board. Say *Circle the three*, and demonstrate this by drawing a circle around the number 3. Repeat with other numbers, asking volunteers to come to the board and follow the command. Then ask students to give the commands. To challenge students, write the numbers out of order, or write the number words, and repeat the activity.

Write the numbers. Ask students to work in pairs to practise writing the numbers. First, they take turns using a rubber to "write" a number on their partner's hand. The partner guesses the number and they swap around. After a few rounds, get students to practise using a pencil and paper.

Activity 7 Look and listen. Say.

1. Ask students to look at the cartoon strip and name everything they can, such as school items and colours. Encourage them to guess the event (a birthday party).
2. Ask students to point to the appropriate picture as you play the audio or read the dialogue.

   Tapescript: What's this? Oh! It's a backpack. What colour is it? It's blue.

3. Demonstrate acting out the dialogue with two students. Then choose three students to act it out for the class. Finally, put students in groups of three and get them to act out the dialogue on their own. Afterwards, tell them to take turns asking and answering the questions, substituting other classroom items for the backpack. Walk around the room and listen to the students as they work. Review errors with them later.

Activity 8 Listen. Draw and colour.

1. Read the instructions and make sure students understand that they will listen to the audio and draw two pictures based on what they hear.
2. Direct their attention to the empty frames. Play the audio for the first box and tell students to draw the item and colour it as the words describe. Repeat for the second frame. You may want students to compare their drawings in pairs.

   Tapescript: It's a book. It's red. It's a crayon. It's green.

3. Encourage beginner readers to point to the text under the frames and "read" along with the audio.

WB Workbook page 4 may be set now. Instructions and answers are on page T1D.

Extension

Vocabulary work. Draw a classroom object on the board and ask: *What's this?* Ask students to name the object by saying *It's a (desk).* Respond by saying *yes* or *no.* The student who answers correctly draws another object for the rest of the class to name. After a few times, put students in pairs and ask them to continue the activity.

Listen, draw and colour. After students complete Activity 8, divide the class into pairs. Ask Student A to describe an imaginary object using the Activity audio as an example. For example: *It's a pencil. It's blue.* Student B draws according to Student A's description. Then they swap roles.

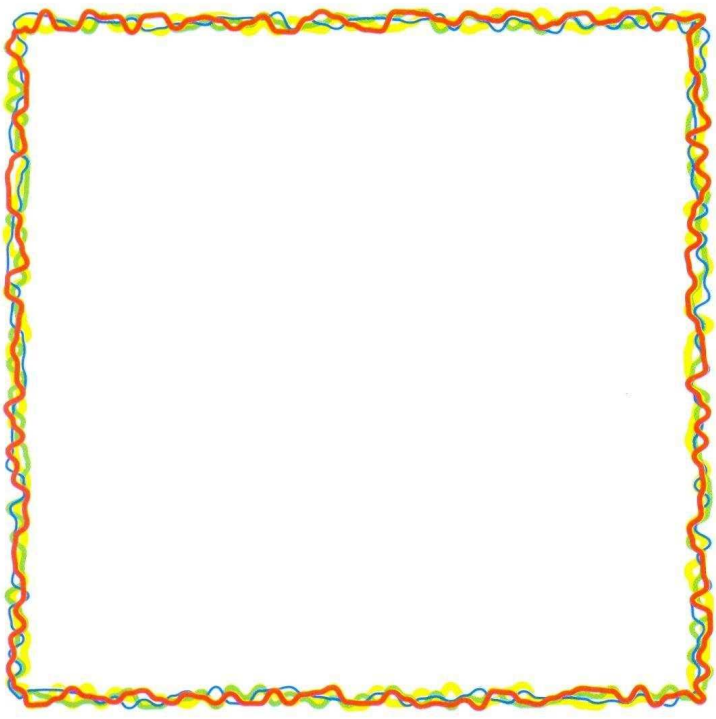
Sing and count. Revise the numbers 1–10. Play the audio for the song on Student's Book page 2 again, inviting students to sing along. Then ask pairs to create a new verse using a number from 4–10 and a new item. For example, one pair might create the following verse:

Hello.
I'm Betty Blue.
Look! Four markers.
I'm ready for school.

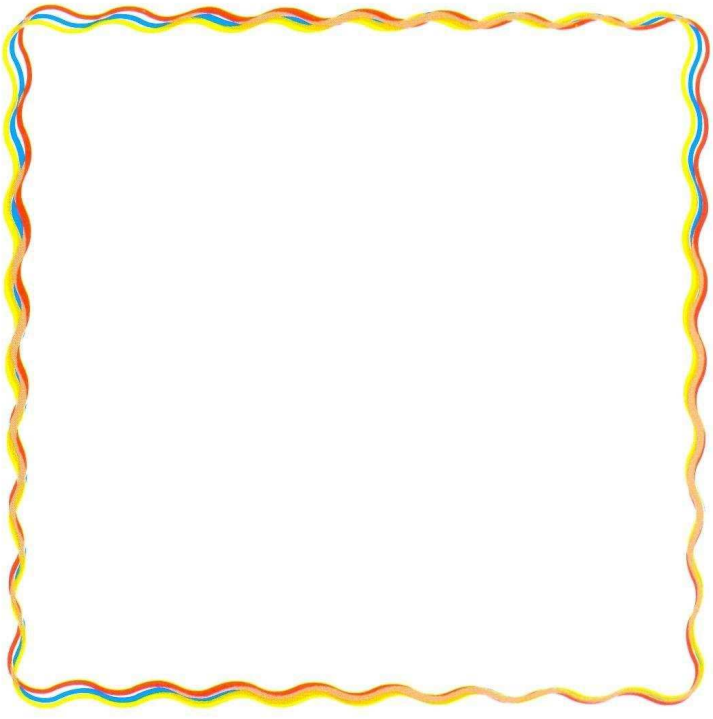
7 Look and listen. Say.



8 Listen. Draw and colour.



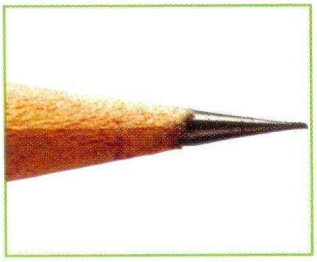
It's a book.
It's red.

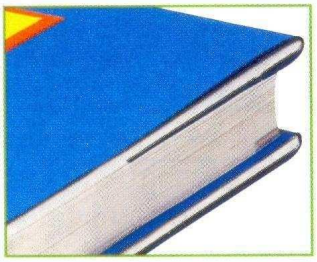


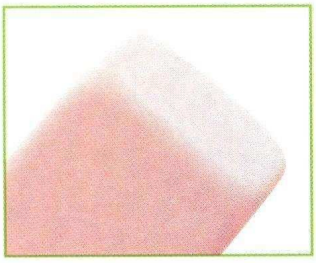
It's a crayon.
It's green.

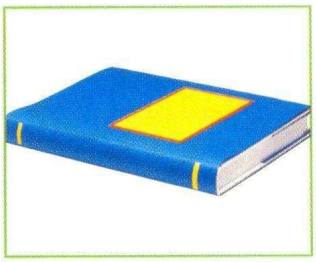
9 Listen. Draw a line.

1. 

2. 

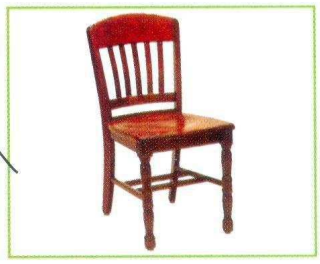
3. 

4. 





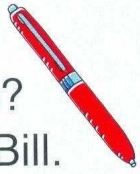




10 Listen and chant.

Hey, Jill!

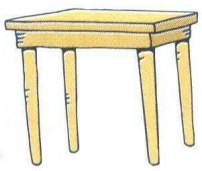
Hey, Jill!
What's this?
It's a pen, Bill.



Hey, Ken!
What's this?
It's a chair, Jen.



Hey, Matt!
What's this?
It's a table, Pat.



Objectives

- to identify classroom objects
- to perform a chant
- to use stress, rhythm and intonation

Vocabulary

nouns: book, chair, pen, pencil, rubber, table

pronouns: it, this

verb: be (*is*)

Materials

- cassette or CD player
- audio cassette/CD
- pairs of classroom objects
- flashcards of classroom objects
- a large bag

Application

Activity 9 Listen. Draw a line.

1. Place flashcards of three classroom objects on the board in a column. Next to the objects in another column, draw a small part of each of the objects so that your board resembles the art in Activity 9. Draw a line from one object's flashcard to its detail and say *It's a (pencil)*. Invite volunteers to draw lines for the remaining two pictures.
2. Read the instructions and make sure students understand that they will listen to the audio and draw a line from each partial picture to a complete picture based on what they hear. Say *What's this?* as you point to the small detail of the chair in the sample. Then trace your finger along the line to the full picture of the chair and say *It's a chair.*
3. Play the audio or read the following sentences aloud. As students work, walk around and make sure they are drawing lines to the correct pictures.

Tapescript: 1. What's this? It's a chair. 2. What's this? It's a pencil. 3. What's this? It's a book. 4. What's this? It's a rubber.

Activity 10 Listen and chant.

1. Direct students' attention to the title of the chant. Point out the exclamation mark and explain that it means the words are to be read with strong feeling. Demonstrate reading the title.
2. Play the audio or chant as students listen. Then play it again and ask the students to point to each picture as they chant. Perform the chant at least twice to provide students with practice in stress, rhythm and intonation. Remind them that their voices should go down at the end of the information questions, and they should chant exclamations with strong feeling.

WB Workbook page 5 may be set now. Instructions and answers are on page T1D.

Extension

Add verses. Work with the class to create new verses to the chant, substituting students' names and new objects for the original words. You might display the following template on the board and guide students to fill in the blanks.

Hey, ____!
What's this?
It's a ____, ____.

What is it? Give each student a different object or picture. Put a set of the same objects or pictures in a large bag. Show students only part of one object, keeping the rest of it in the bag. Ask *What's this?* The student who has the same object holds it up and says *It's a (marker).* Show the entire object to students. Then repeat, using a different object.

Objectives

- to listen and read for enjoyment
- to identify classroom objects
- to use the simple present tense
- to use prior knowledge
- to predict
- to understand concepts of print

Vocabulary

nouns: balloon, book, pencil case, turn

verbs: be (*is*), guess

pronouns: it, this, you

possessive pronoun: your

interjections: wow, no, yes

Materials

- cassette or CD player
- audio cassette/CD
- classroom objects
- pieces of cloth

Summary

Guess Again: A boy plays a guessing game at a school fair. When he guesses what object is hidden beneath a cloth, he wins a balloon.

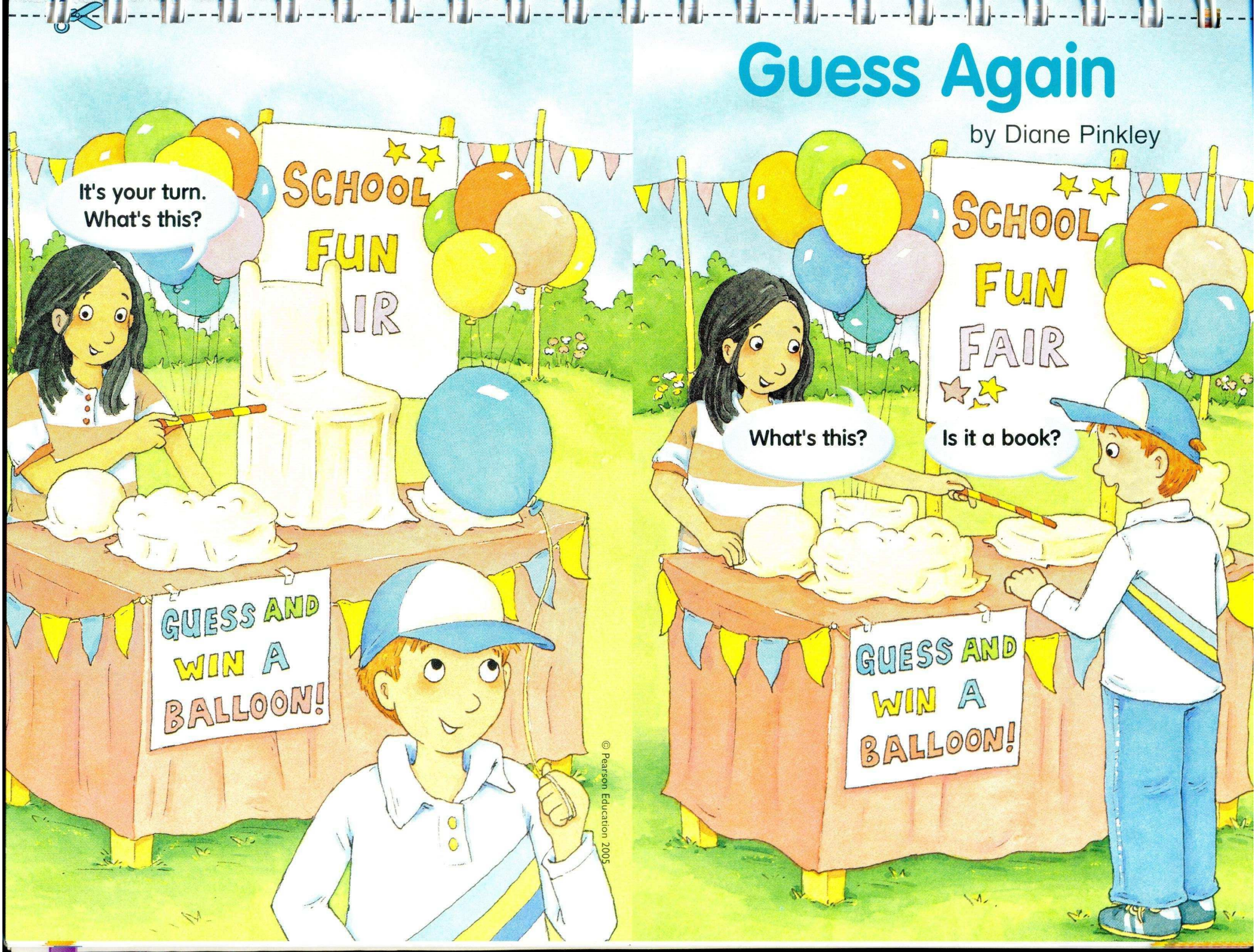
Before Reading

1. Ask the students to take out pages 9–10. Show them how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Let the students look through their books. Ask them to name as many things as they can. Then read the title aloud.
3. Ask if anyone knows what the word *guess* means. Act out *guessing* so that all students understand the word. Ask them who they think is guessing something in the story. Encourage them to predict what happens in the story.
4. Point to the sign *School Fun Fair*. Explain that a Fun Fair has many different games for people to play, such as throwing a ball at a target or knocking down bowling pins. Explain that when someone wins a game, they get a prize. Draw a circle on the board and challenge a few students to throw a rolled up paper ball and hit the circle. Say to each winner, *You win!*

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Tell them that they can talk about the story and ask questions when you read it again. As you read, point to the pictures and use gestures to help students understand.
2. Read the story or play the audio a second time, following the text as you do so. Encourage students to point to the speech bubbles and follow the conversation in their own books.

   If students interrupt frequently with questions about vocabulary, explain that they don't need to know every word to get the main idea. At the same time, encourage them to seek meaning from context, from accompanying pictures and from each other.
3. **Reading development: understand concepts of print.** As you read the story a second time, focus on the concepts of print, such as parts of a book and directionality. Read aloud the title and ask *What's this?* Help them identify it as the *title*. As you follow the text during your second reading, stop periodically and ask students to point to the next word or speech bubble.



Guess Again

by Diane Pinkley

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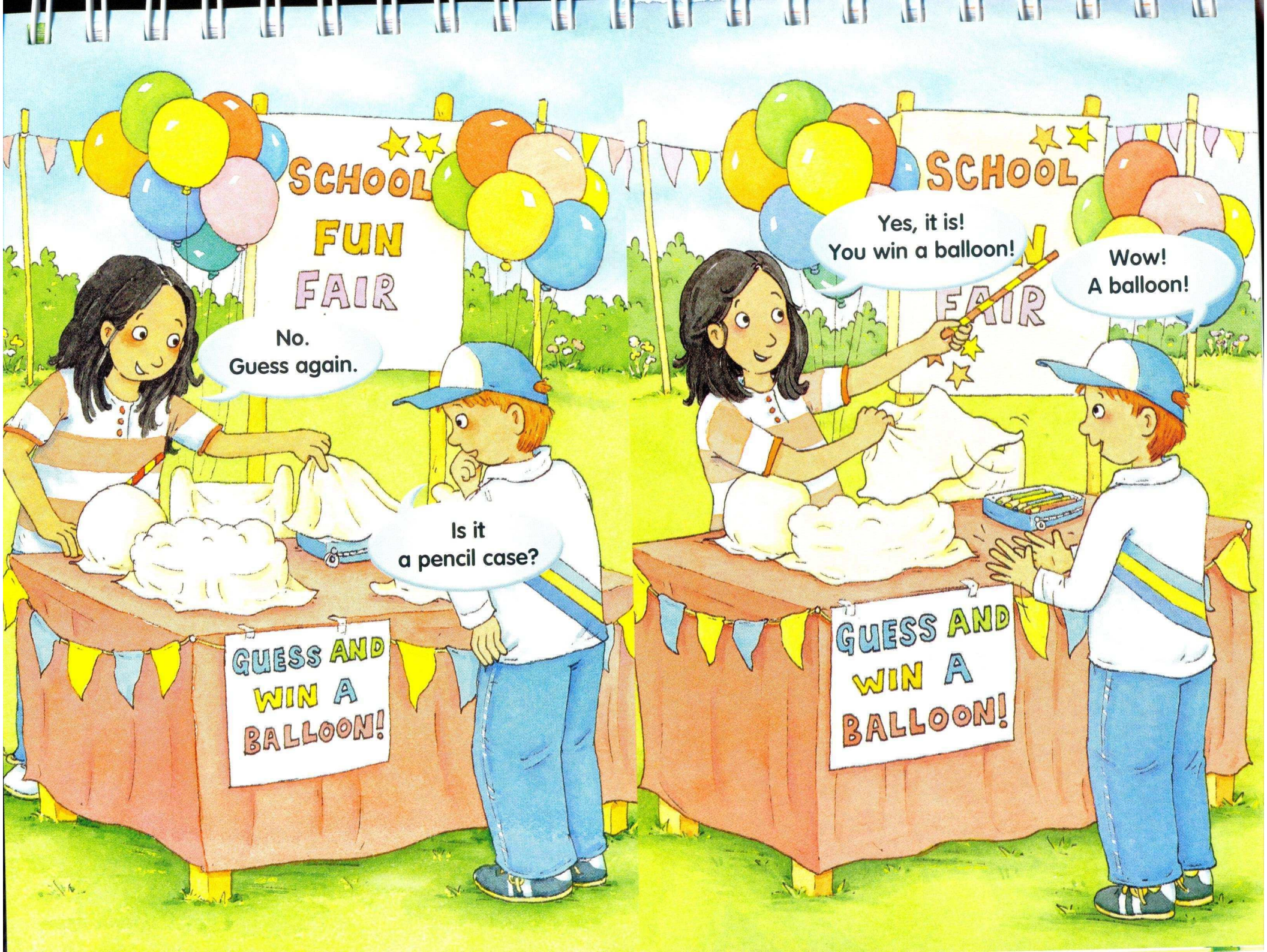

SCHOOL
FUN
FAIR
No.
Guess again.
Is it
a pencil case?
GUESS AND
WIN A
BALLOON!
SCHOOL
FAIR
Yes, it is!
You win a balloon!
Wow!
A balloon!
GUESS AND
WIN A
BALLOON!

4. Read the story a third time and get students to ask questions and talk about it. As you read the last page and say *It's your turn*, help students understand that now it's their turn to guess what object is hidden beneath the cloth in the picture. Encourage the class to say, *It's a chair!*
5. Compare students' original predictions with what actually takes place in the story. Did they correctly predict which character was guessing something in the story?
6. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read the first sentence aloud. Get students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to imitate the stress, rhythm and intonation patterns of each sentence.

After Reading

Role play. Invite pairs of students to act out the story in the Little Book. One student can play the part of the girl, and another student can be the boy who is guessing. The students can use the pictures to help them recall the dialogue. Students can also continue the story by hiding new objects and guessing about them.

Home-school link. Encourage students to take their Little Books home and share *Guess Again* with their families and friends.

If you feel that some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: 1) sentence by sentence, pausing for students to repeat each sentence; 2) one page at a time, pausing for students to repeat each page; 3) entirely, without pausing.



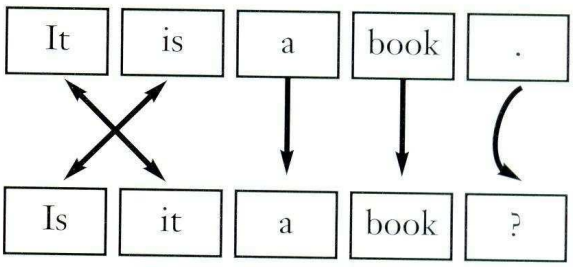
Workbook pages 6–7 may be set now. Instructions and answers are on page T1D.

Extension

Twenty questions. Display realia or pictures of school items that are red, blue or green. Think of one item but don't say what you have chosen. Invite students to guess your object by asking *Is it a (pen)? Is it (red)?* Students will use these questions to identify the item you are thinking of. When a student guesses correctly, ask him or her to come to the front of the room to pick up the item and say *It's a (pen). It's (red).* Invite students to take turns thinking of an object.

Word order: Ask questions.

1. Write the word *It* on one side of an index card and *it* on the other side of the same card. Repeat this for the words *Is* and *is*. On a separate card write *a*. On a fifth card, write a full stop on the front and a question mark on the back.
2. Ask five students to come to the front. Give each student a card. Hold up a book. Say *It is a book* and help the students holding the cards stand in the order of the sentence. Get the class to repeat the sentence.
3. Then ask *Is it a book?* Help the students holding cards to move and/or flip their cards to show the new correct sentence order. Make sure the students holding the *it*, *is* and (.) cards flip them over to show *Is* and *it* and (*?*). Get other students to hold the cards and repeat the activity with other examples: *It is a pen. Is it a pen?*



Objectives

- to identify colours
- to use the simple present tense
- to classify by colour
- to ask and answer *What's this? What colour is this?*

Vocabulary

nouns: backpack, book, chair, circle, crayon, desk, marker, paper, pen, pencil, pencil case, table

verb: be (*is*)

pronouns: it, what

adjectives: blue, green, red

Materials

- red, green, blue art materials (paper, ribbons, glitter etc.)
- glue
- scissors
- crayons or markers
- paper

Application

Project: Make Colour Groups

1. Draw students' attention to the pictures on the page and the project title *Make Colour Groups*. Relate the project to the rest of the unit by pointing out that the class has learned the names of three colours: red, green and blue. Now they are going to make a poster using their own drawings in those colours.
2. Read the instructions. Make sure students understand that they will draw pictures on individual pieces of paper and colour them red, green or blue. Then they will sort and display them based on colour.
3. Draw pictures of three large crayons. Colour one red, one green and one blue. Attach these on to a noticeboard as in the picture.
4. Give students art materials. Get them to draw pictures of their own choosing, colour or decorate them red, green or blue, and cut them out. Put students in pairs and encourage them to talk about their drawings by asking one another *What's this? What colour is this?* Walk around the room and listen to students as they work. Review errors later.
5. Invite students to present their drawings to the class by saying *It's a (pencil). It's (green).* Then get them to stick the drawings to the noticeboard under the appropriate colour.

Extension

Make colour books. Ask students to make books by stapling three pieces of paper together. At the top of each page they should make a red, green or blue circle and, if they can, write *red*, *green* or *blue* in the appropriate colour. Then ask them to draw pictures on the rest of the page of things that same colour. They can take these books home to share with their families.

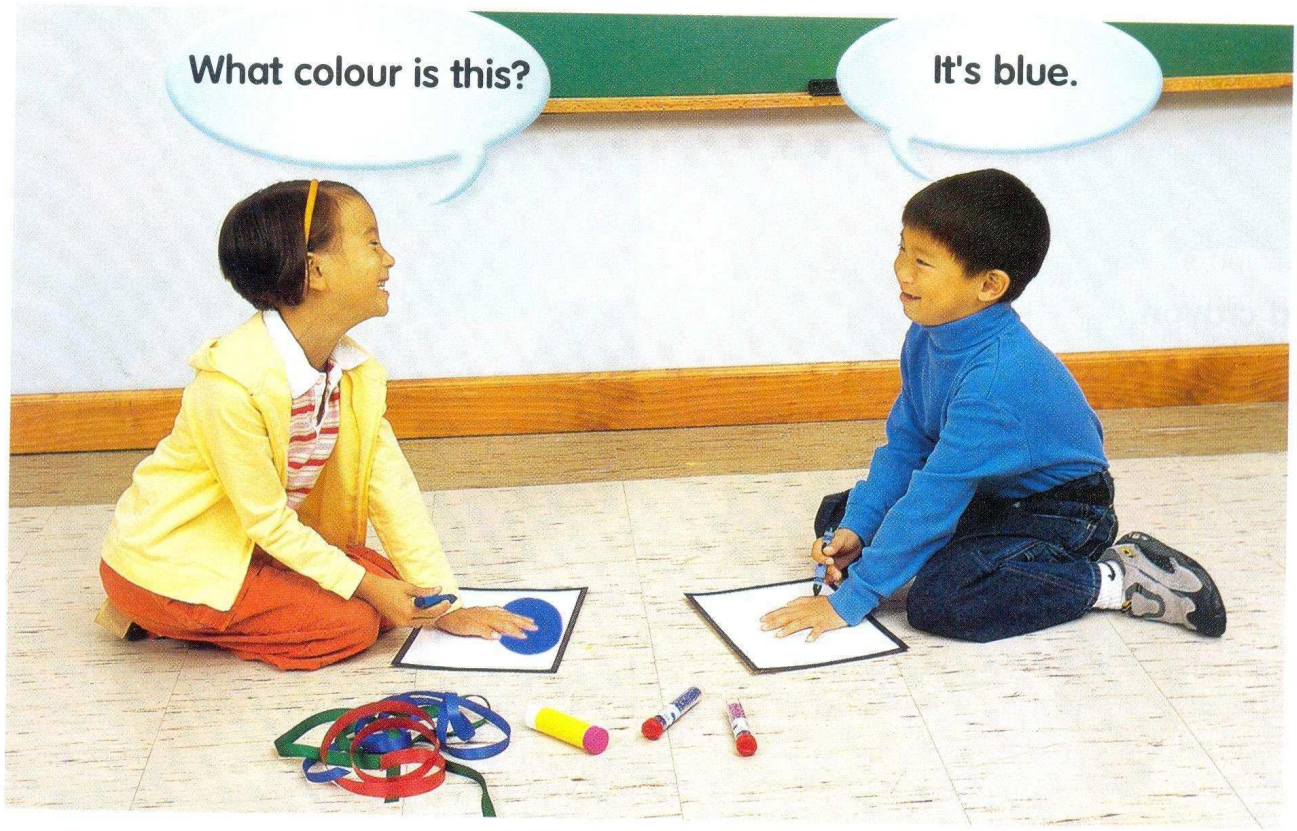
Count. Revise the numbers 1–10 by counting the items in each colour group with the students. Ask students to make number cards by writing these numbers on individual cards. Change the number of drawings in each column by taking away one or two drawings. Then say a colour, demonstrating counting the items in that column, and ask students with that number card to hold it up and say *(Five)(red)!*

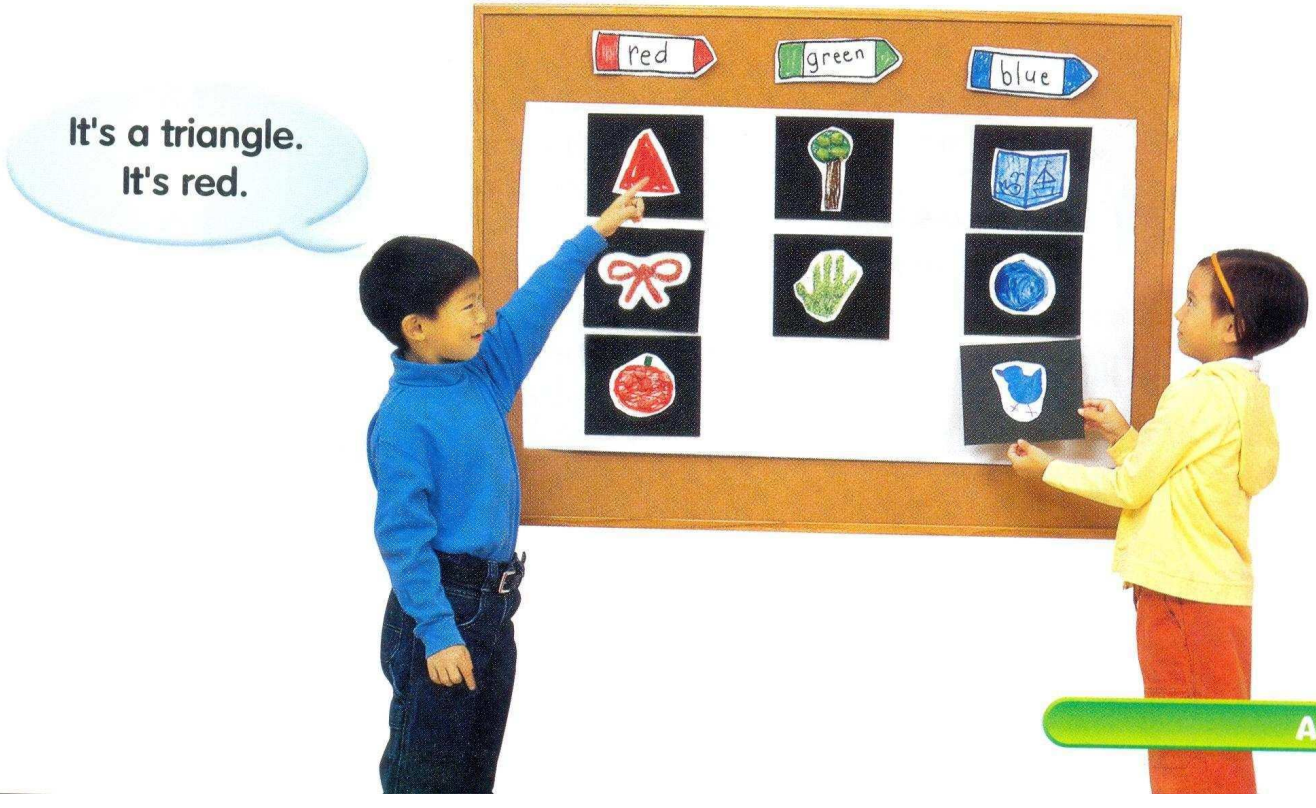
Colour bingo. Revise the colours. Give each student a bingo card (a paper divided into a 9-square grid). Ask students to colour each square red, green or blue. They should not colour a whole row or column the same colour. Use paper clips as markers. In a bag, place blue, green and red colour cards. Invite a student to pick a card and say *It's (red).* The rest of the class puts a marker on a square of that colour on their card. The first student to get three markers in a row horizontally or vertically wins the game.

Project

Make Colour Groups.

Draw and colour. Use red, green or blue. Sort.



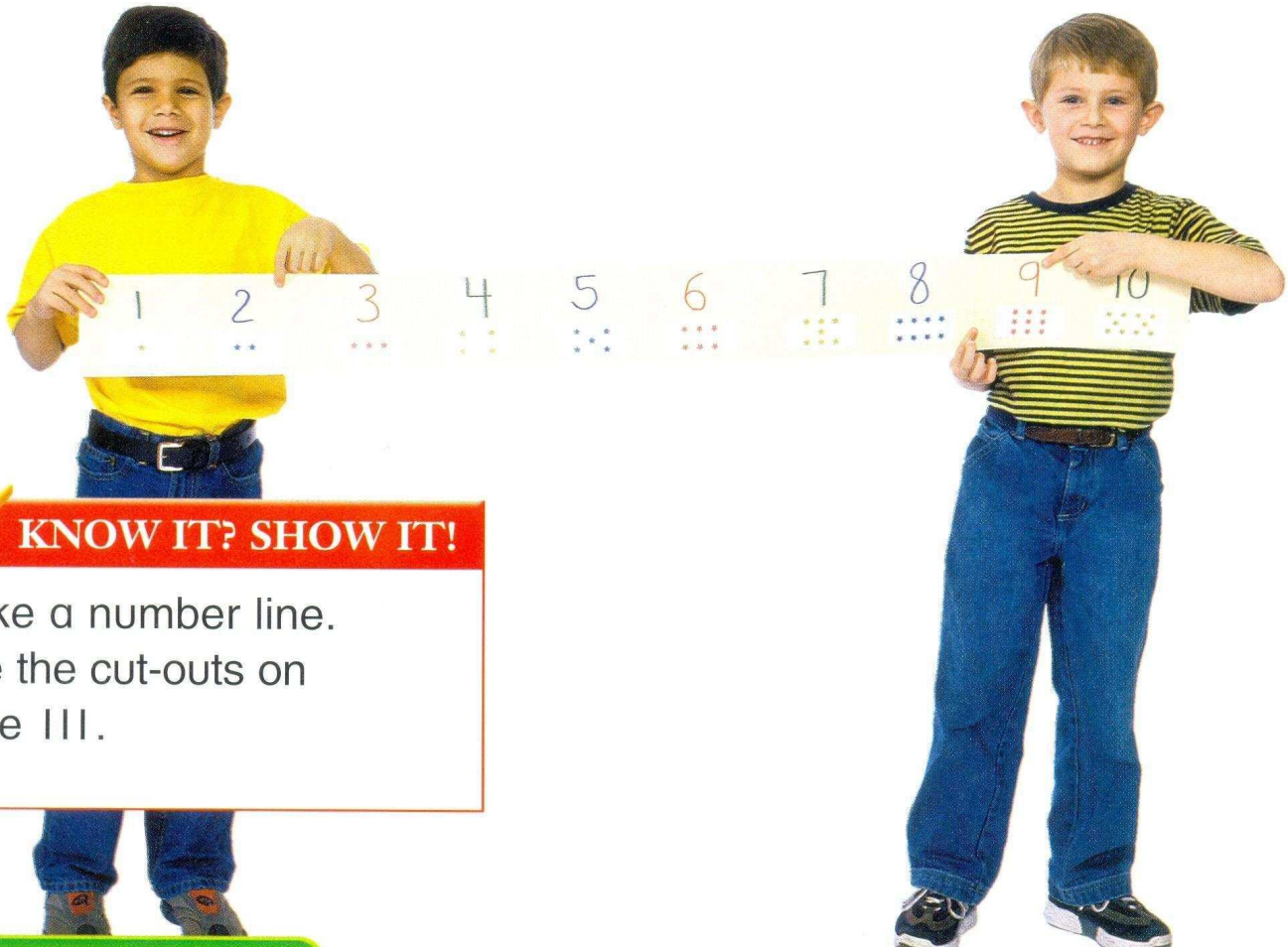


Play a Game!

✔ Touch and guess.







✔ KNOW IT? SHOW IT!

Make a number line.
Use the cut-outs on page 111.

Objectives

- to identify classroom objects
- to identify numbers 1 to 10
- to ask and answer *What's this?*

Vocabulary

nouns: backpack, book, chair, crayon, desk, marker, pen, pencil, rubber, table

adjectives: numbers one to ten

verb: be (*is*)

pronouns: it, this

Materials

- classroom objects
- blindfolds
- paper bags
- cut-outs from page 111
- long pieces of white paper
- glue, scissors, crayons

Assessment

Play a Game!

1. Pass a book around the classroom. Then hold it up and ask *What's this?* Students answer *It's a book.* Repeat with other classroom objects.
2. Direct students' attention to the top of page 12 and read the speech bubbles. Explain that the girl is guessing the object without being able to see it.
3. Demonstrate the game with a student volunteer. In a bag, place a few school items. Put a blindfold on the student and ask him or her to pick an item from the bag. Ask *What's this?* The student should respond by guessing *It's a (pen).* Say *yes* or *no* and allow the student to remove the blindfold when he or she has correctly guessed the item.
4. Distribute bags and blindfolds to partners or small groups. Students should follow the example on the page as they play. Make sure partners swap roles so that everyone says both parts of the dialogue.
5. As students play the game, walk around the room and monitor their language. Assess students' use of the target language: *What's this? It's a (pen).* Also assess their ability to name each item correctly. Use the Oral Assessment checklist as you observe students' performance. Note any errors to address after the game is finished.

Know it? Show it!

1. Draw students' attention to the picture at the bottom of the page. Explain that the boys have made a number line to show the numbers from one to ten in order.
2. Read the directions and make sure students understand that they will cut out the cards from page 111, glue them in order to a strip of paper and label each group of dots with a number. Give each pair or small group a long strip of paper and a crayon or marker. Ask students to write the numbers from one to ten in order on the paper, then cut out the groups of dots, count each group aloud and stick it under the correct number.
3. Invite students to share their number lines with the class and display their work around the classroom. Monitor and assess students' ability to count and identify numbers one to ten.



Workbook page 8 may be set now, or after students complete the formal assessment on Student's Book page 13. Instructions and answers are on page T1D.

Extension

How many claps? Ask students to stand in a circle. The first student claps once as everyone says *One.* The next student claps twice as the class counts to two. Continue this way around the circle until they reach ten. Then clap five times and ask the class how many times you clapped. Repeat the claps, if necessary, until students answer correctly. Repeat a few times, then invite students to lead the clapping.

Objectives

- to identify classroom objects
- to identify colours
- to assess one's own progress

Vocabulary

nouns: backpack, book, chair, crayon, desk, marker, name, paper, pen, pencil, table

pronouns: it, this

possessive pronouns: my, your

adjectives: blue, green, red

verb: be (*is*)

Materials

- cassette or CD player
- audio cassette/CD
- classroom objects
- flashcards of classroom objects
- red, green, blue paper
- unit assessment materials

Assessment

Listen and check.

1. Before the final assessment, review the key vocabulary and grammar targets for the unit. Give each student a classroom object or a picture of a classroom object. Review the names of these things by asking *What's this? What colour is it?*
2. Ask students to open their books at page 13. Read the instructions and make sure students know they must listen to each sentence and tick *yes* if it matches the picture, and *no* if it doesn't. Item one has been done as an example.
3. Play the audio or read the tapescript. Monitor students to make sure they are ticking *yes* or *no* for each item.

Tapescript: 1. It's a chair. (*yes*) 2. It's a crayon. (*yes*) 3. It's a marker. (*no*) 4. It's a table. (*yes*) 5. It's red. (*yes*) 6. It's green. (*no*)

Write.

Point out the question *What's your name?* and read it aloud. Ask students to write their name on the line. More advanced students may write the sentence: *My name is (Sylvia).*

Now I Know!

Ask students to colour in the large ticks when they are satisfied they have met the following targets: school vocabulary (in response to the questions *what's this?*); the numbers one to ten; the colours blue, green and red. Students should also feel confident producing and responding to questions and statements based on the following language: *What's this? What colour is it?* If they need more work with a particular learning point, revise it with them until they can colour in the tick with confidence.

Workbook page 9 may be set now. Instructions and answers are on page T1D.

Unit Test



Ask students to complete the Unit 1 Test. See page xxvii. Help them prepare for the test by revising the key activities from the Student's Book and Workbook, particularly those that were most challenging for the class.

Extension

Talk about learning English. Ask questions, such as *What did you like learning in this unit? What was easy to understand? What was hard to understand? Which activities helped you learn?*

Home-school link. Ask students to create vocabulary books they can take home and share with their families. For each student, cut three pieces of paper in half and fold them together into a book. On the cover of each child's book, write *What is it?* More advanced students may be able to write this themselves. On each page, students can draw and colour a picture of a classroom object or a number from one to ten. You may add labels to pictures.

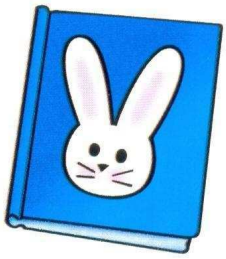
Listen and check.

1. 

☑ yes ☐ no

2. 

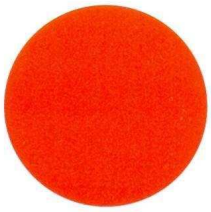
☐ yes ☐ no

3. 

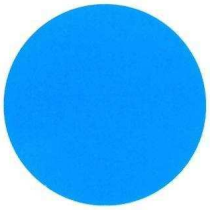
☐ yes ☐ no

4. 

☐ yes ☐ no

5. 

☐ yes ☐ no

6. 

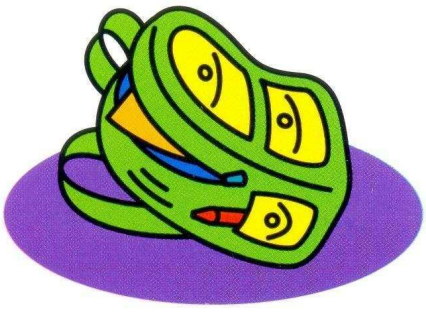
☐ yes ☐ no

Write.

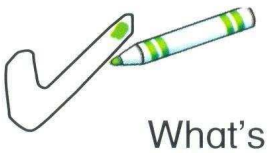
What's your name?

_____

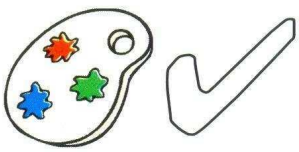
NOW I KNOW!



1, 2, 3. . .

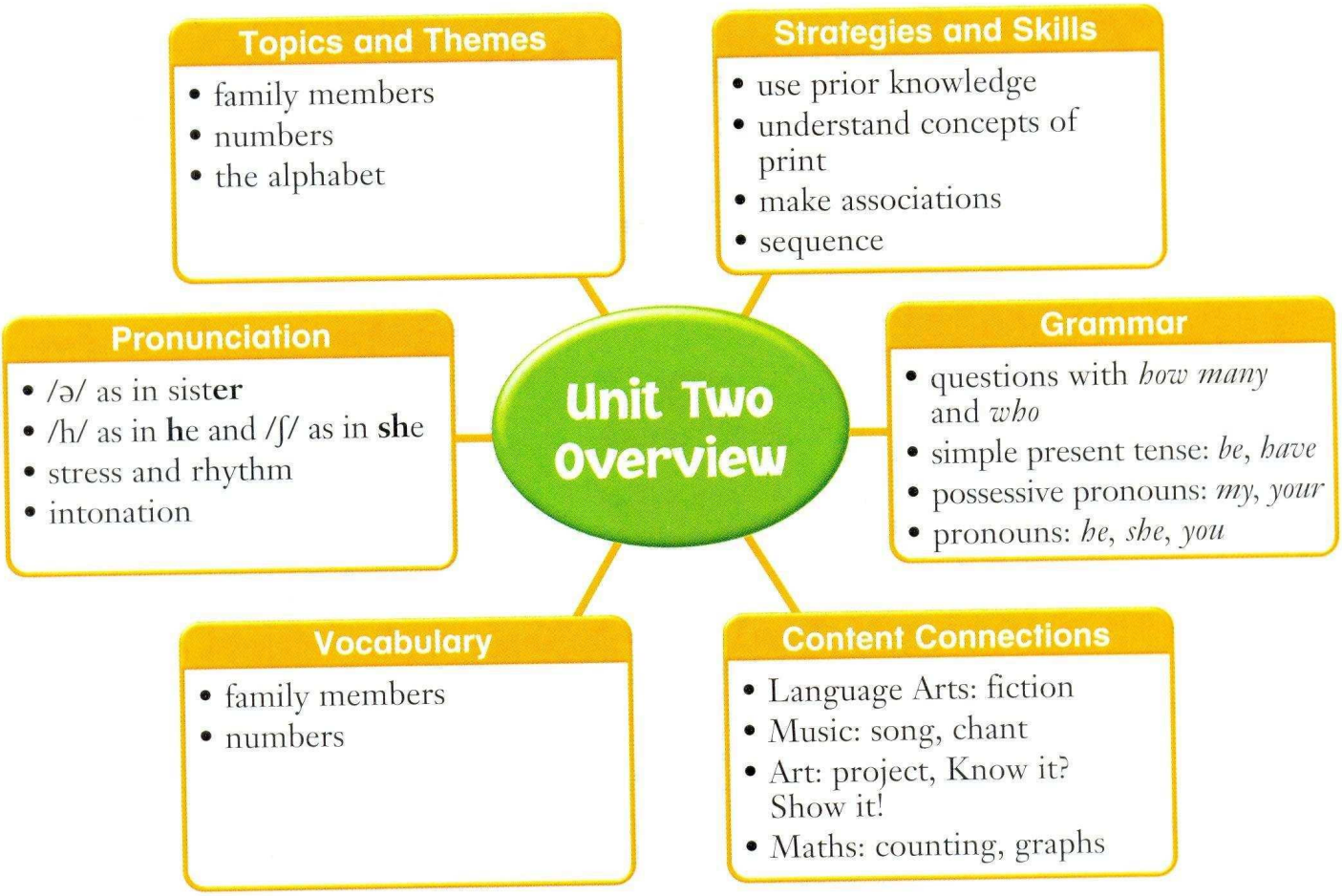


What's this?



UNIT 2

People We Love



Key vocabulary

Family	Actions	Sports-related Words
baby brother family father grandmother grandfather mother sister	clap play	football team

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	☑ I Plan to Use
1. Workbook, Unit 2	☐
2. Flashcards	☐
3. Video, Unit 2	☐
4. CD-ROM, Unit 2	☐

Noticeboard Ideas

Call the noticeboard display *Family*. Place a picture with a label for each family member (*father*, *mother*, *sister*, *brother*, *baby*, *grandfather*, *grandmother*) in a row. Ask students to cut out examples of each family member from magazines and put them under the corresponding category.

For another display, reserve part of the noticeboard for artwork. Call the display *Our Families*, and use the space to display the framed family pictures the students draw in the Know it? Show it! activity.

Add to this display by focusing on the alphabet and spelling. Ask students to use the letter cards from Workbook page 19 to build family words. They can glue the letters to index cards and use them as labels for the *Our Families* display.

Home-school link

Encourage students to teach the family member words to their families. If the word for a relative at their home is not part of the unit vocabulary, teach them this information and write the word on a card.

Little Book: *Let's Play*

Summary: Two boys, John and Ricky, decide to play football. John's little brothers and Ricky's big sisters join them to form teams.

Workbook Tapescripts

Page 11: 1. Listen. Cut and glue in order. (Play the song.)

Page 14: 4. Listen and match. Draw a line and say.

1. one sister
2. two brothers
3. three sisters
4. four brothers

Page 15: 6. Listen. Write. (Play the chant.)

Page 18: 10. Listen. Circle *yes* or *no*.

1. I've got two brothers.
2. I've got one mother.
3. I've got three brothers.
4. I've got one sister.
5. I've got two baby sisters.
6. I've got one father.

PREPARATORY NOTES

Workbook Instructions and Answers

Page 11

Act 1: Students cut out the cut-outs. They listen to the song and glue the cut-outs in the order they hear them named in the song: 1. father 2. mother 3. brother 4. sister 5. baby.

Page 13

Act 2: Students draw a line to match each label with a picture.

Act 3: Students draw a line to match each sentence with a picture. You may read the sentences aloud for those who can't yet read.

Page 14

Act 4: Students listen to the audio and draw a line to match each phrase with the picture it describes.

Act 5: Students draw two brothers and two sisters.

Page 15

Act 6: Students listen to the chant. They answer the questions on the page based on what they hear: *three sisters; two brothers.*

Page 16

Act 7: Students draw a line from the following: John's picture to each of his brothers; Ricky's picture to each of his sisters.

Act 8: Students draw a face to show how they liked the story. Responses will vary.

Page 17

Act 9: Students draw an imaginary team and name all the team members.

Page 18

Act 10: Students listen to the audio and circle *yes* if it describes the picture and *no* if it doesn't: 1. no 2. yes 3. yes 4. no 5. no 6. yes

Page 19

Cut-out activity: Making words. Students use alphabet cards to build words. Words will vary, but may include the following: *backpack, book, chair, crayon, desk, rubber, marker, paper, pencil, table, baby, brother, father, mother, sister, yes, no, is, this, one, red.*

UNIT 2

People We Love

1 Listen and sing.

My Family Song

ABCD
D is for David.
He is my father.

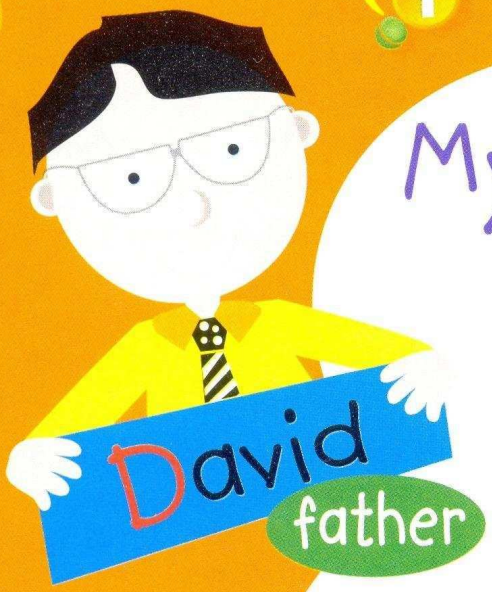
EFGH
H is for Holly.
She is my mother.

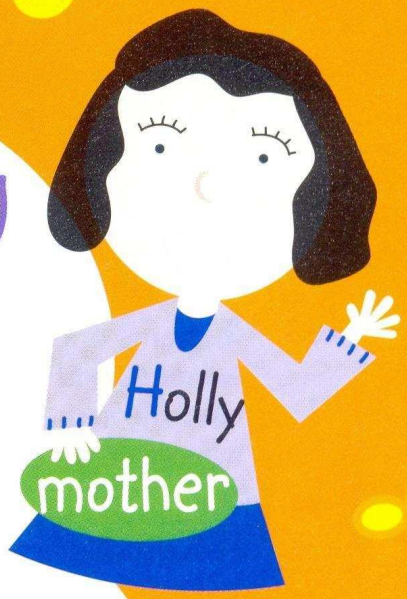
IJKL
L is for Larry.
He is my brother.

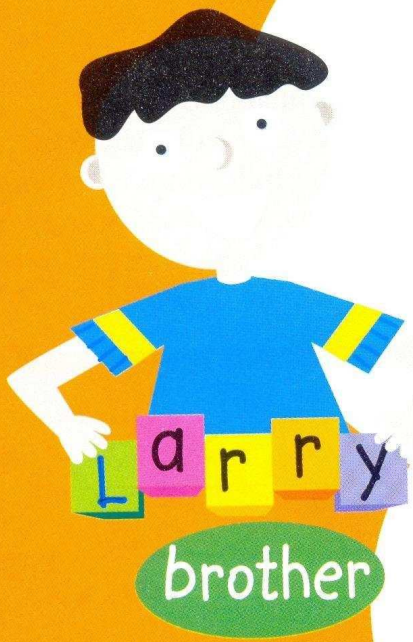
MNOP
P is for Pam.
She is my sister.

QRST
T is for Tina.
She is the baby.

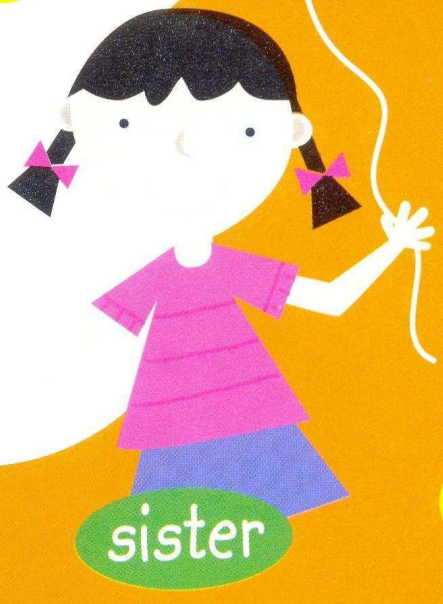
UVW
XYZ.
This is my family!

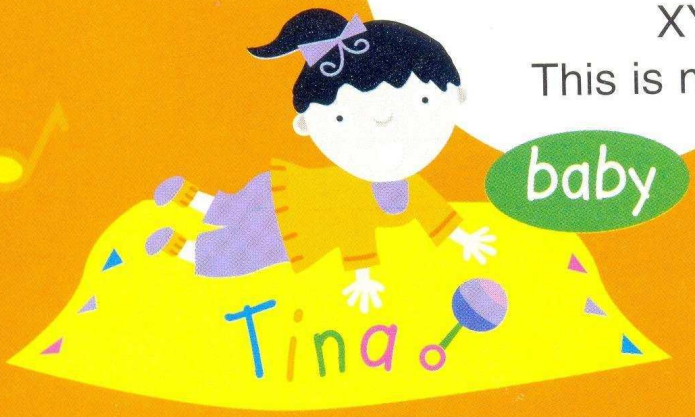












Objectives

- to identify the letters of the alphabet
- to identify family members
- to sing a song
- to use stress, rhythm and intonation

Vocabulary

nouns: baby, brother, family, father, mother, sister

verb: be (*is*)

pronouns: he, she, this

possessive pronoun: my

Materials

- cassette or CD player
- audio cassette/CD
- flashcards of family members

Warm Up

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

Family. Show a few pictures of different families. You may use flashcards as well as photos or magazines. Ask the students to identify any family members they can. Introduce or revise the word *family*. Explain that they will talk about people in the family in this unit.

Letters. On the board, write the names of a few students. Make sure the names have a few letters in common. Ask students if they notice any similarities between the names, and help them discover the common letters. Underline these and name them. Then remind students that letters are used to make words in English, and in this unit, students will learn (or revise) the letters of the alphabet.

Activity 1 Listen and sing.

1. Before students open their books at page 14, revise family members (*father*; *mother*; *brother*; *sister*; *baby*). Draw a family tree on the board, including simple faces for each person. Invite different students to label it with their own family members' names.
2. Introduce some of the letters of the alphabet. Display an alphabet strip and point to the first letter of a student's name. Chant *(S) is for (Sarah)*. Make sure you emphasise the pronunciation of the letter *(S)*. Repeat with some other students' names and invite the class to join in as you chant.
3. Keeping the books closed, play the song once so that students can listen. Then draw students' attention to the pictures on page 14. Ask them to say all they can about the pictures.
4. Play the song a second time and ask students to find people in the picture that are named in the song. Ask them to point to any letters of the alphabet that they recognise.
5. When students feel ready, invite them to sing the song. Encourage them to point to each family member as they sing each name.

WB Workbook page 11 may be set now. Instructions and answers are on page T2D.

Objectives

- to identify family members
- to use the simple present tense
- to use pronouns *he/she*
- to identify and pronounce /ə/ as in sist**er**

Vocabulary

nouns: baby, brother, family, father, me, mother, sister

verb: be (*is*)

pronouns: he, she, this

possessive pronoun: my

Materials

- flashcards of family members
- cassette or CD player
- audio cassette/CD
- stickers for Unit 2

Presentation

Activity 2 Look and listen. Point and say.

1. Put students in groups of six. Place the family flashcards on the noticeboard. Review the names. Ask each student in a group to be a different family member and give them each a sign saying who they are. Show by demonstrating that when you say the name of a family member, the students representing that member should stand up and hold up their sign.
2. Ask students to look at the family picture on page 15 and identify the family members. Play the audio or read the tapescript. Ask students to point to each family member as he or she is named.

   Tapescript: This is my sister. This is the baby. This is my father. This is my mother. This is my brother. This is my sister. This is me!
3. Read or play the audio again. Ask students to repeat each sentence as they point to the person in the picture.

Activity 3 Stick and say.

1. Introduce *he* and *she*. Choose four students to come to the front and hold the mother, father, sister and brother family cards. Point to each one and slightly stress the pronoun as you say, for example, *He is a father.* Ask students to repeat this, for each family member. Next, divide the family members into two groups: *he* and *she*.
2. Draw students' attention to the boy and girl in the picture. Point to each child and read the speech bubbles. Ask the students to repeat this.
3. Read the instructions and make sure students understand that they will place their stickers in the corresponding frames and repeat the sentences. Ask students to identify the family member on each sticker. Tell students to place the stickers and check their work. Then get students to attach the stickers and say the sentences.
4. Walk around to monitor students' understanding. Review errors later.



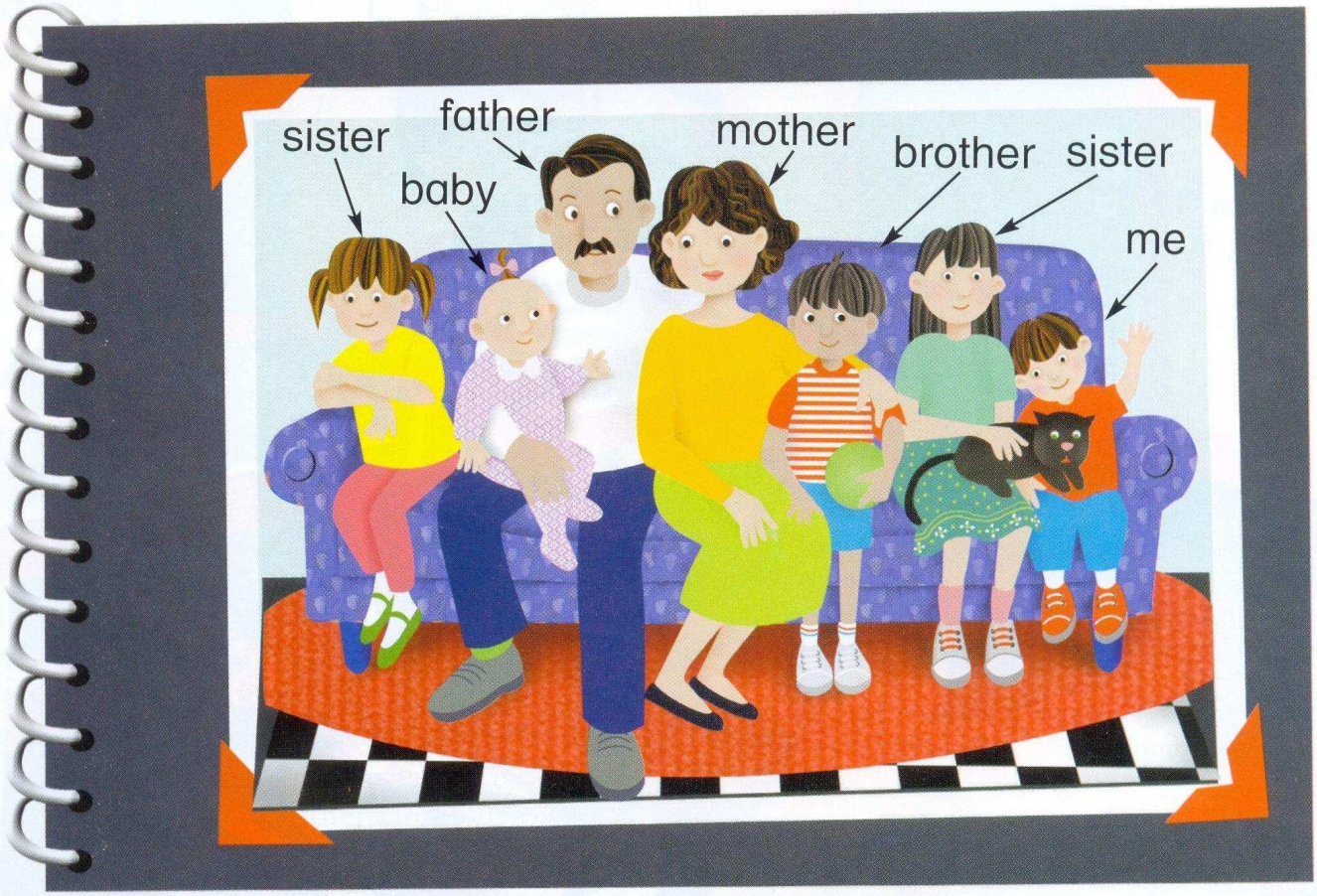
Workbook page 13 may be set now. Instructions and answers are on page T2D.

Extension

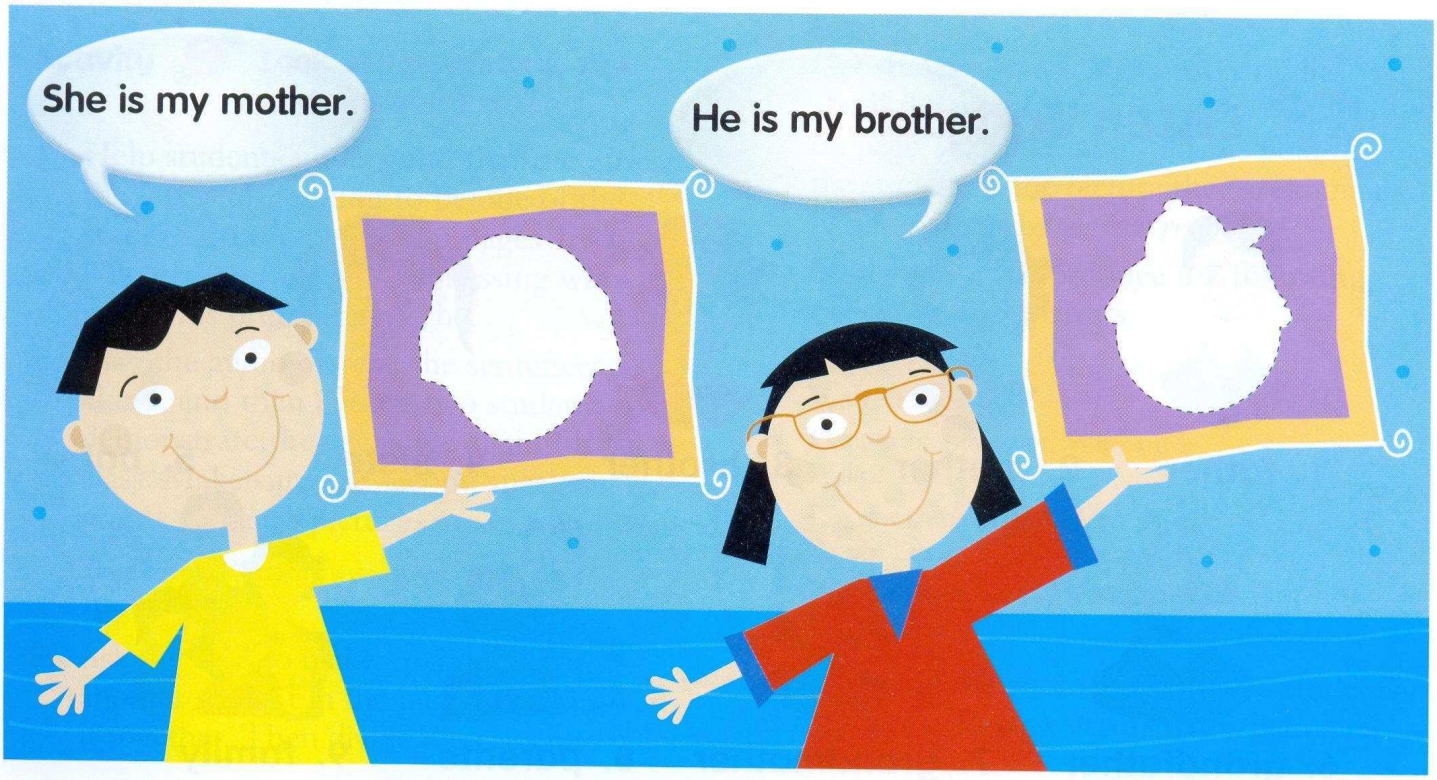
Pronunciation: /ə/ as in *sister*. Write the words below on the board. Say the words with students. Point out the *er* in each. Play the audio or say the text. Ask students to repeat this and repeat as necessary.

/ə/	/ə/	/ə/
mother	mother	She is my mother.
brother	brother	He is my brother.
sister	sister	She is my sister.
father	father	He is my father.

2 Look and listen. Point and say.



3 Stick and say.





4 Listen and point.


1. father


2. mother


3. brother


4. sister


5. baby


6. grandfather


7. grandmother


8. parents


9. family

Objectives

- to identify family members
- to ask and answer *How many?* and *Who am I?*
- to use the simple present tense
- to use *he/she*
- to identify and pronounce /h/ as in **he** /ʃ/ as in **she**

Vocabulary

nouns: baby, brother, family, father, grandfather, grandmother, mother, parents, sister

verbs: be (*am*, *are*, *is*), have

pronouns: he, I, she, who, you

possessive pronoun: my

adjectives: one, two, three, this

Materials

- pictures showing different numbers of brothers and sisters
- a set of alphabet flashcards
- cassette or CD player
- audio cassette/CD

Presentation/Practice

Warm Up

Ask each student to bring in a photo of a family member. Say *Show me your father* as you hold up a photo of a father. Demonstrate saying *He is my father*. Ask students who brought in a picture of their father to do the same. Continue with other family words.

Activity 4 Listen and point.

1. Point out the picture on pages 16–17. Ask what pictures the students have.
2. Point out the picture dictionary at the bottom of page 16. Play the audio a few times, and ask students to point to each picture as they repeat the word.

   Tapescript: 1. father 2. mother 3. brother 4. sister 5. baby 6. grandfather 7. grandmother 8. parents 9. family
3. Then ask students to find examples of family members in the picture on pages 16–17. Ask them to identify the family members in each student's drawing.

Activity 5 Look at the picture. Ask and answer. Pretend.

1. Help students understand that the girl on the left is pretending to be one of the students in the picture on pages 16–17. The girl on the right is guessing who the girl is pretending to be.
2. Play the audio or read the sentences aloud, and then choose two students to demonstrate the exchange again for the class. Make sure the second speaker points to Pam's picture.

   Tapescript: I've got two sisters. Who am I?
   You're Pam!
3. Ask the class to make up a riddle for another student in the picture and answer it together. Then divide the class into pairs. Get students to ask and answer riddles about the pictures following the example on page 17. Make sure students point to the student in the picture they are thinking of when they answer *You're (Pam)!*
4. Students should produce the following questions and answers:

   I've got two sisters. Who am I?
   You're Pam!

   I've got one brother. Who am I?
   You're Tim.

   I've got three sisters. Who am I?
   You're Don.

   I've got three brothers. Who am I?
   You're Jen.

Walk around the room and listen to students as they work. Review errors with them later.

Activity 6 Ask and answer about you.

1. Tell students how many brothers you have. Write the letter *b* on the board and next to it the number of brothers you have. Repeat for your sisters, using *s*.
2. Then ask the class how many brothers and sisters they each have. Get them to write the letters and numbers for each one on a piece of paper, just as you did. For students who don't have brothers or sisters, teach them to write a zero (0) and to say *none* or *I haven't got any*.
3. Say *one brother*, and gesture to the students who have one brother to stand up. Help them say *I've got one brother* as they hold up their card. Repeat this for other numbers of brothers and then repeat for sisters.
4. Read aloud the instructions. Make sure students understand that they will ask and answer questions about themselves.
5. Direct students' attention to the dialogue. Play the audio or read the dialogue aloud, and then choose two students to demonstrate the exchange again for the class.

   Tapescript: How many sisters have you got?
   I've got one sister.

6. Ask the partners to take turns, following the example to ask and answer questions about their own families. Responses will vary, but should follow the same basic form:

   How many brothers have you got?
   I've got two brothers.
   How many sisters have you got?
   I've got one sister.

   Walk around the room and listen to the students as they work. Review errors with them later.

Extension

Pronunciation: /h/ as in *he* and /ʃ/ as in *she*. Write the target vocabulary from the tapescript below on the board and say the words with students. Point out or elicit the letters which make the target sound. Play the audio or say the text. Ask students to repeat after you. Repeat as necessary.

/h/	/h/	/h/	he	he	he
/ʃ/	/ʃ/	/ʃ/	she	she	she

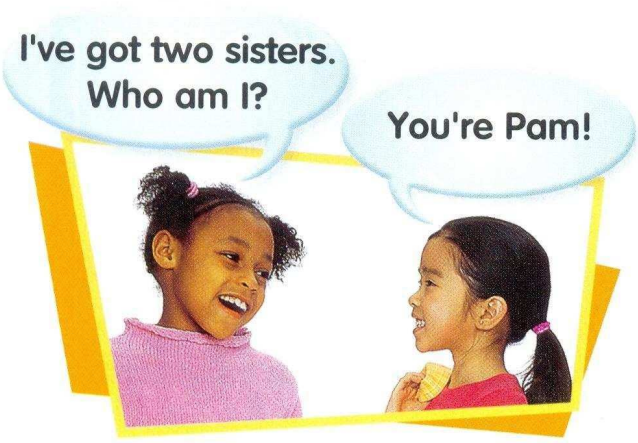
That is Harry. He is my father.
That is Shelley. She is my mother.
That is Henry. He is my brother.
That is Sheila. She is my sister.

Draw a family tree. Draw a simple family tree of your family on the board. As you explain the family relationships, you may choose to introduce unfamiliar vocabulary, such as *aunt* and *uncle*. Then help students draw their own family trees. They should start with themselves and their sisters and brothers at the bottom of the page, and then work up to their mothers and fathers, and then their grandmothers and grandfathers. To demonstrate the language students will use, show your family tree and say, for example, *This is my father. I've got one brother. I haven't got any sisters.* Then put students in pairs and ask them to talk about their family trees. Change partners and repeat the activity.

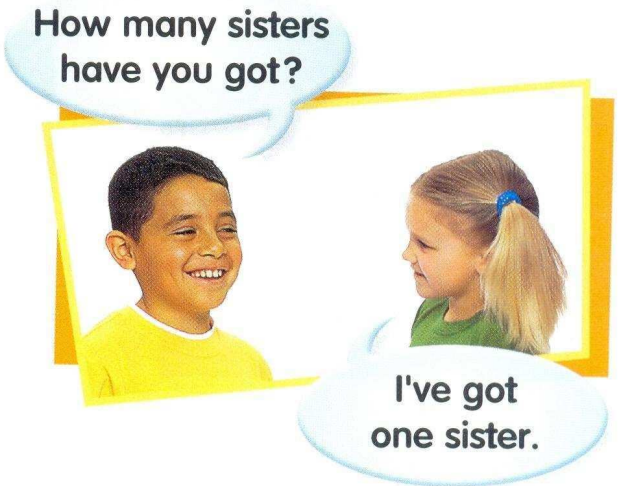
Sequence: ABC order. Write each letter of the alphabet on a card. Display an alphabet strip or refer to the alphabet in the song on page 14. Point out that the letters of the alphabet have an order and lead the class in reciting the letters. Give students a card and ask them to line up in ABC order. If you have fewer than 26 students, repeat this activity with sections of the alphabet. You may also ask students to stand in a circle so they can see one another's cards.



5 Look at the picture. Ask and answer. Pretend.



6 Ask and answer about you.



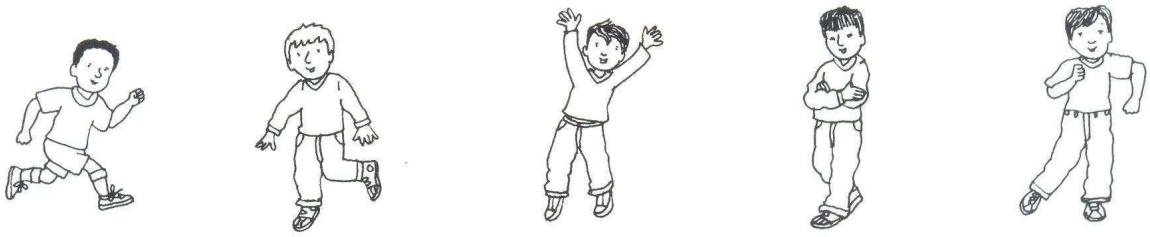
Grammar

How many brothers have you got?

I've got **two** brothers.

7 Listen and colour.

1.



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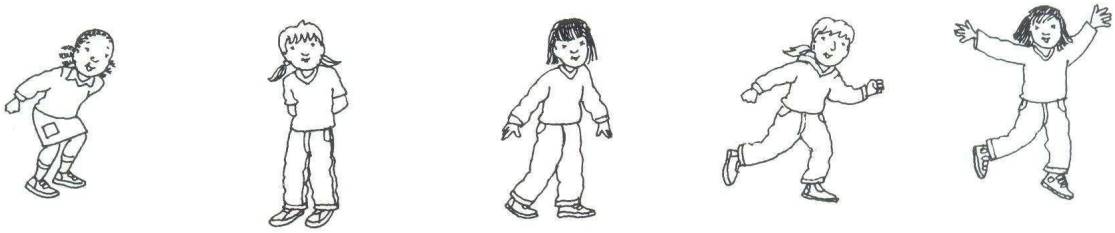

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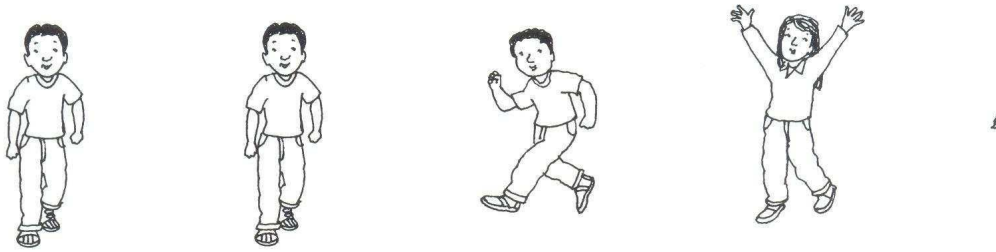
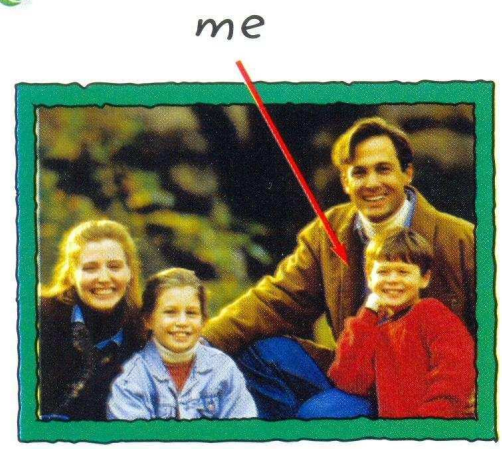
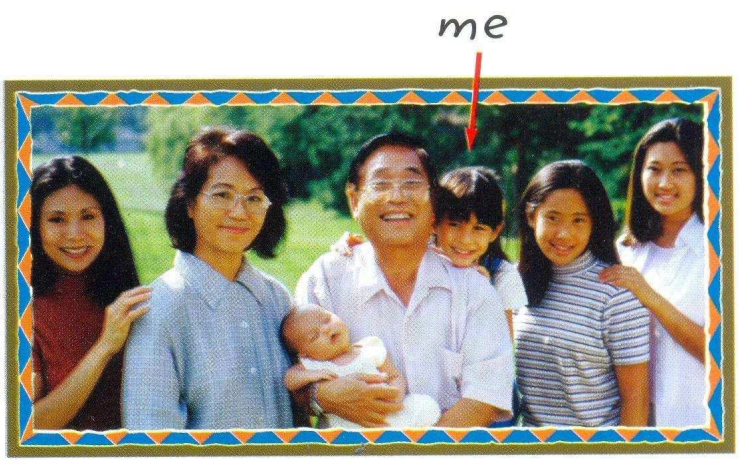


8 Listen and circle.





Objectives

- to talk about family members
- to ask and answer *How many?* and *Who?*
- to use the simple present tense

Vocabulary

nouns: brother, family, father, mother, sister

verb: have

pronouns: he, I, she, who, you

possessive pronoun: my

adjectives: one, two, three, this

Materials

- small ball
- cassette or CD player
- audio cassette/CD

Language Practice

Activity 7 Listen and colour.

1. Teach students the following chant:

   One brother, two brothers, three brothers, four!

   Five brothers, six brothers, seven brothers, more!

2. Ask students to stand in a circle. Say *One brother* and toss a ball to a student in the circle. That student says *Two brothers* and tosses the ball to another student. Continue until the chant is over. The last student to get the ball begins the chant again, substituting another family member for *brother.*

3. Draw the students' attention to the grammar box at the top of page 18. Read aloud the exchange and ask the students to repeat it. Explain that they will listen to similar exchanges in the next activity.

4. Read the instructions aloud. Make sure students understand that they will colour a different number of brothers or sisters based on what they hear. Play the audio or read the following exchanges aloud.

   Tapescript: 1. How many brothers have you got? I've got four brothers. Colour four brothers. 2. How many sisters have you got? I've got three sisters. Colour three sisters. 3. How many brothers have you got? I've got two brothers. Colour two brothers.

Activity 8 Listen and circle.

1. Draw students' attention to the two family pictures at the bottom of page 18. Invite them to name any family members they can.

2. Read the instructions aloud. Point to the two students labelled *me.* Make sure students understand that one of these children will describe his or her family. Students should circle the family that is described. Play the audio or read the following:

   Tapescript: I've got one father. I've got one mother. I've got one sister.

Activity 9 Look and listen. Say.

1. Draw students' attention to the cartoon strip. Read the instructions and make sure students understand that they will listen to a conversation and then repeat it.
2. Play the audio or read the tapescript. For each line, point to the character who is speaking.

Tapescript: Who is she? She is my sister. How many sisters have you got? I've got one sister. Hello! My name is Kim. That is my sister!

3. Play the audio a second time and invite students to repeat it. Then, put students in groups of three and ask them to practise the dialogue. Invite groups of three to act out the dialogue for the class.

Activity 10 Listen and draw.

1. Read the instructions aloud. Make sure students understand that they will listen to the boy describe his family. They will draw his family based on what they hear. Play the audio several times so students know what to draw.

Tapescript: This is my family. I've got one father, one mother, two sisters and one brother.

2. Encourage beginner readers to point to the text in the speech bubble and "read" along with the audio.



Workbook page 14 may be set now. Instructions and answers are on page T2D.

Extension

Classify: Make a graph. Give each student two index cards or slips of paper. On one card, ask the students to write in blue their names and the number of brothers they have. On the other card, ask them to write in green their names and the number of sisters they have. Make a graph to display the information and ask students to place their cards on the graph. Talk about the information with students by making sentences, such as *Six students have got three brothers. Three students haven't got any brothers.*

ABC practice. Write each letter of the alphabet on an index card. (You may use the cards from the Extension activity on T17.) Place the cards in a circle on the floor. Walk around the circle as you say *walk, walk, walk.* Say *Stop*, pick up the alphabet card you're standing closest to, and hold it up for the class to see. Lead the class in naming the letter. Repeat with student volunteers following your command to walk and stop.

Grammar extension. Apply this unit's grammar to the Unit 1 vocabulary. Ask a volunteer to the front of the room. Hand him or her three pencils and ask *How many pencils have you got?* Demonstrate the response *I've got three pencils* and ask the student to repeat after you. Repeat with a different student and a different number of items. Then ask each student to draw a picture of some classroom objects. In pairs, students can point to their partner's pictures and ask and answer *What's this? (What are these?) How many (books) have you got?*

9 Look and listen. Say.



10 Listen and draw.



This is my family. I've got one father, one mother, two sisters and one brother.

11 Listen. Draw a line. Say the letters.

1. two brothers



2. one sister



3. three sisters



12 Listen and chant.

Clap for Your Family

Sisters, sisters!
How many sisters have you got?
1, 2, 3
I've got 3 sisters.
Clap for your sisters. 1, 2, 3



Brothers, brothers!
How many brothers have you got?
1, 2
I've got 2 brothers.
Clap for your brothers. 1, 2



Family, family!
This is your family.
Clap for your family.
Clap for them all!

Objectives

- to talk about family members
- to identify letters
- to count
- to perform a chant
- to use stress, rhythm and intonation
- to use gestures

Vocabulary

nouns: brother, family, father, mother, sister

verbs: have, clap

pronoun: I

adjectives: one, two, three

Materials

- cassette or CD player
- audio cassette/CD

Application

Activity 11 **Listen. Draw a line. Say the letters.**

1. Direct students' attention to Activity 11. Ask students to identify the family members and letters. Then point to each picture and ask *How many (sisters)?*
2. Read the instructions and make sure students understand that they will listen to the audio and draw a line from each phrase they hear *(two brothers)* to the picture it matches (the picture of two brothers). Then they will say the name of the letters on each child's shirt (F, T).
3. Play the audio or read the sentences aloud. Make sure students are drawing lines to the correct pictures. After each item, lead the class in naming the letters shown on the shirts.

Tapescript: 1. I've got two brothers. F, T. 2. I've got one sister. D. 3. I've got three sisters. A, S, Z.

Activity 12 **Listen and chant.**

1. Direct students' attention to the title of the chant. Read the title aloud, and demonstrate the word *clap* if necessary. Point out the pictures and help students understand that the children are counting.
2. Play the audio or chant as the students listen. Then play it again and ask the students to point to each picture as they chant. Encourage them to clap and join in. Perform the chant at least twice to provide practice in stress, rhythm and intonation.

WB Workbook page 15 may be set now. Instructions and answers are on page T2D.

Extension

Add verses. Work with the class to create new verses to the chant. Ask a volunteer to say how many sisters he or she has. Then invite all the students with that number of sisters to stand. They will use their own information to perform the third and fourth lines of the first verse. The rest of the class performs the first, second and fifth lines. Repeat with different students for the second verse. You might display the following template on the board and guide students to fill in the blanks.

A: *Sisters, sisters*

A: *How many sisters have you got?*

B: ____ (count)

B: *I've got* ____ *sisters.*

A: *Clap for your sisters.* ____

Objectives

- to listen and read for enjoyment
- to understand concepts of print
- to make associations
- to use prior knowledge

Vocabulary

nouns: brother, football, sister, team

verbs: come, have, need, play

pronouns: I, they, we, you

possessive pronoun: your

adjectives: two

Materials

- cassette or CD player
- audio cassette/CD

Summary

Let's Play:
Two boys, John and Ricky, decide to play football. John's little brothers and Ricky's big sisters join them to form teams.

Before Reading

1. Ask the students to take out pages 21–22. Demonstrate how to make a Little Book by folding the pages in half. Make sure all the books are ready before continuing.
2. Create the setting of the story. Get a football and invite students to come up and make two teams to play. Through gestures, help students understand that you want to play football. Introduce the following: *teams; Let's play football!*
3. **Reading development: Understand concepts of print.** Draw students' attention to the first page of the book. Ask a volunteer to point to the title of the story. Read it aloud. Then point to and read the author's name. Help students understand that the author writes the story.
4. Ask students to say what they can about each picture. Lead them to understand that the boys in the story want to play football. Point to each of John's brothers and ask *Who is he?* Point to each of Ricky's sisters and ask *Who is she?*

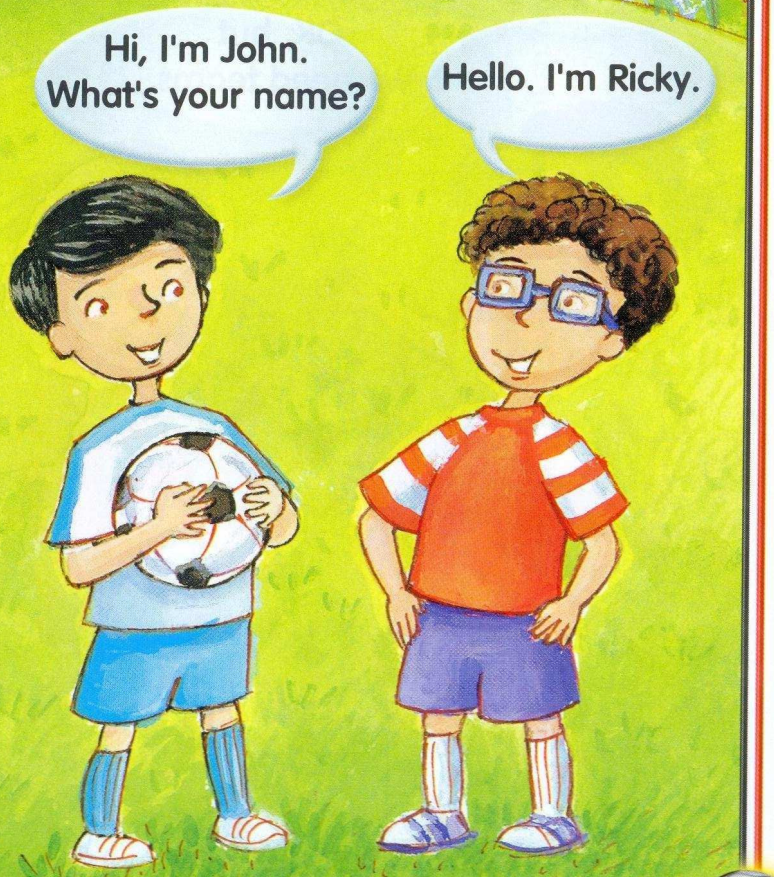
During Reading

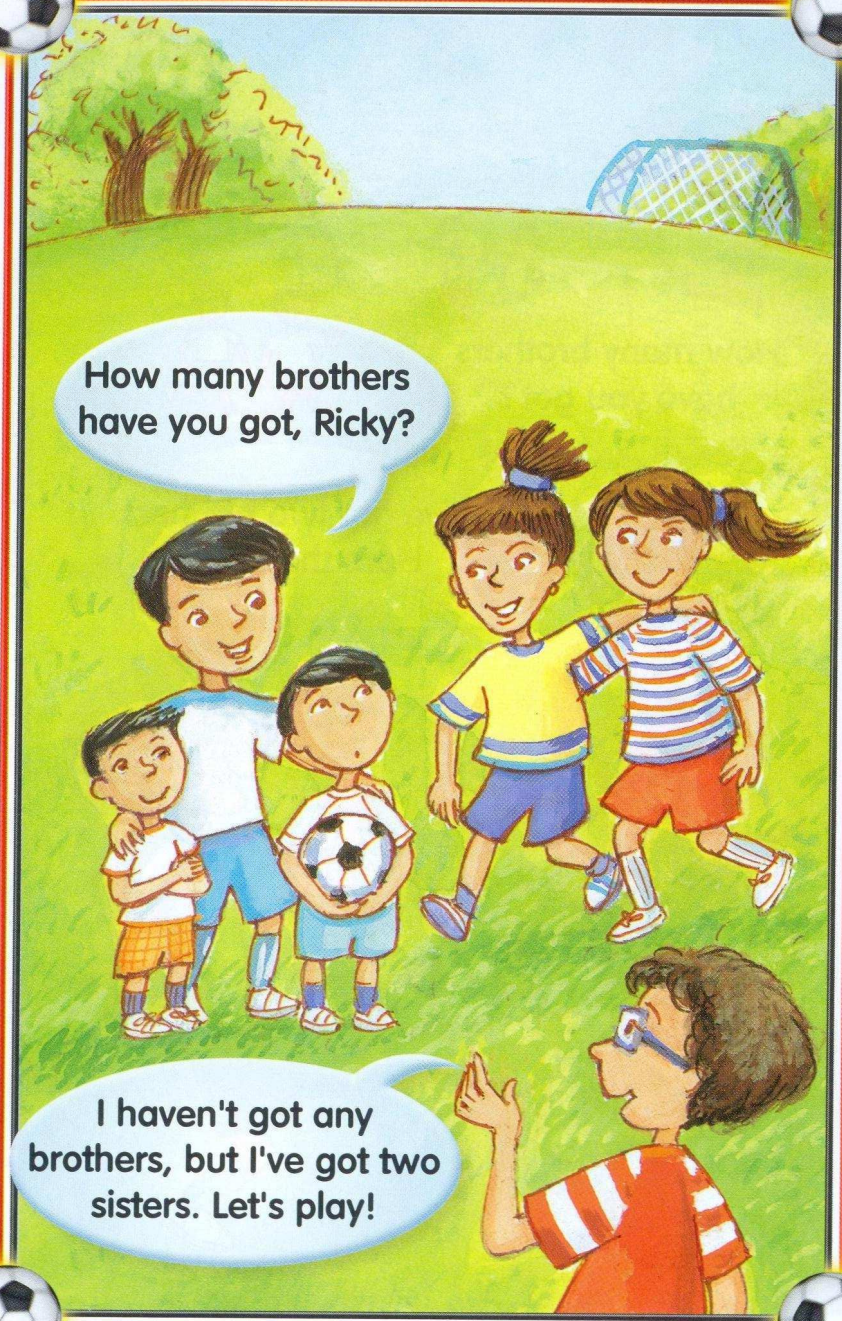
1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Tell them that they can talk about the story and ask questions when you read it again. As you read, use gestures and point to the pictures to help students understand.
2. Read the story or play the audio a second time, following the text as you do so. Encourage students to point to the speech bubbles and follow the conversation in their own books. Afterwards, write the words *brothers* and *sisters* on the board and ask students to find the words in the story.

   If students interrupt frequently with questions about vocabulary, explain that they don't need to know every word to get the main idea. At the same time, encourage them to seek meaning from context, from accompanying pictures and from each other. Remind students that they can ask questions when you read it again.
3. Ask students to listen as you play the audio or read the story from the Student's Book a third time. Invite them to ask questions.
4. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read the first sentence aloud. Ask students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to copy the stress, rhythm and intonation patterns of each sentence.

Let's Play

by Yoko Mia Hirano





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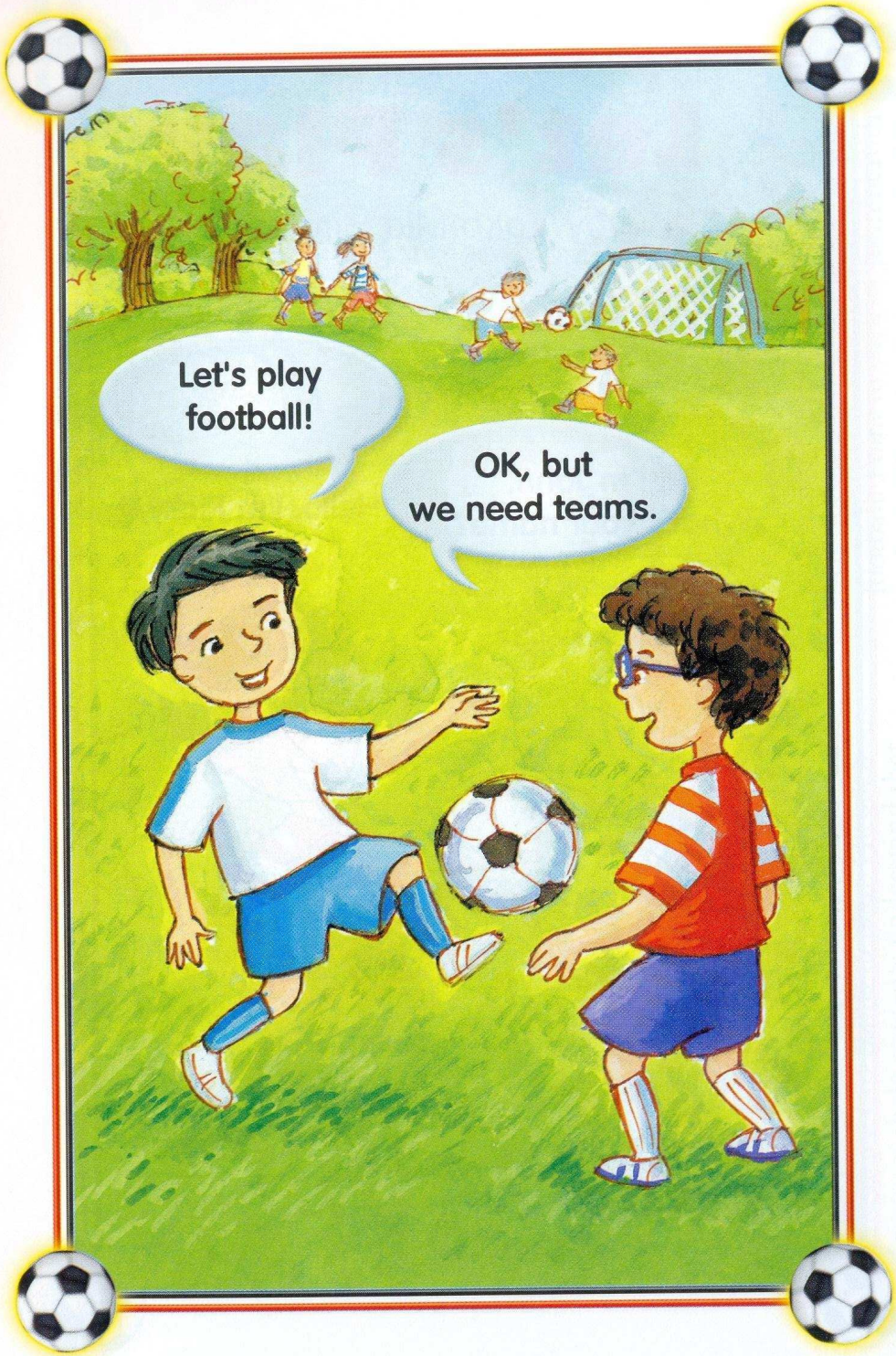
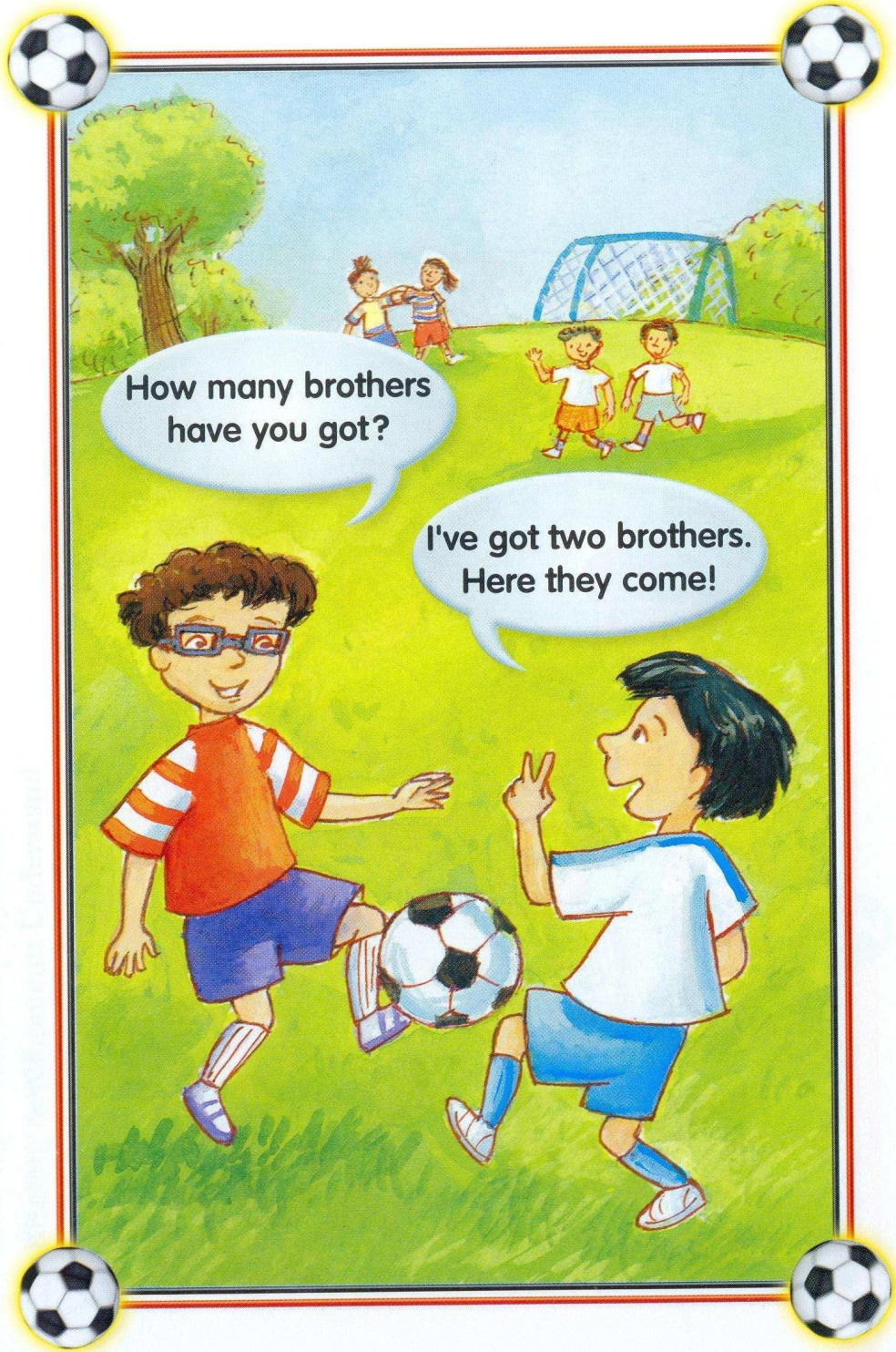

Let's play football!
OK, but we need teams.


How many brothers have you got?
I've got two brothers. Here they come!

After Reading

Check comprehension. Assess students' comprehension with questions like the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and get students to point when they answer.

What is his name?

Do the boys want to play football?

Do the boys need teams?

Who is he/she? Who are they?

How many (brothers) has (John) got?

Make a word web. Write the word *football* in the centre of a word web. Encourage students to use the Little Book and what they already know to think of words associated with football. Encourage them to use the pictures to ask for words they can use. For example, *ball*, *kick*, *team* and *run*. Add their ideas to the word web. Draw a little picture next to each word to help students identify the vocabulary.

Home-school link. Encourage students to take their Little Books home and share *Let's Play* with their families and friends.

If you feel that some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: 1) sentence by sentence, pausing for students to repeat each sentence; 2) one page at a time, pausing for students to repeat each page; 3) entirely without pausing.



Workbook pages 16–17 may be set now. Instructions and answers are on page T2D.

Extension

Act it out. Groups of students can act out the story *Let's Play*, with each student taking a role. Invite groups to perform the story for the rest of the class. You might play the audio and get students to speak along with it as they perform.

Grammar challenge: I've got/I haven't got. On the board, write a number line from zero to ten. Draw dots beneath each number to show the amount. Ask students *How many brothers has John got?* Ask a volunteer to the board to point to the number *(2)* on the number line. Say *He's got two brothers.* Then ask *How many brothers has Ricky got?* Invite a volunteer to point to the zero. Say *He has none. He hasn't got any.* Reinforce this point by giving different students different numbers of crayons; make sure some of the students have none. Get the class to ask each student *How many crayons have you got?* Each student will answer *I've got (four) crayons* or *I haven't got any crayons.* Demonstrate the exchange before asking students to do it on their own.

Objectives

- to identify the letters of the alphabet
- to make an *ABC* book
- to use the simple present tense
- to sequence

Vocabulary

nouns: book, (the names for items that begin with different letters of the alphabet)

verbs: be (*is*), draw

pronouns: it, what

Materials

- crayons
- paper
- thread

Application

ABC March. Ask students to form a circle and march around as they chant the alphabet and clap: *A, B, C* (clap, clap, clap), *D, E, F* (clap, clap, clap)... *Y and Z* (clap, clap, clap)

Project: Make an ABC Book

1. Direct students' attention to the pictures on the page and the project title *Make an ABC Book*. Relate the project to the rest of the unit by pointing out that the class has learned the names of the letters, and now they are going to make a class book with one page for each letter of the alphabet.
2. Read the instructions and make sure students understand that they will each write a letter and draw a picture for that letter of the alphabet. Depending on the number of students in your class, some students can make two pictures or some can work together on one page.
3. Write the alphabet on the board. Help students think of words that begin with each letter, and write their ideas or display pictures below the letter. Encourage them to think of words they have learned in class. For example: *alphabet, baby, crayon, desk, etc.*
4. Give students paper, crayons and markers. Assign each student a letter to write at the top of the page in both upper and lower case. They can copy these from the alphabet on the board. Then get them to use the list on the board and draw a picture of something that begins with that letter. Encourage them to talk about their drawings by asking each other: *What is it? What letter is it?* Walk around the room and listen to the students as they work. Review errors with them later.
5. Invite students to present their drawings to the class by saying *(A) is for (alphabet).* Work with the students to put the pages in order, punch holes and then bind the book with thread.

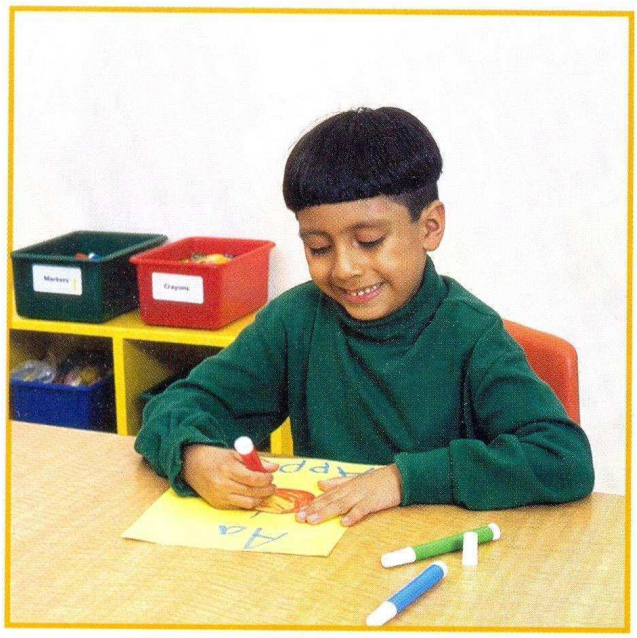
Extension

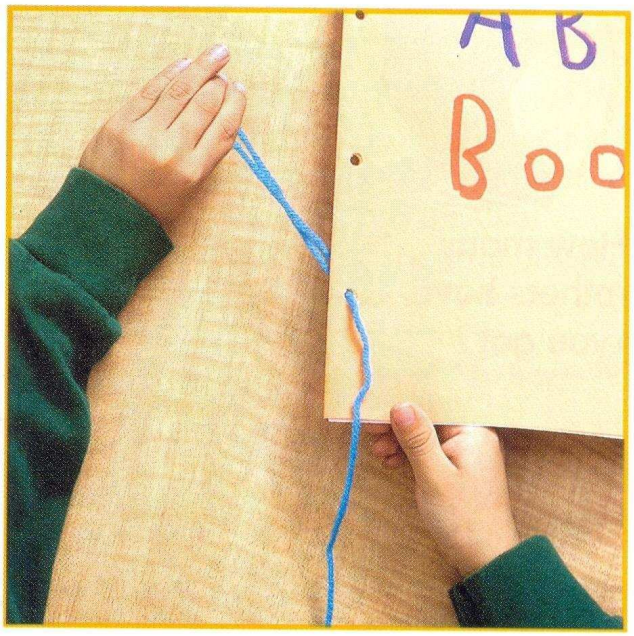
Alphabet bingo. Give each student a bingo card (a card or paper divided into a 9-square grid). Students will write a letter in each box. Each student should use a letter only once and the letters should not be in order. Use paper clips as markers. Make individual letter cards and mix them up. Ask a volunteer to pick a card and name the letter. As the volunteer calls out the letter, students will put a marker on that letter on their card. The first student to get three markers in a row horizontally or vertically wins the game.

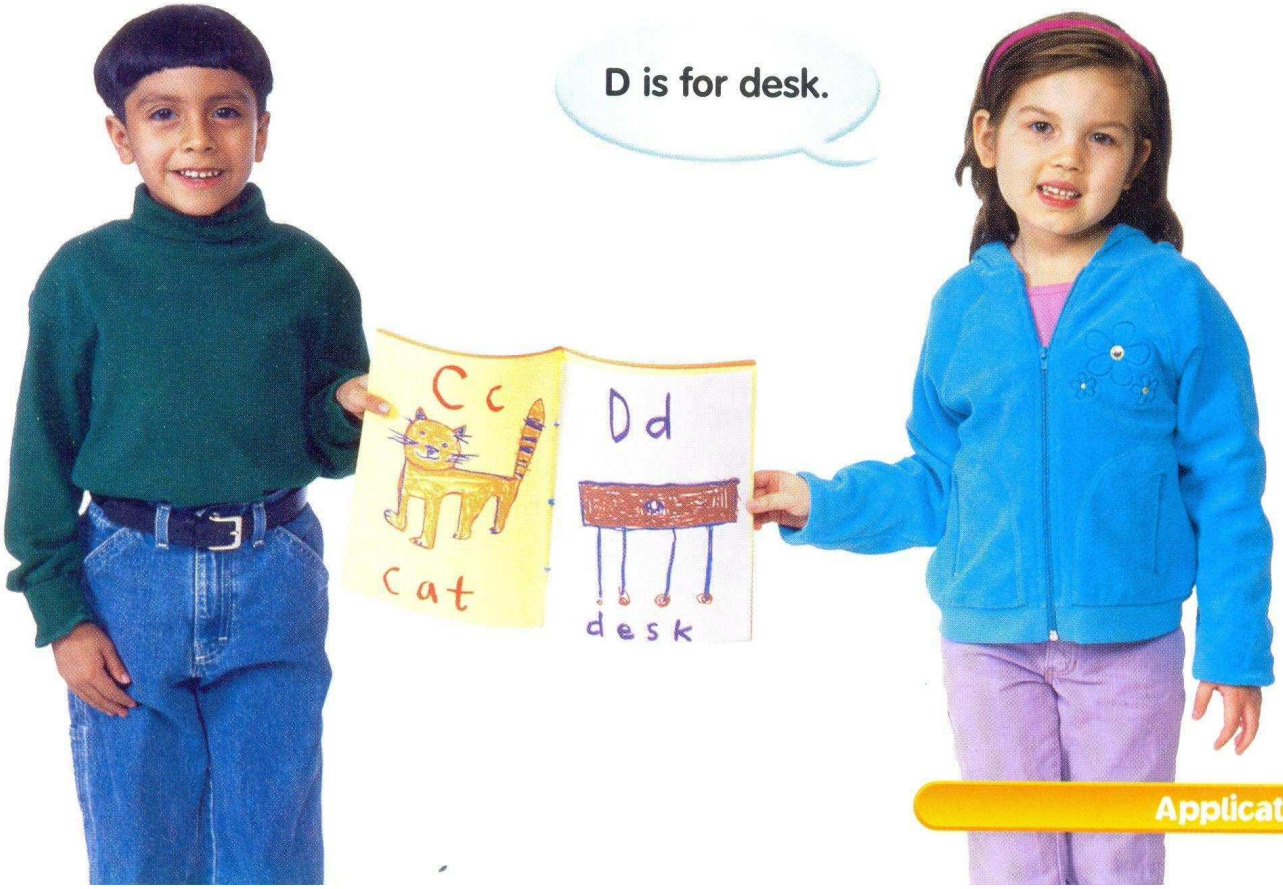
Project

Make an ABC Book.

Draw and colour.

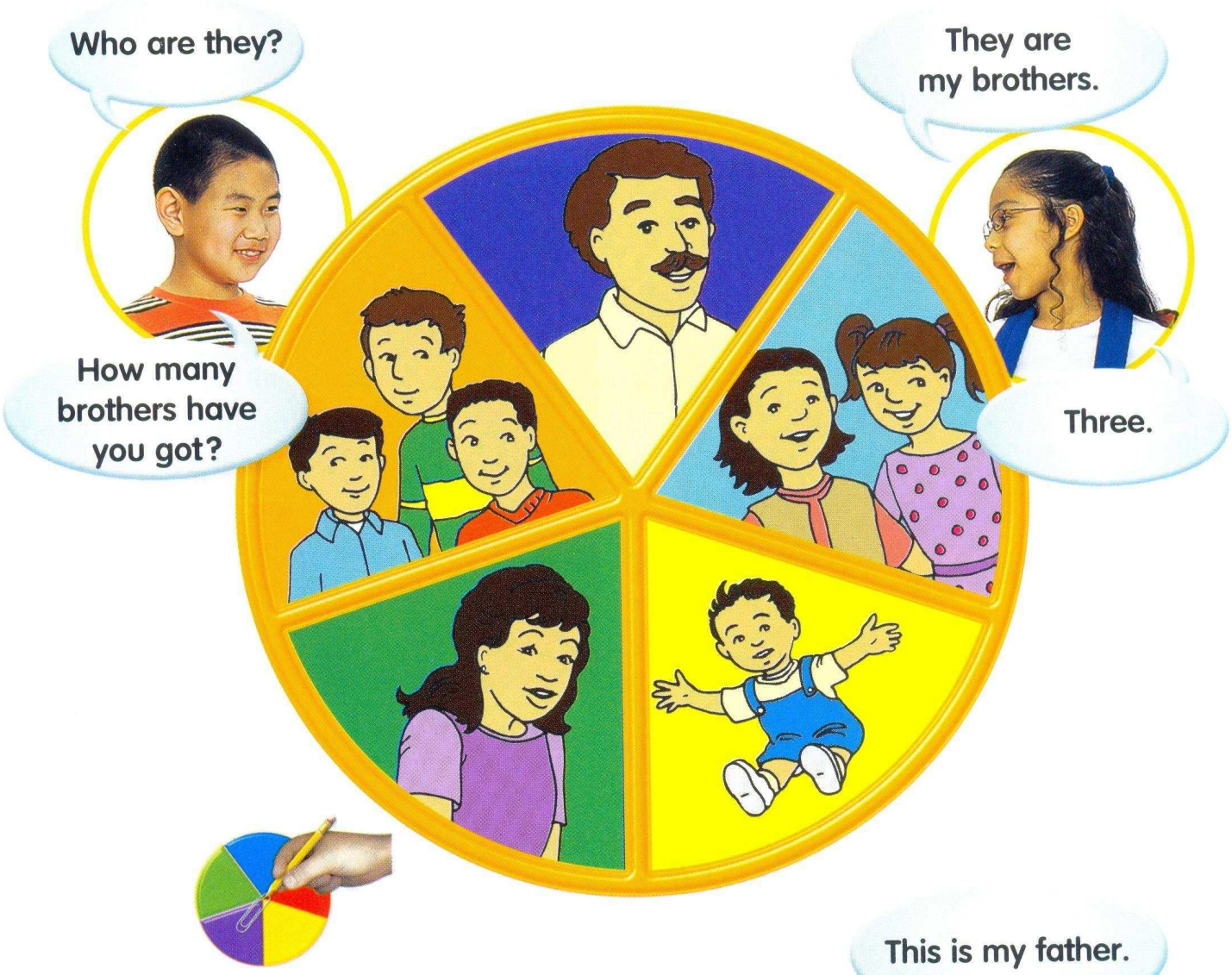






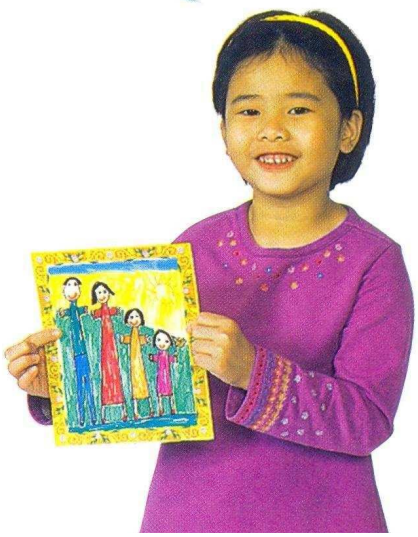
Play a Game!

✔Spin and say.



✔ KNOW IT? SHOW IT!

Make a family picture.
Use the cut-out on page 113.



Objectives

- to talk about family members
- to use the simple present tense
- to ask and answer *Who?* and *How many?*
- to use plural nouns

Vocabulary

nouns: baby, brother, family, father, mother, sister

verbs: be (*are, is*), have

pronouns: he, I, she, they, who, you

possessive pronoun: my

adjectives: one, this, three, two

Materials

- pencils
- paper clips
- crayons
- scissors
- cut-out from page 113

Assessment

Play a Game!

1. Direct students' attention to the game board on page 24. Revise the names of the family members in each section of the circle. Read aloud the two exchanges and invite students to repeat after you. Finally, read the instructions aloud. Make sure students understand that they should pretend that the people shown on the game board are in their own families.
2. Each pair of students will use one game board. They will make a spinner using a pencil and paper clip. To play the game, students put the pencil point in the middle of the circle and spin a paper clip around it. When the paper clip pointer stops spinning, it will point to one of the pictures. The student who spins asks his or her partner questions about the picture, and the partner answers. Students should follow the example exchanges shown in the speech bubbles.
3. Ask students to continue playing until they have talked about all the pictures.
4. As students play the game, walk around the room and monitor their language. Assess students' use of the proper form *Who (are they)? (They are) my (brothers).* *How many (brothers) have you got? I've got (three) (brothers).* Also assess their ability to name the person (people) in each picture correctly. Use the Oral Assessment Checklist as you observe students' performance. Note any errors to address when the game has finished.

Know it? Show it!

1. Draw students' attention to the picture at the bottom of the page. Explain that the girl has drawn a picture of her family.
2. Read the instructions and make sure students understand that they are going to cut out the frame on page 113 and draw a picture of their family. Ask students to cut out the frame and use crayons to draw their families.
3. Ask students to share their drawings with the class. Encourage them to ask each other questions, and answer them. For example: *Who is she? She is my mother.* Monitor and assess students' ability to talk about their families. Display students' drawings around the classroom.



Workbook page 18 may be set now, or after students complete the formal assessment on Student's Book page 25. Instructions and answers are on page T2D.

Objectives

- to identify family members
- to understand and use the simple present tense
- to answer and ask *Who is it?* and *How many?*
- to understand *he*, *she*, and *they*
- to assess one's own progress

Vocabulary

nouns: baby, brother, family, father, grandfather, grandmother, mother, parents, sister

verbs: be (*are*, *is*), have

pronouns: he, I, she, who, you

Materials

- pictures of five families
- cassette or CD player
- audio cassette/CD
- unit assessment materials

Assessment

Listen and check.

1. Before the final assessment, revise the key vocabulary and grammar targets for the unit. Display pictures of different families. Number them 1–5. Give clues to each picture, one at a time. For example, say *I've got a mother and two brothers.* Ask students to identify which family you described.
2. Ask students to open their books at page 25. Read the instructions and make sure students understand that they will listen to a sentence and check *yes* if the sentence matches the picture, and *no* if it doesn't. Play the audio or read the tapescript. Tell students to tick the box above *yes* if the sentence describes the picture and to mark *no* if the sentence doesn't tell about the picture.

Audioscript: 1. He is my father. (*yes*) 2. She is my sister. (*yes*) 3. She is my mother. (*no*) 4. I've got three sisters. (*no*) 5. I've got one brother. (*yes*) 6. I've got two brothers. (*no*)

Now I Know!

Ask students to colour in the large ticks when they are satisfied they have met the following targets: family vocabulary; the alphabet. Students should also feel confident producing and responding to questions and statements based on the following language: *Who's she? How many sisters have you got?* If students need more work with a particular learning point, revise it with them until they can colour in that tick with confidence.



Workbook page 19 may be set now. Instructions and answers are on page T2D.

Unit Test

Ask students to complete the Unit 2 Test. See page xxviii. Help them prepare for the test by revising the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Extension

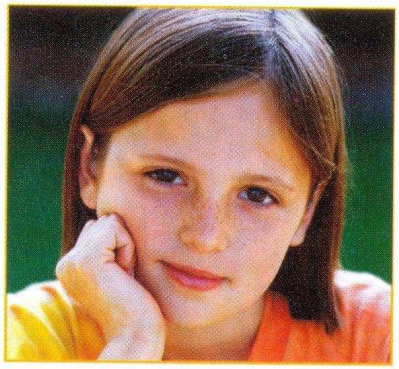
Talk about learning English. Ask questions, such as *What did you like learning in this unit? What was easy to understand? What was hard to understand? Which activities helped you learn?*

Student portfolios. Make a portfolio of each student's work. Add examples from time to time. For this unit, you might add the student's ABC Book and the drawing of his or her family. Occasionally review the work with each student to show his or her progress.

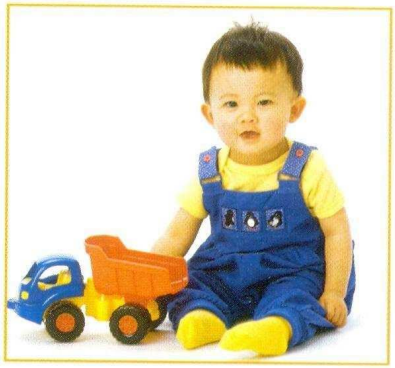
Listen and check.

1. 

☐ yes ☐ no

2. 

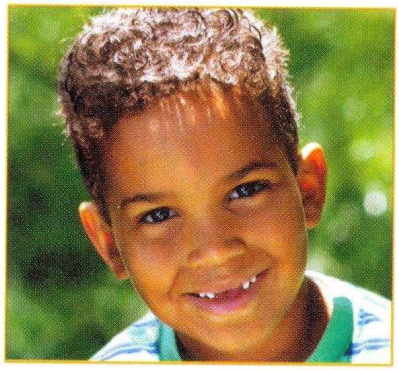
☐ yes ☐ no

3. 

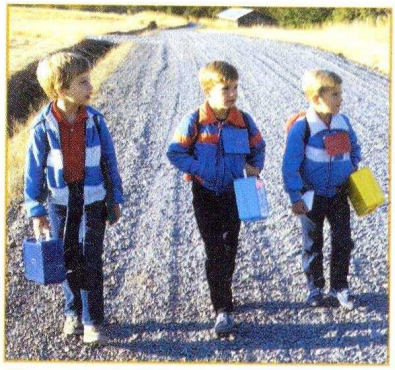
☐ yes ☐ no

4. 

☐ yes ☐ no

5. 

☐ yes ☐ no

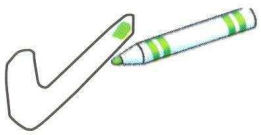
6. 

☐ yes ☐ no

NOW I KNOW!





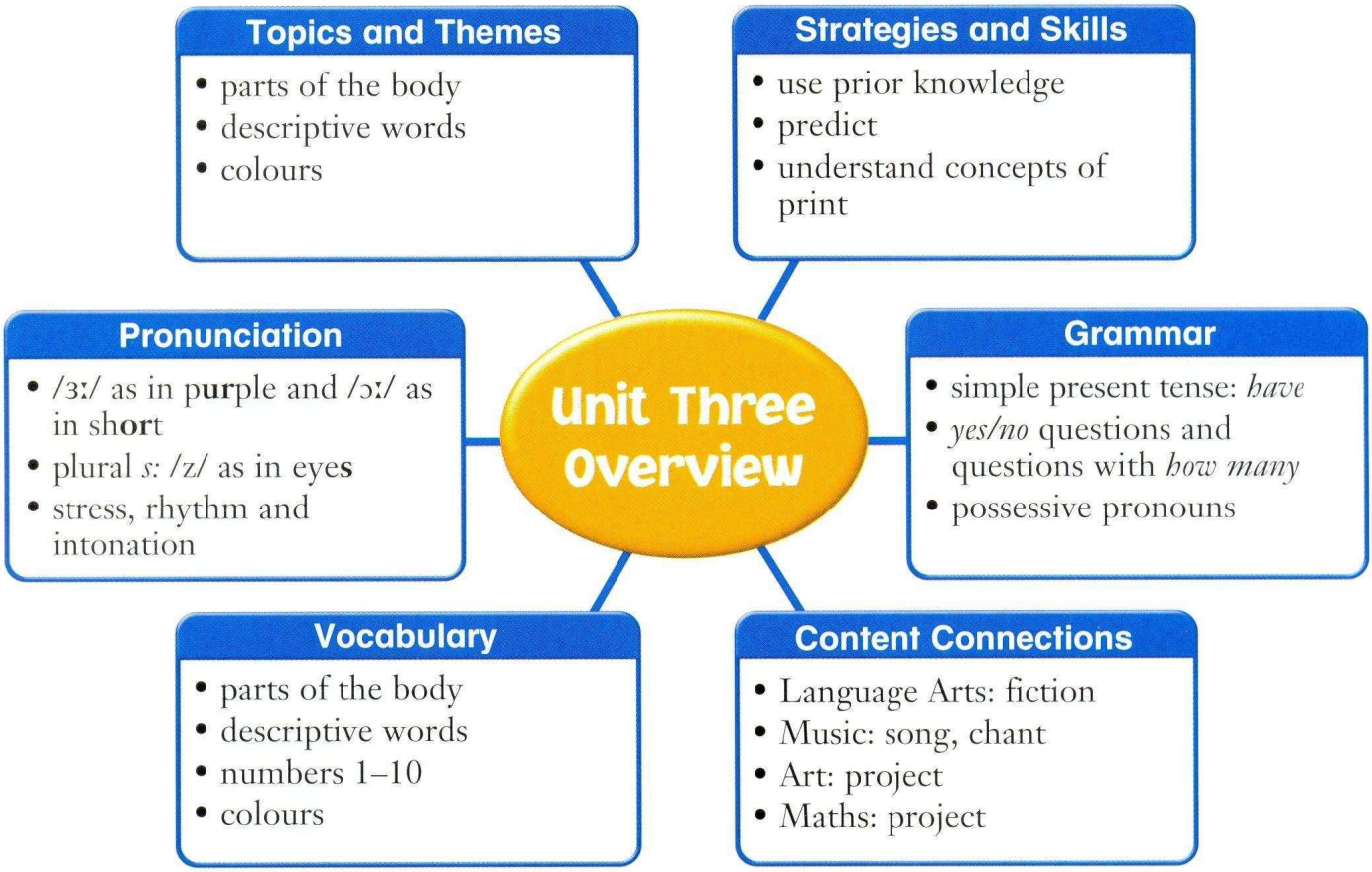


Who's he?



UNIT 3

Head to Toes



Key vocabulary

Parts of the Body	Actions	Colours	Descriptive words
arm	pull (out)	brown	big
ear	use	orange	long
eye		purple	short
foot/feet		yellow	small
hair			
hand			
head			
leg			
mouth			
nose			
shoulder			
toes			

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	☑ I Plan to Use
1. Workbook, Unit 3	☐
2. Video, Unit 3	☐
3. CD-ROM, Unit 3	☐

Noticeboard Ideas

Call the noticeboard display *Funny Faces: How many?* Across the top place pictures with labels of the following: *eyes*, *ears*, *nose*, *mouth*. Below them, place a frame large enough to contain one student's work. Give each student an oval piece of paper and a variety of shapes (circles, ovals, squares, rectangles, squiggles, triangles, crescent moons) cut from card or paper. Ask students to glue the shapes onto the oval to make the eyes, nose, ears, mouth, and hair. Display the funny faces. Each day before class starts, choose a picture and place it in the frame. The student who created the face asks the class questions about the parts of the face *(How many (eyes) has it got?)* Help the class answer.

For a different display, divide the board into four parts, and label them *big*, *small*, *long*, *short*. Encourage students to draw objects or find pictures in magazines and newspapers and put them up in the correct category.

After students complete the pictures on Workbook page 29, collect their work and display it on the noticeboard. Invite students to present and identify their drawings to the class.

Home-school link

Encourage students to teach their families one of the songs or chants they learn. Family members and friends might also help students find pictures in magazines and newspapers to add to the noticeboard display.

Little Book: *The Carrot*

Summary: Two girls find a big carrot growing in the garden. Together, with the help of one girl's mother, they pull the carrot out.

Workbook Tapescripts

Page 21: 1. Listen and colour. Cut and glue. (Play the song.)

Page 23: 3. Listen and colour.

It is long. Colour it yellow.
It is short. Colour it orange.
It is big. Colour it purple.
It is small. Colour it brown.

Page 24: 4. Listen. Count and colour. Say.

It's got three eyes. Colour them green.
It's got five hands. Colour them orange.
It's got four feet. Colour them blue.
It's got three noses. Colour them purple.
It's got one mouth. Colour it red.

Page 25: 5. Listen. Trace the numbers. Draw eight eyes. (Play the chant.)

Page 28: 9. Listen and circle. Colour.

1. He's got long legs. Colour them orange.
2. She's got short hair. Colour it brown.
3. He's got a big nose. Colour it red.
4. He's got three hands. Colour them purple.

PREPARATORY NOTES

Workbook Instructions and Answers

Page 21

Act 1: Students listen to the song and colour the cut-outs. They cut and stick each cut-out next to the verse it matches: the clown flying through the air next to the first; the clown's face next to the second; the clown in the box next to the third.

Page 23

Act 2: Students match each sentence to the picture it describes: It is short. (short kite tail); It is long. (long kite tail). She is small. (girl on the sofa); He is small. (boy under the table); She is big. (woman on sofa); He is big. (man by the table). You might read the sentences to students who aren't yet able to read.

Act 3: Students listen to the audio and colour the picture based on what they hear: the elephant is purple; the boy's hair is orange; the girl's hair is yellow; the ant is brown.

Page 24

Act 4: Students listen and count along with the audio. They colour the picture based on what they hear: five orange hands; three green eyes; four blue feet; three purple noses; one red mouth.

Page 25

Act 5: Students listen to the the chant. They trace the numbers and draw eight eyes.

Page 26

Act 6: Students put the pictures in story order: 4, 1, 2, 3.

Act 7: Students draw a face to tell how they liked the story. Responses will vary.

Page 27

Act 8: Students use their imagination to draw what happens after the characters pull out the big carrot. Pictures will vary.

Page 28

Act 9: Students listen to the audio and circle either the first picture (a) or the second picture (b), and colour based on what they hear:
1. (b) orange legs 2. (b) brown hair
3. (a) red nose 4. (b) purple hands

Page 29

Cut-out activity: Making a chart.
Students draw four vocabulary items from each unit. They show their drawings to the class and name each one. Collect and label the drawings and hang them up for a noticeboard display. Drawings will vary.

UNIT 3

Head to Toes

1 Listen and sing.

Look at Me!

Look at me in the air.
What can you see?
A head, two arms, lots of hair!

Look at me, head to toes.
What can you see?
Eyes, a mouth, a funny white nose!

Look at me in the sand.
What can you see?
A shoulder, an arm, a waving hand!

Objectives

- to identify body parts
- to sing a song
- to use stress, rhythm, and intonation

Vocabulary

nouns: arm, eye, hair, hand, head, mouth, nose, shoulder, toes

verbs: look, see

pronouns: me, you

Materials

- cassette or CD player
- audio cassette/CD

Warm Up

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

Memory game. Begin by touching your eyes. Gesture for students to touch their eyes and name them if they can. Then play a memory game. Tell students to look closely as you touch your eyes and then your nose. Stop and gesture to students to touch the same two body parts. Continue this with other body parts, building up to five in a row. To challenge students, perform this quickly. Then ask students what they think this unit is about.

Revision. Draw a picture of a large body on the board. Point to a body part and ask students to point to the corresponding body part on their bodies and, if they can, say the name for it. Repeat this for all the parts of the body in the unit.

Activity 1 Listen and sing.

1. Before students open their books at page 26, revise the names of the parts of the body by demonstrating as you say commands such as *Touch your eyes. Touch your hair.* Ask students to follow your commands.
2. Keeping the books closed, play the song once, so that students can listen. Beforehand, ask students to listen for the names of parts of the body. Afterwards, ask students for any words they heard.
3. Ask students to open their books. Draw their attention to the picture on page 26. Ask them to say whatever they can about the picture.
4. Play the song again and use gestures to clarify meaning. Play the song again and ask students to match the words in the song to the pictures. Ask students to guess which person in the picture is talking in each verse.
5. When students feel ready, invite them to sing along with the song. You may want groups to sing different verses. Help students point to the body parts as they sing about them.

WB Workbook page 21 may be set now. Instructions and answers are on page T3D.

Objectives

- to identify sizes
- to identify colours
- to use the simple present tense
- to compare and contrast
- to identify and pronounce /ɜː/ as in p**ur**ple and /ɔː/ as in sh**or**t

Vocabulary

verb: be (*is*)

pronouns: he, it, she

adjectives: big, brown, little, long, orange, purple, short, small, yellow

Materials

- brown, orange, purple, yellow paper
- small ball, big ball
- short and long string
- cassette or CD player
- audio cassette/CD
- stickers for Unit 3

Presentation

Activity 2 Look and listen. Say.

1. Toss a small ball to a student and say *Here's the small ball.* Repeat with a big ball. Say *Give the big ball to (Sal). Give the small ball to (Suzie).* Continue in this way until students can differentiate between big and small. Repeat with long and short pieces of string for the words *long* and *short*.
2. Ask students to open their books at page 27. Play the audio or read the tapescript twice. Ask students to repeat each sentence as they point to each picture.

   Tapescript: 1. She is small. 2. She is big. 3. He is small. 4. He is big. 5. It is short. 6. It is long.
3. To check comprehension, say each sentence randomly and tell students to point to the picture it describes.

Activity 3 Listen and stick.

1. Give each student an orange, purple, yellow or brown piece of paper. Use gestures to direct students to stand when you say their name. Use this example to name a few students with orange paper. *(Wilma) has got orange.* Then point to other students' papers and ask *Is it orange?* Repeat with other colours. Draw students' attention to the colours in the box and ask them to name each one.
2. Read the instructions and make sure students understand that they will listen to a description for each sticker, and they will match the sticker to the picture based on what they hear. Then play the audio or read the tapescript for the first picture. Ask students to place, but not attach, the sticker on the first scene. Repeat for the other pictures.

   Tapescript: It is long. It is yellow. It is short. It is orange. It is big. It is brown. It is small. It is purple.
3. As students work, walk around the room to monitor their understanding.

WB Workbook page 23 may be set now. Instructions and answers are on page T3D.

Extension

Pronunciation: r-controlled vowels, /ɜː/ as in *purple* and /ɔr/ as in *short*. Write the words below on the board. Say the words with students. Point to the vowel-r combination in each one. Play the audio or say the text. Ask students to repeat after you.

/ɜː/	/ɜː/	/ɜː/
purple	purple	It is purple.
/ɔː/	/ɔː/	/ɔː/
short	short	It is short.

2 Look and listen. Say.

she	small	short
he	big	long
it		









1. She is small. 2. She is big. 3. He is small. 4. He is big.





5. It is short. 6. It is long.

3 Listen and stick.





orange

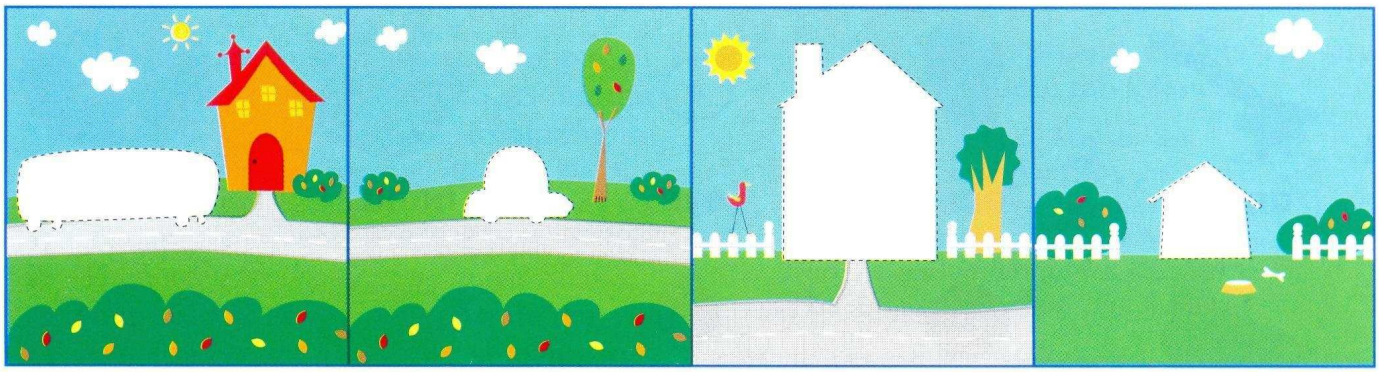


purple

yellow



brown



It is long. It is yellow.

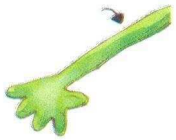
It is short. It is orange.

It is big. It is brown.

It is small. It is purple.



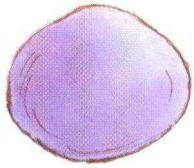
4 Listen and point.

1. 
arm

2. 
ear

3. 
eye

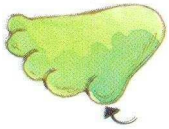
4. 
hand

5. 
head

6. 
leg

7. 
mouth

8. 
nose

9. 
toes

Objectives

- to identify body parts
- to identify size
- to ask and answer *How many?*
- to ask and answer *yes/no* questions
- to use possessive pronouns
- to identify and pronounce plural *s* /z/ as in eyes

Vocabulary

nouns: arm, ear, eye, hand, head, leg, mouth, nose, toes

verb: have

pronouns: he, she

possessive pronouns: your

adjectives: big, small, long, short

Materials

- cassette or CD player
- audio cassette/CD

Presentation/Practice

Warm Up

Use kinaesthetic activities to review the unit vocabulary. Model the command for students as you say *Touch your (head)*. Ask students to follow your lead and touch their own heads as they say *head*. Repeat with the other words shown in the picture dictionary at the bottom of page 28.

Activity 4 Listen and point.

1. Point to the picture dictionary at the bottom of page 28. Play the audio or read the name of each body part a few times and ask students to repeat as they point to each one.

   Tapescript: 1. arm 2. ear 3. eye 4. hand 5. head 6. leg 7. mouth 8. nose 9. toes

2. To check comprehension, say the name of each part of the body randomly and ask students to point to the correct picture. Then ask students to find the body parts on the puppet in the larger scene.
3. Put students in pairs and ask them to take turns pointing to one of the parts of the body and saying its name. Walk around and monitor students' language.

Activity 5 Look at the picture. Point. Ask and answer.

1. Direct students' attention to the first dialogue. Explain that the boy is asking a question about the puppet in the scene. Play the audio or read aloud the tapescript, and ask students to repeat. Then choose two students to act out the exchange again for the class, pointing to the puppet's arms as they do so.

   Tapescript: Has she got long arms? Yes, she has.

2. Then ask *Has she got short arms?* Shake your head *no* as you demonstrate the response *No, she hasn't.* Ask students to repeat after you.
3. Divide the class into pairs. Ask students to ask and answer questions about the puppet, following the example on page 29. Make sure students point to a part of the puppet's body when they ask *Has she got (a small nose)?*
4. Students' questions and answers will vary. They may produce the following:

   Has she got big eyes? Yes, she has.
   Has she got small eyes? No, she hasn't.
   Has she got big ears? Yes, she has.
   Has she got small ears? No, she hasn't.
   Has she got long arms? Yes, she has.
   Has she got short arms? No, she hasn't.

Walk around the room and listen to students as they work. Review errors with them later.

5. Before drawing students' attention to the second dialogue, pronounce each picture dictionary word in the singular and plural. Ask students to repeat it. Play the audio or read the dialogue aloud. Point out that students asked *How many* questions in Unit 2. Then choose two students to act out the exchange for the class. Make sure they are pointing to the puppet's arms as they speak.

Tapescript: How many arms has she got? She's got two arms.

6. Get partners to take turns following the example to ask and answer questions about the puppet's body. Students should produce the following sentences:

How many arms has she got?
She's got two arms.

How many ears has she got?
She's got two ears.

How many eyes has she got?
She's got two eyes.

How many hands has she got?
She's got two hands.

How many heads has she got?
She's got one head.

How many legs has she got?
She's got two legs.

How many mouths has she got?
She's got one mouth.

How many noses has she got?
She's got one nose.

How many toes has she got?
She's got ten toes.

Walk around the room and listen to students as they work. Review errors with them later.

7. Point out that the two exchanges together make a conversation. Ask partners to practise the conversation, following the example.

Extension

Pronunciation: plural *s*: /z/ as in *eyes*. Write the target vocabulary from the tapescript below on the board. Say the words with students. Point out the *s* at the end of each word. Play the audio or say the text. Ask the students to repeat.

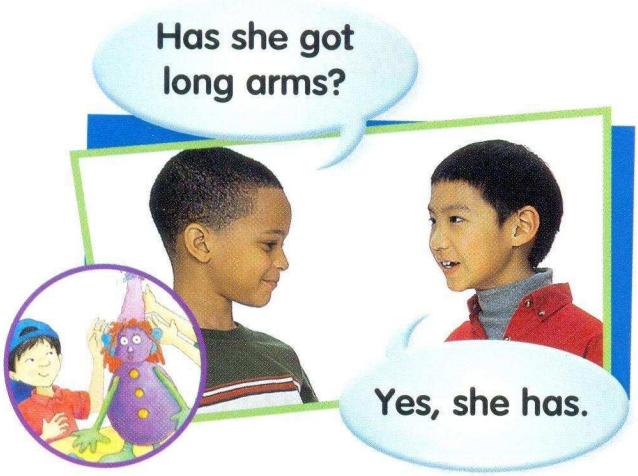
/z/	/z/	/z/
two eyes	two eyes	She's got two eyes.
two arms	two arms	She's got two arms.
two hands	two hands	She's got two hands.
two legs	two legs	She's got two legs.
ten toes	ten toes	She's got ten toes.

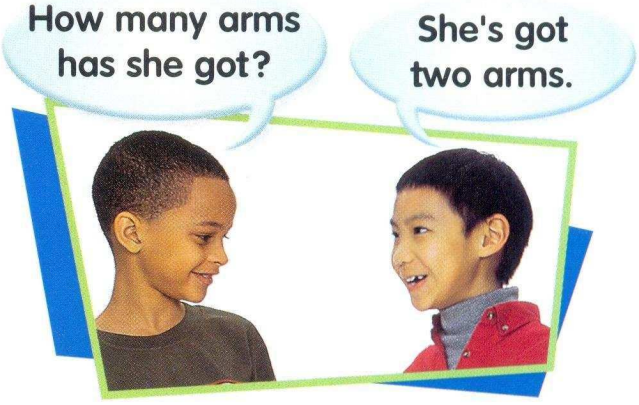
Alphabet practice: Vowels. Display the letters of the alphabet (you might show the alphabet strip from Unit 2). Circle the vowels *a*, *e*, *i*, *o*, and *u*. Ask students to name the vowel in the word *hand* in the picture dictionary on page 28 *(a)*. Then lead the class in spelling the entire word. Repeat for the other picture dictionary words.

Long and short books. Ask students to cut out or draw pictures of animals that have short ears, long ears, short legs, and long legs. Ask them to categorise the pictures and then glue each category of pictures on separate pages. Make a title page for the book (*Long and Short Book*) and photocopy enough so that each student has one. Staple the pages together. Then ask students to present their books to each other.



5 Look at the picture. Point. Ask and answer.

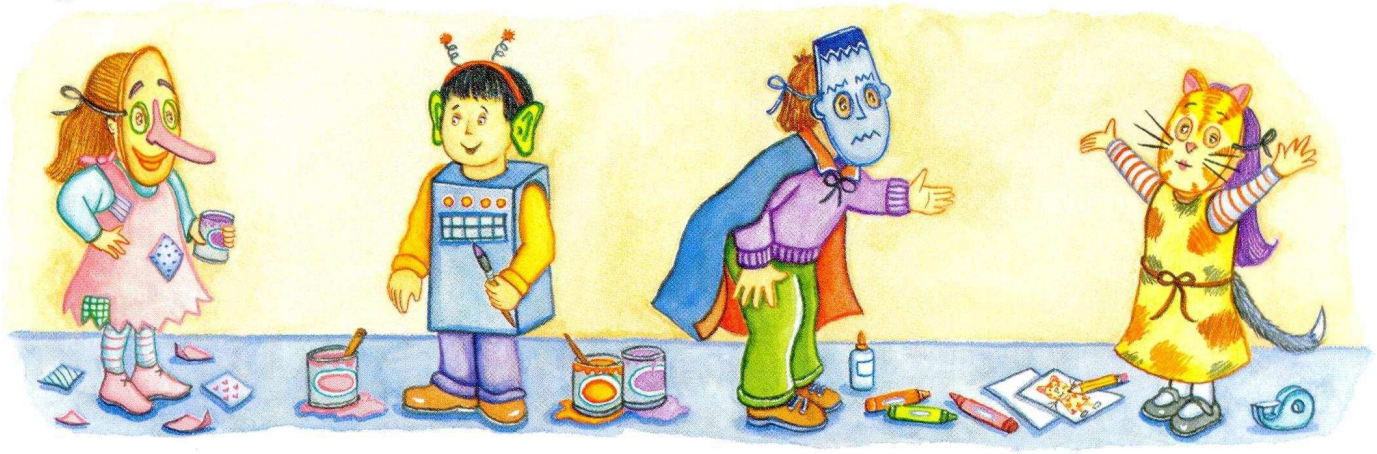




Grammar

Has she got a little mouth?
Yes, she has.

6 Look and listen. Check and say.



☐ yes	☐ yes	☐ yes	☐ yes
☐ no	☐ no	☐ no	☐ no

7 Look and listen. Point and count.



Objectives

- to identify parts of the body
- to identify size
- to identify how many

Vocabulary

nouns: arm, ear, eye, feet, hair, hand, head, leg, mouth, nose, toes

verb: have

pronouns: he, it, she

adjectives: big, little, long, short, small

Materials

- drawings of a big mouth, a small mouth, two big hands, two small feet
- cassette or CD player
- audio cassette/CD

Language Practice

Activity 6 Look and listen. Check and say.

1. On separate pieces of paper, draw the following: a big mouth; a small mouth; two big hands; two small feet. Invite four boys and girls to stand at the front of the room. Give each one an index card. Ask the boy to hold up the big mouth card. Ask the class *Has he got a big mouth?* Nod your head yes as you demonstrate the response *Yes, he has.* Repeat for the other cards with the other students. Then repeat the activity, this time asking questions that will elicit the response *No, he hasn't.*
2. Draw students' attention to the grammar box at the top of page 30. Read the sentences aloud and ask students to repeat them. Explain that they will listen to similar exchanges in the next activity.
3. Read the instructions with students. Make sure they understand that they will look at the picture, listen to a question, and tick *yes* or *no* based on what they hear and see.
4. Play the audio or read the sentences and ask students to tick *yes* or *no* for each item. You may want to compare answers out loud so students can practise the short responses *Yes, (he) has* and *No, (he) hasn't.*

   Tapescript: 1. Has she got a long nose? (*Yes, she has.*) 2. Has he got small ears? (*No, he hasn't.*) 3. Has he got big eyes? (*Yes, he has.*) 4. Has she got short hair? (*No, she hasn't.*)

Activity 7 Look and listen. Point and count.

1. Read the instuctions aloud. Draw students' attention to the word *count* and quickly revise counting to ten. Make sure students understand that they will look at the picture and listen to a question. Then they will point to part of the giant's body and count how many.
2. Play the audio or read the first question aloud. Pause while students count the toes. Then play the answer. Repeat for the other questions and answers.

   Tapescript: How many toes has he got? He's got eight toes. How many noses has he got? He's got one nose. How many eyes has he got? He's got four eyes. How many hands has he got? He's got two hands.

Activity 8 Look and listen. Say.

1. Ask students to look at the cartoon strip and to name everything they can.
2. Play the audio or read the tapescript. Ask students to point to each picture and repeat the sentences.

   Tapescript: Look! My puppet has got two arms. They are short. Look! My puppet has got three arms. They are long. My puppet is small! My puppet is big!

3. To check comprehension, say the sentences for one of the pictures randomly and tell students to point to the correct picture. Then put students in pairs. Ask them to take turns saying (not reading) sentences about each picture, and then acting out the cartoon strip.

Activity 9 Listen and draw.

1. Read the instructions and make sure students understand that they are going to listen to the audio and add body parts to the creatures based on what they hear.
2. Draw students' attention to the first picture. Play the audio and tell students to point to the yellow creature and draw what they hear. They should point to the first picture and draw five arms. Repeat for the other pictures. Students may compare their drawings in small groups.

   Tapescript: 1. It is yellow. Draw five arms. 2. It is brown. Draw two feet. 3. It is orange. Draw three ears. 4. It is purple. Draw six legs.



Workbook page 24 may be set now. Instructions and answers are on page T3D.

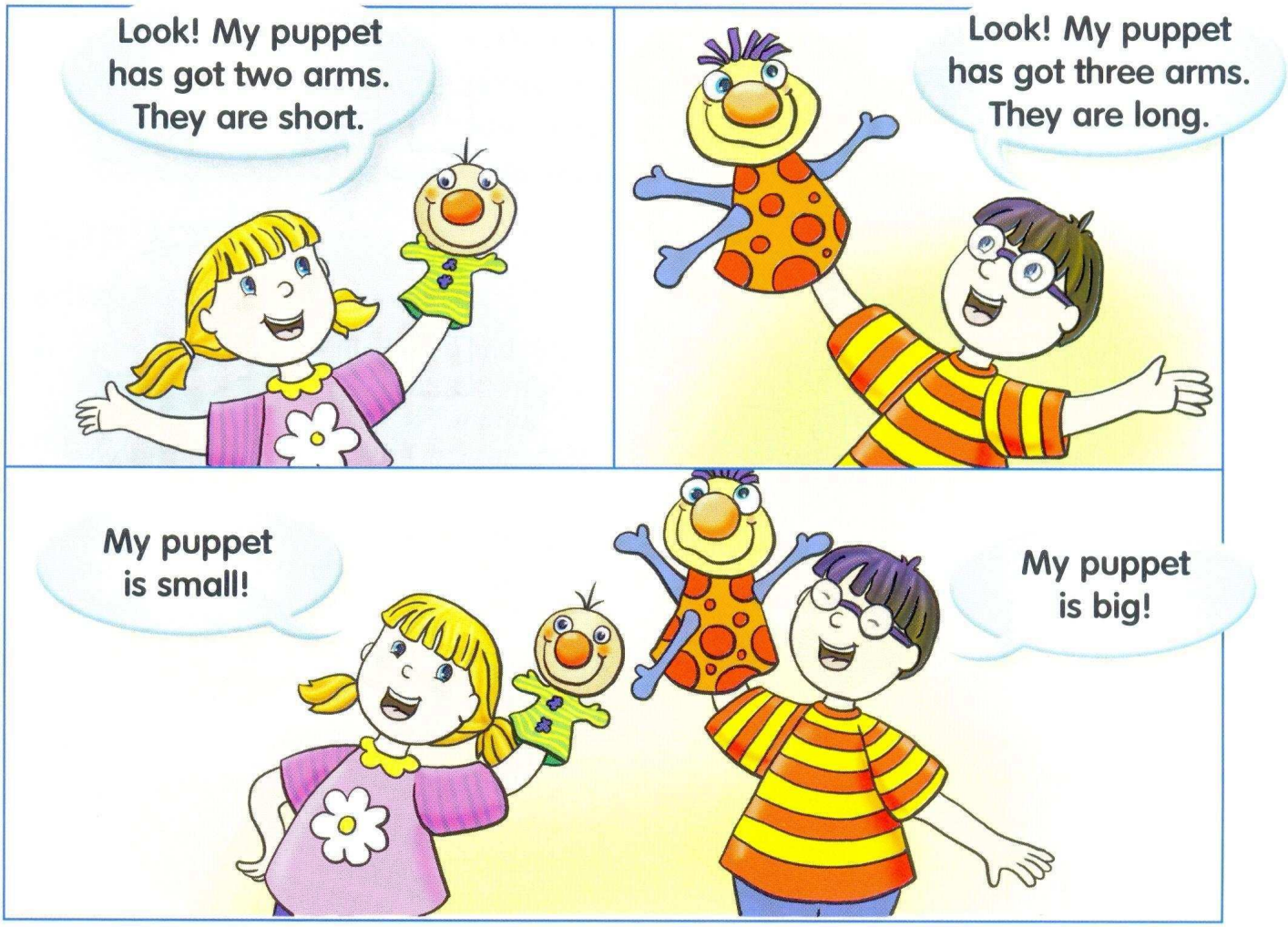
Extension

Play a guessing game. Ask a group of girls to stand up. Think of one girl and give clues about what she looks like. With each clue, girls who do not match the description sit down. For example, say *She has got short hair* (girls with long hair sit); *She has got brown hair* (girls who do not have brown hair sit); *She has got something brown* (girls not wearing something brown sit). Continue with clues until the boys can guess which girl you are thinking of. Repeat with other girls and then with the boys. If your class is all boys or all girls, get half the class to stand and the other half to guess.

Tape the part on the clown. On a large piece of paper, draw a clown's head and body with no arms, legs, eyes, nose, ears or mouth. Hang it on the blackboard. Make cut-outs of the missing body parts and attach tape to the back of each one. Revise the name of each body part with the students. Then blindfold students in turn and ask them to try to stick a missing part in the correct position on the clown's body.

Class creatures. Put students in groups of four and give each group a large piece of paper. Then tell students that you will describe a creature and they must take turns drawing the parts of the body. If you wish, you may draw your own creature on the board. This is a good time to discuss the word *imagination*. Tell students to use their imagination when they draw. Make sure students have crayons. Give commands such as *It has got a big head. It has got a long body. It has five arms. It has got two long noses.* Afterwards, ask groups to name their creatures. Then ask the groups to present their creatures to one another by getting each member to point to a part of the body they drew and say, for example, *It has got a big head.*

8 Look and listen. Say.

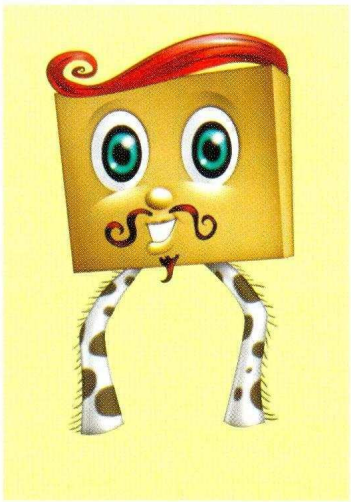


9 Listen and draw.

1.



2.



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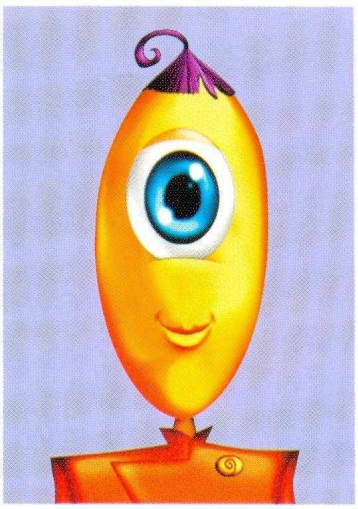

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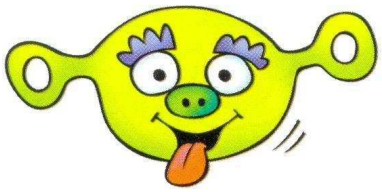
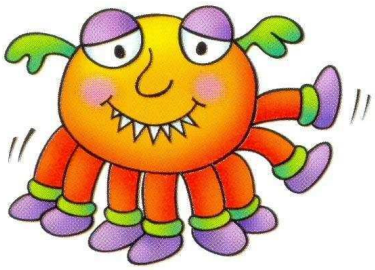
10 Listen and check.

1. ☐  ☐ 

2. ☐  ☐ 

3. ☐  ☐ 

4. ☐  ☐ 

11 Listen and chant.



The Spider

How many eyes have you got?
I've got eight – it's true! Have you?

How many legs have you got?
I've got eight – it's true! Have you?

How many heads have you got?
I've got one – it's true! Have you?

Objectives

- to identify parts of the body
- to talk about how many
- to perform a chant
- to use stress, rhythm, and intonation

Vocabulary

nouns: arm, ear, eye, foot, hair, hand, head, leg, mouth, nose, toes

verb: have

pronouns: I, it, you

adjectives: one to ten

Materials

- cassette or CD player
- audio cassette/CD

Application

Activity 10 Listen and check.

1. Draw a creature on the board and ask students help you label it. For example, point to the arm and ask *What's this?* After students respond *It's an arm*, write *arm* as a label.
2. Read the instructions and make sure students understand that they are going to listen to the audio. For each pair of pictures, they will tick the box next to the creature that is described in the audio.
3. Play the audio or read the following sentences aloud a few times. As students work, make sure they are ticking the correct box for each item.

Tapescript: 1. How many mouths has it got? It's got has got two mouths. 2. How many legs has it got? It's got eight legs. 3. How many eyes has it got? It's got three eyes. 4. How many toes has it got? It's got five toes.

Activity 11 Listen and chant.

1. Draw students' attention to the picture. Ask them to count how many eyes and legs the spider has got. It has got eight legs and eight eyes. Read the title of the chant.
2. Play the audio or chant as students listen. Then play it again and ask students to follow along as they chant. Perform the chant at least twice, to provide students with practice in stress, rhythm and intonation.
3. Help students develop gestures to use as they chant. For example, they may point to their eyes during the first line and hold up eight fingers during the second line.

WB Workbook page 25 may be set now. Instructions and answers are on page T3D.

Extension

Show how many. Put the students in groups of two to four. Then give commands such as *Show me eight hands.* Ask students to decide among themselves how many people should hold up their hands (four students holding up two hands shows eight hands). Continue with other commands.

Objectives

- to listen and read for enjoyment
- to understand concepts of print
- to make predictions

Vocabulary

nouns: arms, carrots, legs

verbs: be, let, look, pull, use

pronoun: it

possessive pronoun: your

adjective: big

Materials

- cassette or CD player
- audio cassette/CD

Summary

The Carrot:
Two girls find a big carrot growing in the garden. Together, with the help of one girl's mother, they pull the carrot out.

Before Reading

1. Ask the students to take out pages 33–34. Demonstrate how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Show students a seed or a bean. Use mime or draw pictures to show what happens when a seed is planted (it grows).
3. Draw students' attention to the first page of the book and ask them to point to the title and the author's name. Read each one aloud. Pretend to eat a carrot and see if students can guess what you're eating. Then get them to look through the pictures and say what they can about them. For each page, ask *What are they doing?* Help students act out the action on each page. Introduce the word *pull.*
4. **Reading strategy awareness: Predict.** Get students to predict what the story will be about. Check their predictions after you have read *The Carrot* three times.

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Tell them that they can talk about the story and ask questions when you read it again. Use gestures and point to pictures to help students understand the story.
2. Read the story or play the audio a second time, following the text as you do so. Encourage students to point to the speech bubbles and follow the conversation in their own books.

   If students interrupt frequently with questions about vocabulary, explain that they don't need to know every word to get the main idea. At the same time, encourage them to seek meaning from context, from accompanying pictures and from each other. Remind students that they can ask questions and talk about the story when you read it again.
3. **Reading development: Understand concepts of print.** As you read the story a second time, focus on following the text. Each time you start a new page, ask students to point to where you should start reading.
4. Ask students to listen as you play the audio or read the story from the Student's Book a third time. Invite them to ask questions. Ask them to act out the story with you.
5. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read the first sentence aloud. Ask students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to copy the stress, rhythm and intonation patterns of each sentence.


Hooray! The carrot is out!
It's big!
The Carrot
by Ana Cruz
Look at the carrot!
Let's pull it out!
© Pearson Education 2005


OK.
Let's pull it out!
Use your arms.
Use your arms
and legs!

After Reading

Check comprehension. Assess students' comprehension with questions like the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and ask students to point when they answer.

What do they want?

Is the carrot big or little?

Do the girls use their arms?

Do they use their legs?

Who helps?

Role play. Ask students to work in groups of three to act out the story. You might play the audio as they perform so they can speak along with the performance.

Home-school link. Encourage students to take their Little Books home and share *The Carrot* with their families and friends. If you feel that some students would like to read the story, but need more support, record the story for them. To help students of all abilities, record the story: 1) sentence by sentence, pausing for students to repeat each sentence; 2) one page at a time, pausing for students to repeat each page; 3) entirely without pausing.



Workbook pages 26–27 may be set now. Instructions and answers are on page T3D.

Extension

What do you use? Demonstrate an action, for example, kicking a ball. Ask students what part of the body they use to perform that action. Repeat with a new action. Then invite individual students to demonstrate an action, and ask the rest of the class *What do you use?* You might demonstrate the following actions: eating, jumping, listening to music, reading, running, singing, walking, writing and smelling a flower.

Objectives

- to make puppets
- to talk about how many
- to use the simple present tense

Vocabulary

nouns: arm, ear, eye, feet, hair, hand, head, leg, mouth, nose, toes

verb: have

pronoun: it

adjectives: one, two, three, four, five, six, seven, eight, nine, ten

Materials

- crayons
- paper
- wooden sticks
- glue

Application

Sing the song. Play the song from page 26. Sing it with students. Invite them to point to each body part as they sing about it, or to make a gesture, such as shaking their hair, wiggling their noses, and waving their hands.

Project: Make a Funny Puppet

1. Draw students' attention to the pictures on the page and the project title *Make a Funny Puppet.* Relate the project to the rest of the unit by pointing out that the class has learned the names of different parts of the body, and now they are going to make a funny puppet with different body parts.
2. Read the instructions and examine the picture with students. Make sure they understand that they will work in groups of three. Each group gets one piece of paper folded into three equal sections. The first student draws a head in the top section and folds the paper so the second student can't see what the first drew. The second student draws the body and arms in the middle section and folds the paper so the third student can't see what the first or second drew. The third student draws the legs and feet. Make sure the first and second students' drawings extend a little bit past their fold so the next student knows where to begin.
3. Groups unfold their completed puppet and stick it to a wooden stick. Ask the students to describe their puppets to each other, using the example on the page.

Extension

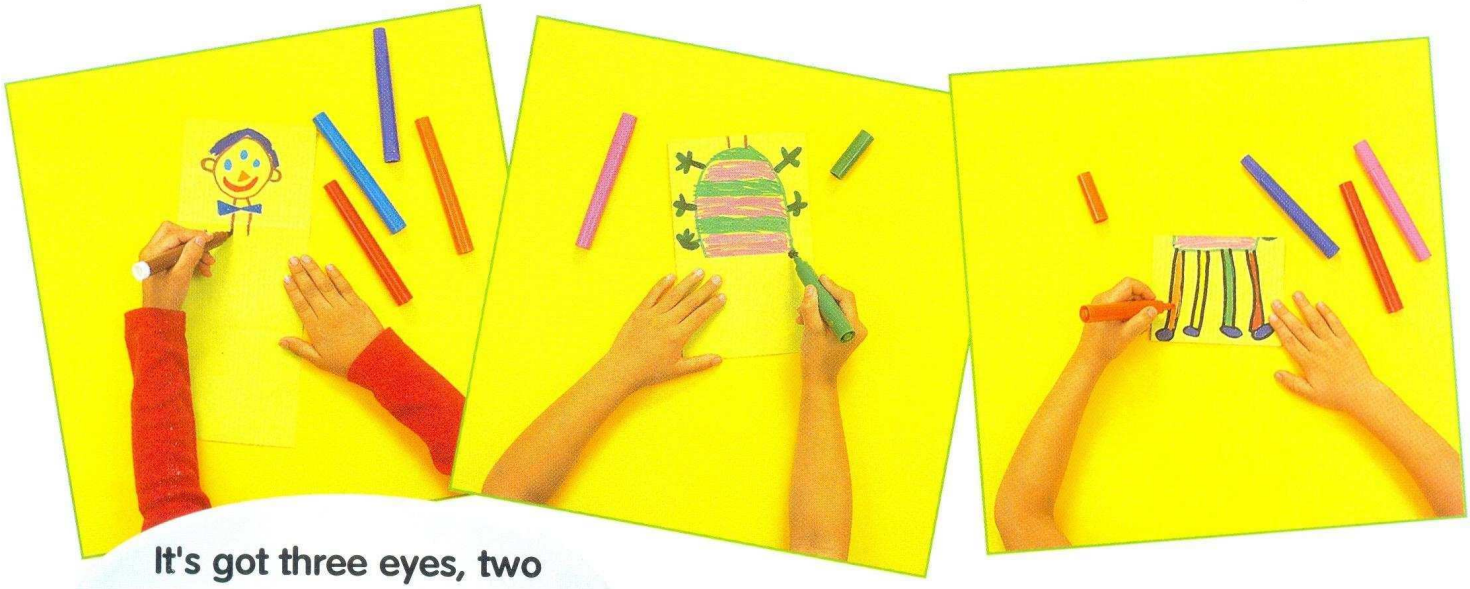
Give a puppet show. Encourage groups to draw on vocabulary and story situations they have learned in previous units and act out a scene with their puppets. For example, the puppets could introduce themselves to one another on the first day of school or talk about their families. Invite each group to share its puppet show with the class.

Draw and compare. Give students paper and crayons. Slowly, give them instructions to draw a funny creature. For example: *Draw a big head. Draw green hair. Draw four eyes. Draw small arms.* When they have finished, get students to compare their pictures.

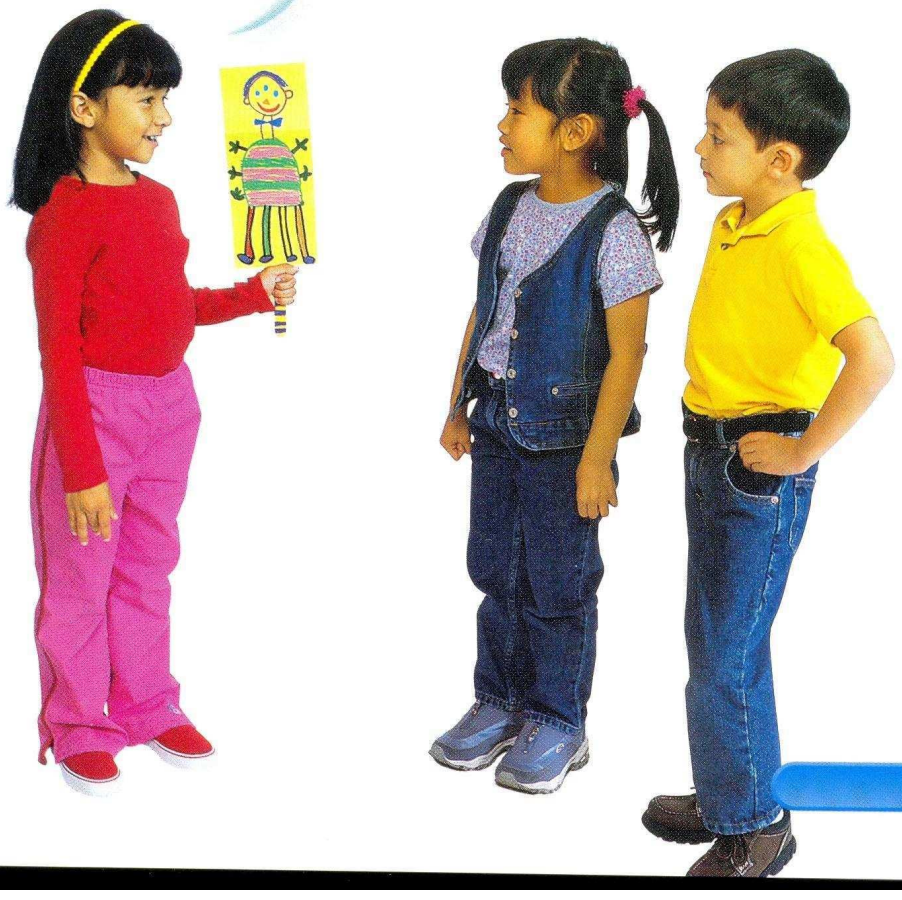
Project

Make a Funny Puppet.

Draw and fold. Take turns. Count.



It's got three eyes, two ears, one nose, five arms, five hands and four legs.



Play a Game!

Use the cut-outs on page 115.

Match the creature cards.



KNOW IT? SHOW IT!

Catch the ball and say.



Objectives

- to identify parts of the body
- to talk about how many
- to identify colours
- to identify sizes
- to use the present tense

Vocabulary

nouns: arm, creature, ear, eye, feet, hair, hand, head, leg, mouth, nose, toes

verbs: be (*is*), have

pronoun: it

adjectives: 1–10; blue, brown, green, orange, purple, red, yellow; big, long, short, small

Materials

- cut-outs from page 115
- index cards
- scissors
- glue
- poster-sized paper
- coloured paper
- small balls

Assessment

Play a Game!

1. Say a simple chant for each body part to review it: *Head, head. I've got one head. Eyes, eyes. I've got two eyes.* Continue with the rest of the parts of the body.
2. Draw students' attention to the picture on page 36. Read the title of the activity and the directions aloud. Explain that students will use cut-outs from the Student's Book to play a game.
3. Ask students to cut out the picture cards on page 115 and stick them onto index cards. As a class, describe the creature shown on each card so students can review the target vocabulary they will use in the game.
4. Make sure students understand that they will work in groups of three. They place their cards face down in the centre. The first student picks a card and describes it. The other two students pick and describe their cards in turn. The group identifies any matches. Read the students' speech bubbles on page 36 aloud and ask students to repeat after you. Explain that these serve as an example for the language they will use in the game.
5. As students play the game, walk around the room and monitor their language. Assess students' use of the target language and their ability to identify each body part and say how many: *My creature has got (three legs).* Use the Oral Assessment Checklist as you observe students' performance. Note any errors to address after the game is finished.

Know it? Show it!

1. Before beginning the activity, draw a creature on the board or use coloured paper to make a poster of one.
2. Draw students' attention to the picture at the bottom of page 36. Explain that the students are playing a game using a ball and a picture like the one you've drawn.
3. Read the instructions and make sure students understand that they will throw the ball to each other and ask and answer questions about the creature following the example on the page. Demonstrate the game a few times with a small group of students before asking students to play on their own. Monitor and assess students' ability to ask and answer *yes/no* questions about the creature.



Workbook page 28 may be set now, or after students complete the formal assessment on Student's Book page 37. Instructions and answers are on page T3D.

Objectives

- to identify parts of the body
- to identify colours
- to identify sizes
- to identify how many
- to assess one's own progress

Vocabulary

nouns: arm, ear, eye, hand, head, leg, mouth, nose, toes

verb: have

pronouns: it, he, she

adjectives: one to ten; blue, brown, green, orange, purple, red, yellow; big, long, short, small

Materials

- cassette or CD player
- audio cassette/CD
- unit assessment materials

Assessment

Listen and check.

1. Before the final assessment, revise the key vocabulary and grammar targets for the unit. Refer to the puppet on pages 28–29. Ask questions about it or invite students to ask the questions.
2. Ask students to open their books at page 37. Read the instructions and make sure students understand that they will listen to a description and tick the box next to the picture that matches it. Play the audio or read the tapescript.

Tapescript: 1. Has she got big eyes? Yes, she has. 2. Has he got a small nose? No, he hasn't. He's got a big nose. 3. It is small. 4. She's got two legs. They are short. 5. How many legs has it got? It's got three legs. 6. How many arms has it got? It's got four arms.

Now I Know!

Ask students to colour in the large ticks when they are satisfied they have met the following targets: body vocabulary (in response to the question *What's this?*); size words; the colours brown, orange, purple, yellow. Students should also feel confident producing and responding to questions and statements based on the following language: *Has she got long arms? How many arms has she got?* If students need more work with a particular learning point, revise it with them until they can colour in that tick with confidence.



Workbook page 29 may be set now. Instructions and answers are on page T3D.

Unit and Revision Tests

Ask students to complete the Unit 3 Test. See page xxix. Help students prepare for the test by revising the key activities from the Student's Book and Workbook, particularly those that were most challenging for the class.

Ask students to complete the Units 1–3 Revision Test. See pages xxxvi–xxxvii.

Extension

Talk about learning English. Ask questions, such as *What did you like learning in this unit? What was easy to understand? What was hard to understand? Which activities helped you learn?*

Here I am. Provide each student with a large piece of paper. Students take turns lying down on their paper while a partner traces around their body. As students draw features and clothes and colour their outlines, list body parts on the board. Review each with students and help them label the parts of their bodies.

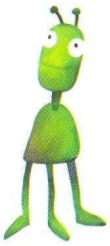
Listen and check.

1. ☐  ☐ 

2. ☐  ☐ 

3. ☐  ☐ 

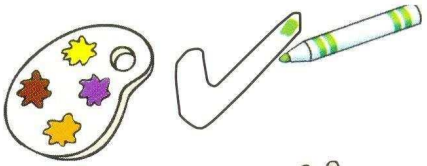
4. ☐  ☐ 

5. ☐  ☐ 

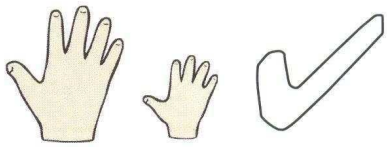
6. ☐  ☐ 

NOW I KNOW!



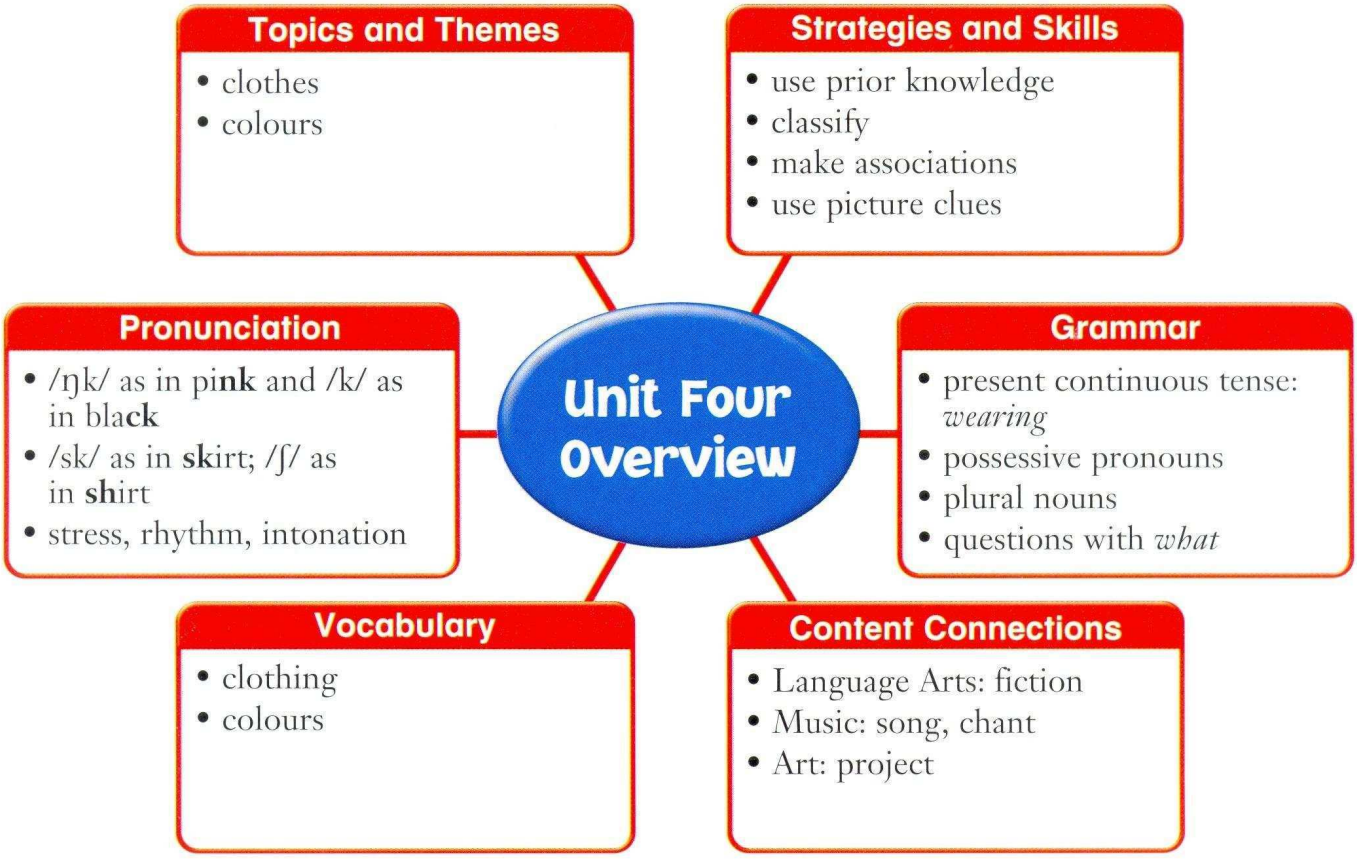


How many?



UNIT 4

Things I Wear



Key vocabulary

Clothes	Objects	Places	Colours	Descriptive words	Actions
dress	mirror	house	black	fun	go
gloves		summer fair	blue	new	laugh
hat			brown	small	like
jacket			green	tall	see
shirt			pink		walk
shoes			purple		wear
skirt			red		
socks			white		
trainers			yellow		
trousers					

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	☑ I Plan to Use
1. Workbook, Unit 4	☐
2. Video, Unit 4	☐
3. CD-ROM, Unit 4	☐

Noticeboard Ideas

Label the noticeboard *Favourite Clothes.* Ask students to draw their favourite outfits. Around the pictures, write labels for the clothes (trousers, dress, etc.). Ask students to match the word to the clothing in their pictures, using string.

For another display, write the colour words the students have learned on pieces of coloured paper. Use labels with space around them. Ask students to find pictures of things of the same colour and make colour maps by pinning them around the correct label.

Home-school link

Encourage students to ask family members and friends about their favourite clothes. Family members can draw a picture of something they like to wear and students can bring it in to share with the class. Then make a tally count of the number of favourites in each clothing category.

Little Book: *The Fun House*

Summary: A boy visits a fun house at a fair. He sees how people and their clothes look in the fun house mirror.

Workbook Tapescripts

Page 31: 1. Listen and colour. Cut and glue. (Play the song.)

Page 33: 2. Listen. Colour the spaces. Write.

She's wearing a shirt. Colour her shirt pink.
She's wearing a skirt. Colour her skirt black.
She's wearing shoes. Colour her shoes white.

Page 35: 5. Listen and trace. Write. Draw. (Play the chant.)

Page 38: 9. Listen and colour.

He's wearing a hat. Colour his hat orange.
He's wearing a sweater. Colour his sweater yellow.
He's wearing trousers. Colour his trousers blue.
He's wearing trainers. Colour his trainers white.
She's wearing a jacket. Colour her jacket green.
She's wearing a skirt. Colour her skirt purple.
She's wearing a shirt. Colour her shirt white.
She's wearing socks. Colour her socks pink.
She's wearing shoes. Colour her shoes black.

PREPARATORY NOTES

Workbook Instructions and Answers

Page 31

Act 1: Students listen to the song and colour the cut-outs. They stick the cut-outs as they hear them named in the song: shirt, jacket, socks.

Page 33

Act 2: Students listen to the audio and use the key to colour the picture. Then they write to describe the drawing: She's wearing a pink shirt, a black skirt, and white shoes.

Act 3: Students draw the clothing named in the box and write a label under each picture.

Page 34

Act 4: Students use the key to colour the clothing: a green hat, a red skirt, a yellow dress, a blue jacket, an orange sweater, green trousers, yellow socks, and blue shoes. They complete the maze and name each clothing item along the way.

Page 35

Act 5: Students listen to the chant and trace the drawings. They write *jacket*, *sweater* and *socks*. Then they draw their own jacket, sweater and socks.

Page 36

Act 6: Students draw a line from each picture to the words that describe it. Then they draw their own small shoes, big shirt and funny blouse.

Act 7: Students draw a face to show how they liked the story. Responses will vary.

Page 37

Act 8: Students use their imagination to draw themselves in the fun house. They may be big, small, tall, short, and so on. Drawings will vary.

Page 38

Act 9: Students listen to the audio and colour based on what they hear: The boy has an orange hat, yellow sweater, blue trousers, and white trainers. The girl has a green jacket, purple skirt, white shirt, pink socks and black shoes.

Page 39

Cut-out activity: What's s/he wearing? Partners take turns. Student A tells Student B what to draw using the audio from Workbook page 38 as an example. Then they swap roles. Students can repeat the activity to describe a boy's clothing on page 40. Collect and label drawings and hang them up for a noticeboard display. Instructions and drawings will vary.

UNIT 4

Things I Wear

1 Listen and sing.



I Want Shoes

I'm wearing a jacket, shirt and socks.
Shirt and socks.
Shirt and socks.

My jacket is blue and my shirt is new.
My shirt is new.
My shirt is new.

I'm wearing a jacket, shirt and socks.
I want some shoes so I can dance.
So I can dance.
So I can dance!



Objectives

- to identify clothes
- to identify colours
- to sing a song
- to use stress, rhythm and intonation

Vocabulary

nouns: jacket, shirt, shoes, trousers

verbs: be (*is*), can, dance, want, wear

pronoun: I

adjective: blue

Materials

- cassette or CD player
- audio cassette/CD

Warm Up

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

Classify with colour. Discuss the expressions *Touch* and *Stand up*. Tell students that when you touch them on the shoulder, they should stand up. Touch all the students who are wearing a white shirt. Ask the class what these students have in common. Lead them to understand that they all have a white shirt. Repeat with other clothing and colours. If students wear uniforms, distribute magazine pictures of children and conduct the activity based on what the children in the pictures are wearing.

Clothes map. Ask students to tell you the names of any clothing items they know. Write them on the board and add appropriate pictures. Name a piece of clothing as you point to its picture on the board. Motion for students who are wearing that clothing to stand up. Then guide the standing students to point to the target clothing and name it: *It's a shirt*. Repeat with the other clothing items.

Activity 1 Listen and sing.

1. Before students open their books at page 38, use actions and gestures to revise clothing items (jacket, trousers, shirt, shoes). Say *Point to your jacket* as you demonstrate the action. Repeat for trousers, shoes and shirt.
2. Keeping the books closed, play the song once so that students can listen. Then tell students to open their books, and draw their attention to the pictures on page 38. Ask them to say all they can about the pictures. Listen to the song a second time and ask students to find the items of clothing in the picture that are named in the song. Play the song again if necessary.
3. When students feel ready, invite them to sing the song. Help students develop gestures to use as they sing. For example, students might point to their own clothing or the clothing on the boy in the picture as they sing the words *jacket*, *shirt*, *trousers* and *shoes*. They might also dance when they sing the last two lines. Demonstrate this a few times before asking students to do it with you.



Workbook page 31 may be set now. Instructions and answers are on page T4D.

Objectives

- to identify clothes
- to identify colours
- to use the present continuous tense
- to identify and pronounce /k/ as in bla**ck** and /ŋk/ as in pi**nk**

Vocabulary

nouns: dress, hat, jacket, shirt, trousers

verb: wear

pronouns: he, I, she, you

possessive pronouns: my, your, her, his

adjectives: black, pink, white

Materials

- cassette or CD player
- audio cassette/CD
- stickers for Unit 4

Presentation

Activity 2 Look and listen. Say.

1. Ask students to sit in a circle. Each student points to something he or she is wearing, while the class claps and chants: *(Rosa) is wearing a (skirt), a (skirt), a (skirt). (Rosa) is wearing a (skirt), all day long.*
2. Use the box at the top of the page to review pink, white and black. Then, on the board, post a pink piece of paper and a black-and-white line drawing of a skirt. Point to each one in order as you say *pink skirt*. Then repeat the chant, inserting the colour before the clothing item (*Rosa is wearing a pink skirt…*).
3. Ask students to look at the picture in Activity 2. Play the audio or read the tapescript twice as students point to each person who is talking.

   Tapescript: What are you wearing? I'm wearing my pink dress. I'm wearing a white shirt and black trousers.
4. Read or play the audio again. This time ask students to repeat each sentence as they point to the person who is talking. Groups of three can act out the scene when they are ready.

Activity 3 Stick and say.

1. Draw students' attention to the boy and girl at the bottom of the page. Read the instructions and make sure students understand that they will choose the sticker to place on each frame, based on what each child needs.
2. Ask students to place the stickers on the children and name the items of clothing (*black jacket* and the *white hat*).
3. Ask students to attach the stickers and name what each child is wearing: *She's wearing a black jacket. He's wearing a white hat*. Review errors with students later.



Workbook page 33 may be set now. Instructions and answers are on page T4D.

Extension

Pronunciation: /k/ as in *black* and /ŋk/ as in *pink*. Write the words below on the board. Say the words with students. Point out the letters that elicit the target sound in each word. Play the audio or say the text. Ask students to repeat after you.

/k/	/k/		
black	black	black trousers	black trousers
I'm wearing black trousers. What about you?			
/ŋk/	/ŋk/		
pink	pink	pink dress	pink dress
I'm wearing a pink dress. What about you?			

2 Look and listen. Say.

pink white black



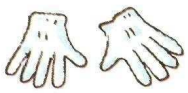
3 Stick and say.



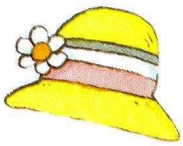
4 Listen and point.



1. dress



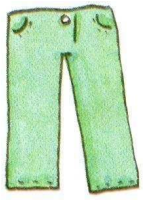
2. gloves



3. hat



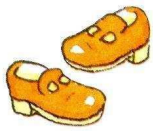
4. jacket



5. trousers



6. shirt



7. shoes



8. skirt



9. trainers



10. socks

Objectives

- to identify clothes
- to identify colours
- to ask and answer questions with *what*
- to use the simple present and present continuous tenses
- to express preference
- to identify and pronounce /sk/ as in **sk**irt; /ʃ/ as in **sh**irt

Vocabulary

nouns: clothes, dress, gloves, hat, jacket, shirt, shoes, skirt, socks, trainers, trousers

verbs: be (*are*), like, wear

pronouns: he, I, she, you

adjectives: black, blue, brown, green, orange, pink, purple, red, white, yellow; favourite

Materials

- cassette or CD player
- audio cassette/CD

Presentation/Practice

Activity 4 Listen and point.

1. Use actions and gestures to present the unit vocabulary. Say *Point to your shoes* as you point to your shoes. Extend this by saying *Point to (blue shoes)* as you point to someone's (blue shoes). Ask students to perform both actions with you as they say the sentences. Repeat with the other vocabulary on page 40.
2. Point out the picture dictionary at the bottom of page 40. Play the audio or read the tapescript a few times, and ask students to repeat after you and point to each picture as they do so.

   Tapescript: 1. dress 2. gloves 3. hat 4. jacket 5. trousers 6. shirt 7. shoes 8. skirt 9. trainers 10. socks
3. Say each item of clothing out of order, and ask students to point to the correct picture. Then ask students to find examples of the items of clothing in the larger scene.

Activity 5 Look at the picture. Point. Ask and answer.

1. Draw students' attention to the picture of the clown. As a class, name the different items of clothing that the clown is wearing, including the colours, where appropriate. If students have difficulty, you may present yes/no questions for them to answer, such as *Is the clown wearing black shoes?*
2. Play the audio or read the tapescript, and then choose two students to demonstrate the exchange. Make sure the second speaker points to the clown's red jacket.

   Tapescript: What is the clown wearing? He's wearing a red jacket.
3. Divide the class into pairs. Ask students to ask and answer about the picture following the example on page 41. Make sure they point to an item of clothing when they answer.
4. Students should ask and answer questions about the clown and about what the other people in the picture are wearing. For example:

   What is the clown wearing?
   He's wearing white gloves.
   He's wearing a green and white shirt.
   What is the man wearing?
   He's wearing green trousers?

   Walk around the room and listen to the students as they work. Review errors later.

Activity 6 Ask and answer about you.

1. Read the instructions aloud. Make sure students understand that they will ask and answer questions about themselves.
2. Direct students' attention to the dialogue. Play the audio or read the audioscript aloud. Help students understand that *favourite* means the thing you like the most. Point out that when we talk about favourites, we often use the plural form (*shirts*). Then choose two students to perform the exchange for the class.

   Tapescript: What are your favourite clothes?
   I like shirts and trousers.

3. Ask partners take turns following the example to ask and answer questions about their favourite clothes. Walk around the room and listen to the students as they work. Students' answers will vary, but they should use the correct form for all questions and answers, for example:

   What are your favourite clothes?
   I like trousers and shirts.
   What are your favourite clothes?
   I like hats and dresses.

   Review errors with them later.

Extension

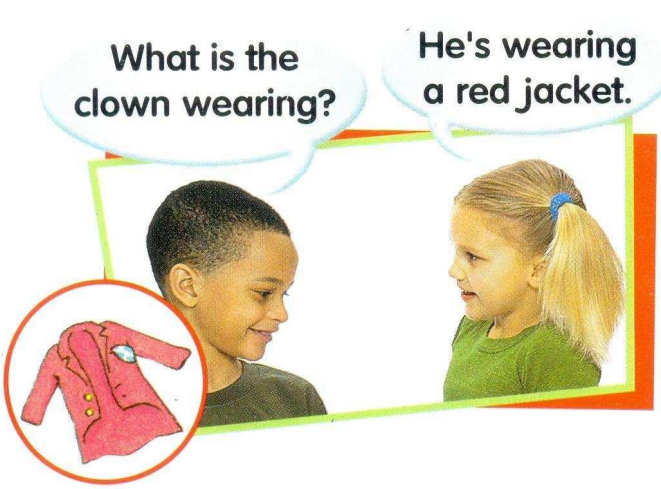
Pronunciation: Digraphs: /sk/ as in *skirt*; blend /ʃ/ as in *shirt*.

/sk/	/sk/	/sk/
a skirt and a jacket		
a skirt and a jacket		
She is wearing a skirt and a jacket.		
/ʃ/	/ʃ/	/ʃ/
a dress and shoes		
a dress and shoes		
She is wearing a dress and shoes.		
a shirt and trousers		
a shirt and trousers		
He is wearing a shirt and trousers.		

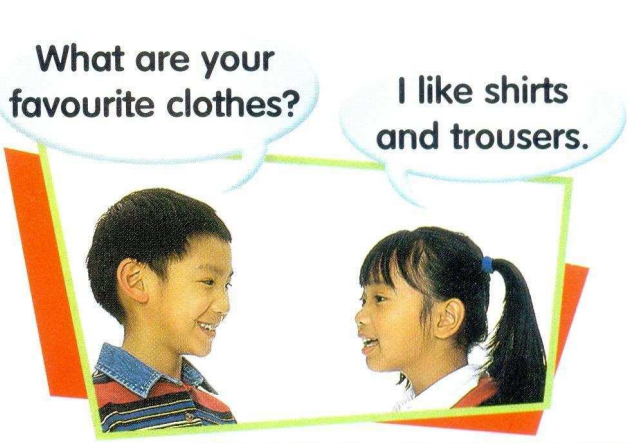
Draw it. Ask students to choose a student and draw a picture of what that student is wearing. Then put students in pairs and get them to take turns describing the clothes: *This is Tanya. She's wearing white shoes and a black skirt.* Demonstrate this first with a student. This activity can also be conducted as a guessing game: *She's wearing white shoes and a black skirt. Who is it?*

Put it on! Take it off! Invite five volunteers to the front of the room. Give each one a paper hat. Use kinaesthetic activities to demonstrate the expressions *Put on (your hat)* and *Take off (your hat)*. Ask the five volunteers to perform the action with you as they repeat each sentence. Then name volunteers one at a time and direct them: *Mick, put on your hat. Dawn, put on your hat. Mick, take off your hat.* Eventually, invite the rest of the class to take turns telling the five volunteers what to do. You may switch volunteers after a few rounds. You can also practise *put on* and *take off* with gloves and jackets.

5 Look at the picture. Point. Ask and answer.



6 Ask and answer about you.



Grammar

What is she wearing?
She's wearing a **white shirt**.

7 Listen. Draw a line. Colour.

1. She's wearing a green skirt.
2. He's wearing blue trousers.
3. She's wearing a red dress.
4. He's wearing a yellow jacket.










8 Look and listen. Say.



Objectives

- to use the simple present and present continuous tenses
- to use possessive pronouns
- to use plural nouns

Vocabulary

nouns: dress, gloves, hat, jacket, shirt, shoes, skirt, socks, trainers, trousers

verbs: be (*is*), have, wear

pronouns: he, I, she, you

adjectives: black, blue, brown, green, orange, pink, purple, red, white, yellow

Materials

- coloured chalk or markers
- cassette or CD player
- audio cassette/CD
- pictures of clothing (if children wear uniforms)

Language Practice

Activity 7 Listen. Draw a line. Colour.

1. Draw black and white outlines of items of clothing on a large piece of white paper. Point to the first one and ask: *What is it?* Guide students to respond *It's a (shirt).* Then invite a student to use a crayon or marker to colour the (shirt). Ask *Now what is it?* Guide students to respond *It's a (green) (shirt).* Repeat with other items of clothing.
2. Draw the students' attention to the grammar box at the top of page 42. Read the exchange aloud and ask students to repeat. Explain that they will listen to similar sentences in the next activity.
3. Read the instructions aloud and make sure students understand that they will listen to a sentence, draw a line from the picture of a boy or girl to the item of clothing they hear named in the audio, and then colour the item of clothing based on what they hear.

Tapescript: 1. She's wearing a green skirt. 2. He's wearing blue trousers. 3. She's wearing a red dress. 4. He's wearing a yellow jacket.

Activity 8 Look and listen. Say.

1. Ask students to look at the cartoon strip and name everything they can, such as clothing items and colours. Encourage them to describe what is happening (three children are playing in a laundry basket).
2. Ask students to point to the appropriate pictures as you play the audio or read the dialogue.

Tapescript: I've got a sock. I've got a sock, too! I've got trousers. I've got a shirt. What are you wearing? I'm wearing a big hat!

3. Choose three students to demonstrate the dialogue. Then ask groups of students to take turns acting out the cartoon. Walk around the room and listen to the students as they work. Review errors with them later.

Activity 9 Listen and circle.

1. Draw students' attention to the pictures in Activity 9. As a class, describe each picture *(There is one shoe. There are two shoes...)*. Ask students to point to the final *s* in each plural as they say the word.
2. Read the instructions aloud. Make sure students understand that they will listen to a description and circle a picture based on what they hear. Play the audio or read the tapescript.

   Tapescript: 1. There is one shoe. 2. There are three hats. 3. There is one shirt. 4. There are four socks.

Activity 10 Draw yourself. What you are wearing?

1. Revise Activity 2 on page 39. Reread the dialogue and ask students to repeat it after you. Then ask a volunteer *What are you wearing?* Help each student describe his or her clothing. Repeat with a few other students. Use pictures of children in different clothing if your students wear uniforms.
2. Read the instructions aloud. Make sure students understand that they will draw themselves in the frame. When students have completed their drawings, encourage them to share their drawings with the class. As each child shares, ask *What are you wearing?* Help students describe what they are wearing in the picture.



Workbook page 34 may be set now. Instructions and answers are on page T4D.

Extension

Play "Guess Who?" Choose a student. Describe the student with clues about his or her clothing: *(She) is wearing (white shoes).* Ask students to try to guess who the person is, based on your clues. The student who guesses correctly can choose the next person and give clues.

Vocabulary work.

1. Quickly revise the language used in activity 9: *There is one shirt. There are two shirts.* Teach the expression *a pair of* and explain that it usually describes two of the same thing that go together (*a pair of shoes, a pair of socks*). Then teach the expression *a pair of trousers* and explain that it refers to one piece of clothing.
2. Ask each student to draw a piece of clothing on an index card. Those who are able may label their pictures. Collect the cards and place them in a hat. Pick two cards and hold them up. Describe the two cards. For example, here are four possible combinations:

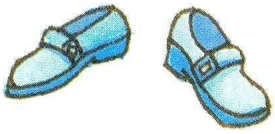
   Card 1: *There is one shirt.* Card 2: *There is one pair of trousers.*

   Cards 1 and 2: *There are two shirts.*

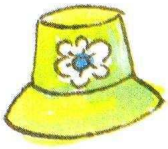
   Card 1: *There is one pair of socks* (The card shows two socks that go together.) Card 2: *There is one sock* (The card shows one sock by itself.)

   Cards 1 and 2: *There are two shoes.* (Each of the two cards shows a different shoe by itself.)
3. Invite students to pick and name two cards, following your example, and describe them.

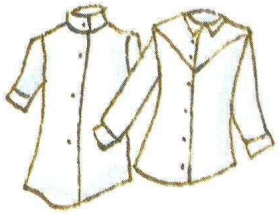
9 Listen and circle.

1.  

shoe shoes

2.  

hat hats

3.  

shirt shirts

4.  

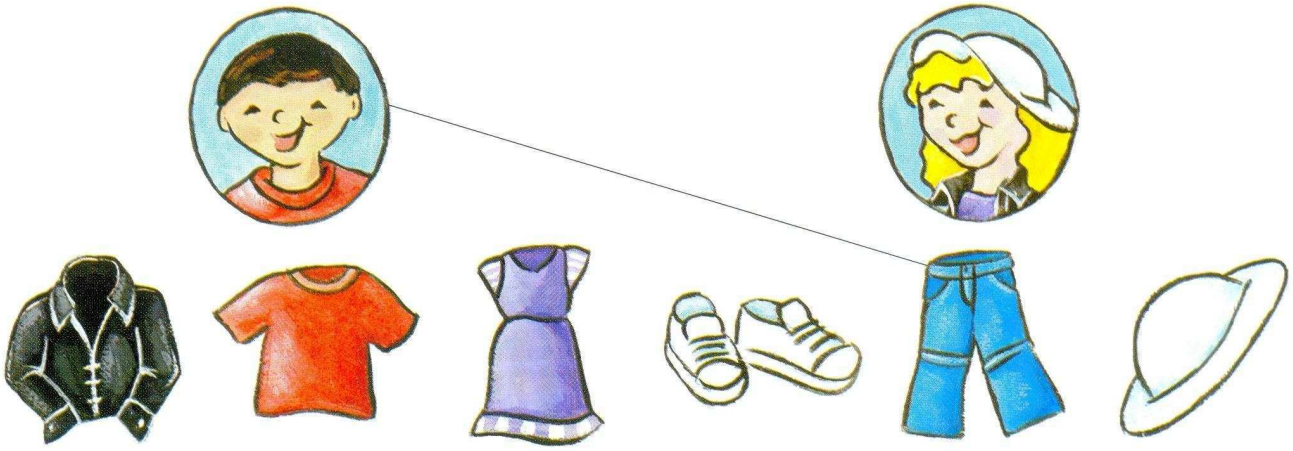
sock socks

10 Draw yourself. What are you wearing?

11 Listen. Draw a line.

He's wearing blue trousers.
He's wearing white shoes.
He's wearing a red t-shirt.

She's wearing a purple dress.
She's wearing a black jacket.
She's wearing a white hat.



12 Listen and chant.

What's This?

What's this?
That's my new jacket.
I'm going to pack it.

What's this?
That's my blue sweater.
It's for cold weather.

What's this?
It's a pair of socks.
Now throw away the box!



Objectives

- to identify clothing and colours
- to perform a chant
- to use stress, rhythm and intonation

Vocabulary

nouns: box, dress, gloves, hat, jacket, shirt, shoes, skirt, socks, sweater, trainers, trousers, weather

verbs: be (*is*), pack, throw (away), wear

pronouns: he, I, it, she, this

adjectives: black, blue, brown, green, orange, pink, purple, red, white, yellow

Materials

- cassette or CD player
- audio cassette/CD

Application

Activity 11 Listen. Draw a line.

1. Draw students' attention to Activity 11. Point to each picture and ask *What's this?* Help students identify each item of clothing: *It's a (black jacket).*
2. Read the instructions and make sure students understand that they will listen to the audio and draw a line from each child to different items of clothing based on what they hear. Beginner readers can read along with the audio.
3. Play the audio or read the tapescript. Make sure students are drawing lines to the correct pictures.

Tapescript: He's wearing blue trousers. He's wearing white shoes. He's wearing a red t-shirt. She's wearing a purple dress. She's wearing a black jacket. She's wearing a white hat.

Activity 12 Listen and chant.

1. Draw students' attention to the title of the chant. Read the title aloud and invite students to repeat. Point to the picture and teach the word *suitcase*. Explain that the children have emptied their suitcases on the floor and are looking at all their clothes.
2. Play the audio or read the chant as students listen. Ask students to point to the items of clothing that are named in the chant. Then ask them to follow the text as they chant and clap. Perform the chant at least twice to provide practice in stress, rhythm, and intonation.
3. You might repeat the chant and get half the class to ask *What's this?* and the other half to answer.



Workbook page 35 may be set now. Instructions and answers are on page T4D.

Extension

Memory game. Ask students to sit in a circle and pretend they are going on a trip. Draw or show a picture of a suitcase to show *pack*. The first student says: *I'm packing (socks).* The next student says: *I'm packing (socks) and (shoes).* Each student repeats what was said and adds something new until you have five items. Then begin again. You may show pictures of clothing to help students in this activity.

Objectives

- to listen and read for enjoyment
- to identify clothing
- to use picture clues
- to understand concepts of print
- to use prior knowledge
- to evaluate

Vocabulary

nouns: blouse, boy, girl, house, mirror, shirt, shoes

verbs: be (*are, is*), go, guess, laugh, like, look, see, wear

pronouns: he, I, it, me, they, you

adjectives: fun, funny, big, small, tall, yellow

Materials

- cassette or CD player
- audio cassette/CD
- metal spoons

Summary

The Fun House: A boy visits a fun house at a fair. He sees how people and their clothes look in the fun house mirror.

Before Reading

1. Ask the students to take out pages 45–46. Demonstrate how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Pass around a metal spoon and ask students to look at their reflections. Explain that the shape of the spoon changes how their reflections look. Now ask them to look at the pictures in the Little Book. Help them see that the special mirrors change the way the children look.
3. Draw students' attention to the first page of the book and ask them to point to the title and author's name. Read these aloud. Remind students that they read about a School Fun Fair in Unit 1 and that this story takes place at a similar place.

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Tell them that they can talk about the story and ask questions when you read it again.
2. Read the story or play the audio a second time, using gestures and pointing to the pictures to help students understand. Remind students that they can ask questions and talk about the story when you read it again.
3. Ask students to listen as you play the audio or read the story from the Student's Book a third time. Invite them to point to pictures and use gestures to indicate their understanding. Students may also follow the text to indicate their understanding of the concepts of print.
4. **Reading strategy awareness: Use picture clues.** Guide students to use pictures to work out the meanings of new words, such as *blouse*: *I don't know the word* blouse, *but I know the word* yellow. *She's wearing a yellow shirt, so a blouse must be a kind of shirt.*
5. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read the first sentence aloud. Ask students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to copy the stress, rhythm and intonation patterns of each sentence.

In the mirror, a boy
is laughing at me.

Look at him.
Who is he?

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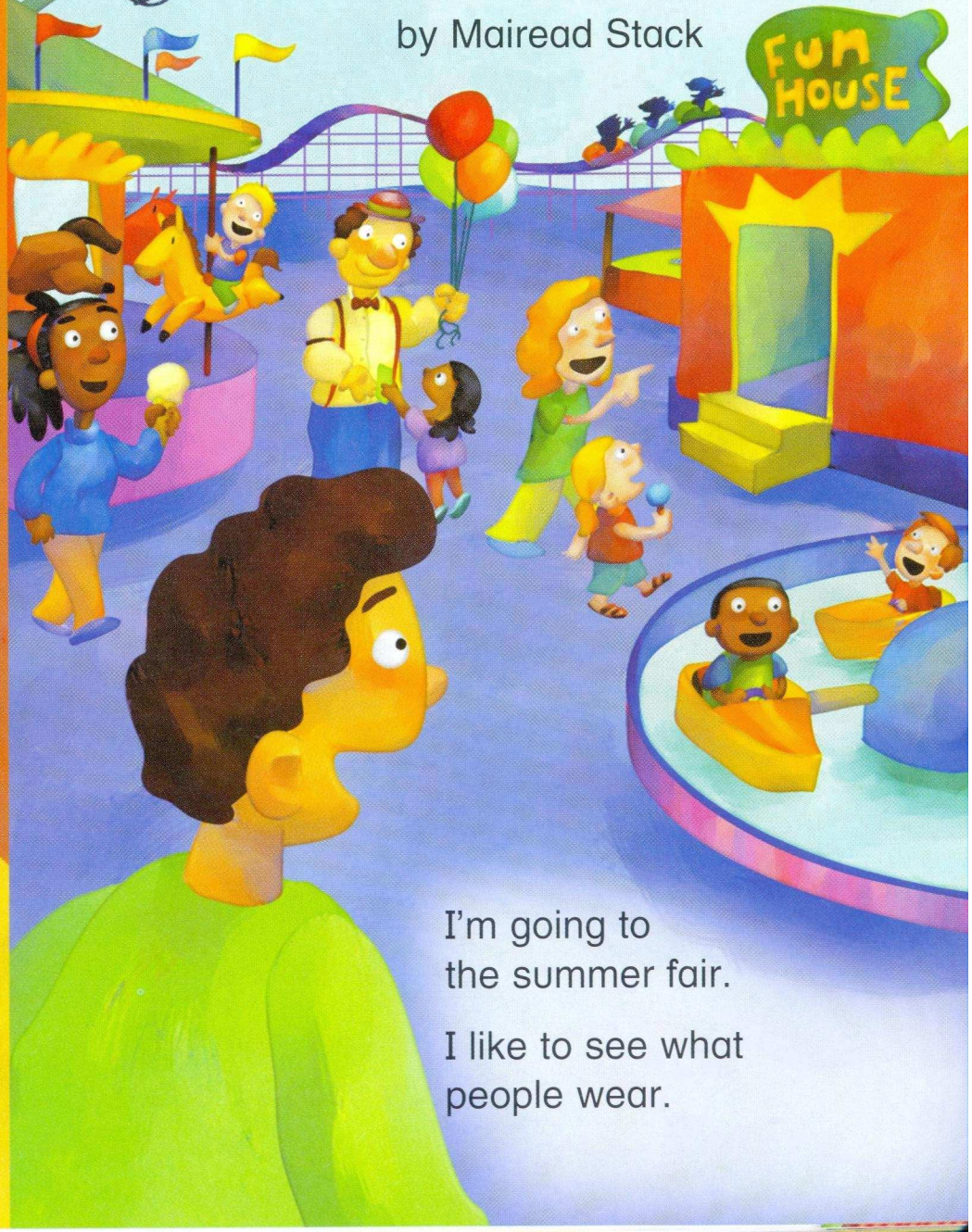
The Fun House!

by Mairead Stack



I'm going to
the summer fair.

I like to see what
people wear.


I'm walking in the big Fun House.
I can see a girl in a funny yellow blouse.
I can see a shirt. It's big. I can see shoes. They're small.
In the mirror, the boy looks tall!

After Reading

Check comprehension. Assess students' comprehension with questions like the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and ask students to point when they answer.

Where is the boy?

What is the girl wearing?

What is the boy wearing?

Is the shirt big? Are the shoes big?

Who is the boy in the mirror?

Home-school link. Encourage students to take their Little Books home and share *The Fun House!* with their families and friends.

If you feel that some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: 1) sentence by sentence, pausing for students to repeat each sentence; 2) one page at a time, pausing for students to repeat each page; 3) entirely without pausing.

Evaluate pictures. On the board, display pages 2–4 from the Little Book. Ask students to make a mark under the picture they think is the funniest. When all the students have made their choices, help them count the marks to find out which picture the class thought was the funniest.

Describe the picture. Introduce or review the words *big, small, short, tall, wide* and *skinny*. Remind students that these words go before the word they are describing. Then write on the board *I can see* ____ ____. Have students talk about one of the pictures using the frame. *I can see (wide) (trousers). I see a (tall) (boy).*



Workbook pages 36–37 may be set now. Instructions and answers are on page T4D.

Extension

Focus on rhyme. Reread the first page of the Little Book. Then repeat the word at the end of each sentence: *fair* and *wear*. Ask students what they notice about these two words. Point out that they rhyme (have the same ending sound). Then read the second page of the story aloud and ask students if they can name the two rhyming words (*small* and *tall*). Repeat with the fourth page (*me* and *he*).

Big and little book. Ask students to draw or cut out pictures of things in the classroom that are big and small. Then put the students in groups and ask them to make a book of big and small things.

Objectives

- to make a mobile
- to identify clothing

Vocabulary

nouns: dress, gloves, hat, jacket, shirt, shoes, skirt, socks, sweater, trainers, trousers

verb: wear

pronouns: he, she

adjectives: black, blue, brown, green, orange, pink, purple, red, white, yellow

Materials

- cut-outs from page 117
- coloured paper
- scissors
- glue
- crayons
- wire coat-hangers
- thread

Application

Project: Make a Mobile

1. Draw students' attention to the pictures on the page and the project title *Make a Mobile*. Relate the project to the rest of the unit by pointing out that the class has learned the names of items of clothing, and now they are going to make their own paper clothes for paper dolls. They will use these dolls to make mobiles.
2. Read the instructions and make sure students understand that they will each cut out a boy and a girl from page 117. Students will make paper clothing for the dolls, cut out the clothing, and stick it onto the dolls. Then they will hang these dolls from coat-hangers to make mobiles. Students should also draw a face and some hair on each doll.
3. Give students coloured paper. Demonstrate tracing around a cut-out's body to make clothes that are the right size. After students have drawn the clothes, help them cut out the different items and stick them onto the dolls. Then hang the figures with thread from the coat-hangers.
4. When the mobiles are complete, the students can share them with the class. Read the dialogue at the bottom of the page and ask students to repeat it. Ask them to follow that example as they ask and answer questions about what the dolls are wearing. *What's she wearing? She's wearing (green trousers) and a (yellow sweater).*

Extension

Favourite colour. Re-read the dialogue in Activity 6 on page 41. Remind students that favourite things are the things you like best. Ask students to name their favourite colours. Create a graph to display the information. Give the graph a title: *Favourite Colours.* Label the bottom with the different colours and label the left side with numbers of students. Ask students to colour a square in the column of their favourite colour.

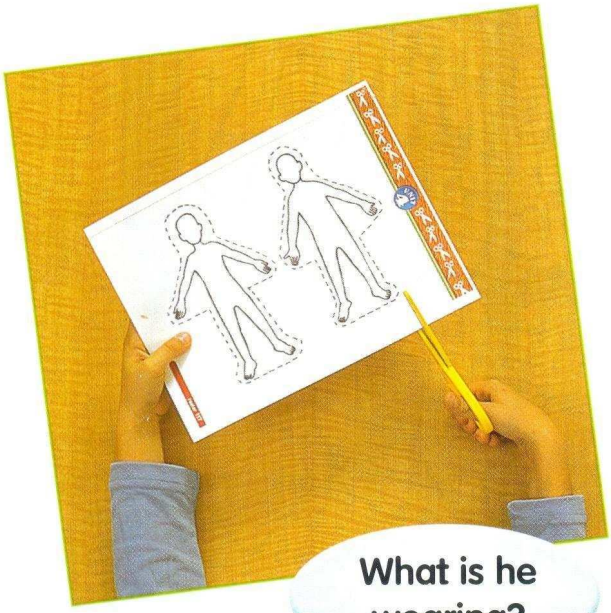
Who is it? Ask each student to draw a picture of what he or she is wearing. Collect the pictures and display them. Ask the class to look at each picture and decide which classmate it is. Invite students to name the student and tell what he or she is wearing. *It's Pearl. She's wearing a (blue shirt) and (green trousers).*

Project

Make a Mobile!

ART

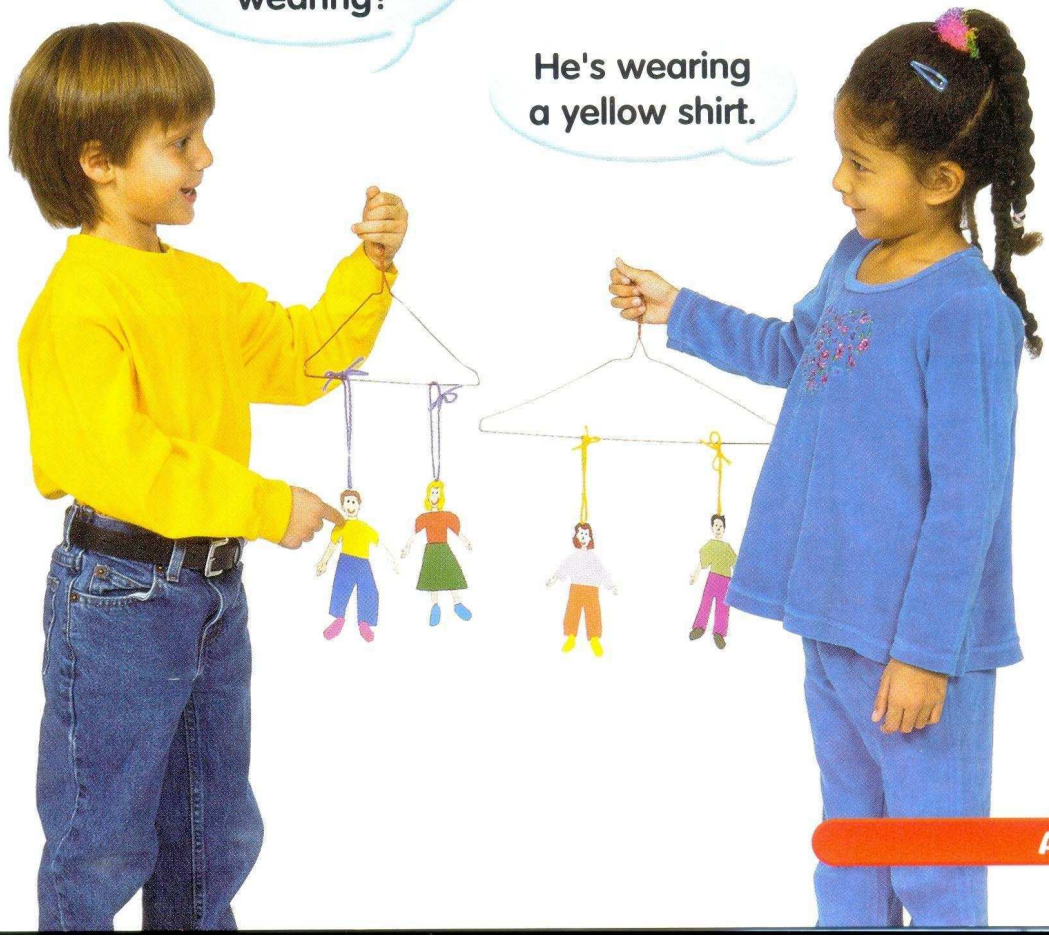
Use the cut-outs on page 117.
Talk about the clothes.





What is he wearing?

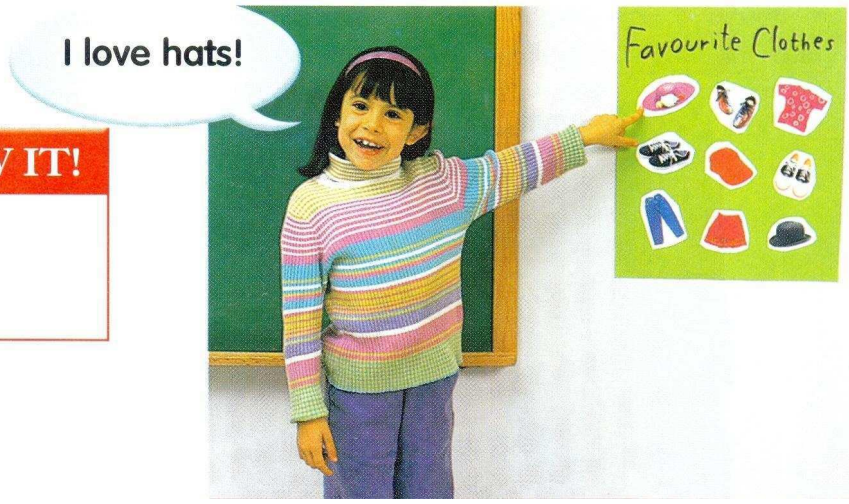
He's wearing a yellow shirt.



PLay a GaMe!

Listen and colour. Find three blue things in a row.





KNOW IT? SHOW IT!

Make a poster of your favourite clothes.

Objectives

- to identify clothing and colours
- to talk about favourite clothes
- to express preference
- to use the simple present tense

Vocabulary

nouns: dress, gloves, hat, jacket, shirt, shoes, skirt, socks, sweater, trainers, trousers

verbs: be (*are, is*), like, wear

pronouns: he, it, her, his, my, she, your

adjectives: black, blue, brown, favourite, green, orange, pink, purple, red, white, yellow

Materials

- cassette or CD player
- audio cassette/CD
- crayons
- paper
- magazines
- glue
- scissors

Assessment

Play a Game!

1. Name a colour. Ask students who are wearing that colour to stand up: *(Red) stand up.* Then ask those students to name their red clothing: *I'm wearing a red shirt. I'm wearing a red skirt. I'm wearing red trousers.* Repeat with other colours. Have pictures of children in different clothing ready if your students wear uniforms.
2. Draw students' attention to the game board on page 48. Revise the items of clothing in each square. Read the first instruction line aloud: *Listen and colour.* Make sure students understand that they will listen to the audio and colour the clothing based on what they hear.
3. Play the audio or read the tapescript. Allow time for students to colour after each instruction.

   Tapescript: Colour the shirt blue. Colour the hat blue. Colour the gloves black. Colour the skirt red. Colour the trousers blue. Colour the sweater pink. Colour the socks green. Colour the dress blue. Colour the shoes blue.

4. Read the second instruction sentence aloud: *Find three blue things in a row.* If students do not know the word *row*, point to the first row of pictures across (dress, sweater, and skirt). Ask *Is this row blue?* Shake your head as you say *no.* Then point to the last row down (skirt, socks and gloves) and ask *Is this row blue?* Shake your head as you say *no.* Then say *Show me three blue things in a row.* Students should identify the first row down (dress, shirt and shoes).
5. Monitor students' colouring to assess their ability to identify each piece of clothing.

Know it? Show it!

1. Draw students' attention to the picture at the bottom of the page. Explain that the girl has made a poster of her favourite clothes.
2. Read the instructions and make sure students understand that they will cut out pictures of their favourite clothes and stick them onto a poster. Give students scissors, magazines, crayons, paper, and glue to make their posters.
3. Ask students to share their posters with the class. Encourage them to talk about their work following the example on page 48. Monitor and assess students' ability to ask and answer questions about their favourite clothing.



Workbook page 38 may be set now, or after students complete the formal assessment on Student's Book page 49. Instructions and answers are on page T4D.

Objectives

- to identify clothes
- to identify colours
- to express preference
- to assess one's own progress

Vocabulary

nouns: dress, gloves, hat, jacket, shirt, shoes, skirt, socks, sweater, trainers, trousers

verbs: be (*are, is*), like, wearing

pronouns: he, I, she

possessive pronouns: my, your

adjectives: black, blue, brown, favourite, green, one, orange, pink, purple, red, two, white, yellow

Materials

- pictures of clothing
- cassette or CD player
- audio cassette/CD
- unit assessment materials

Assessment

Listen and circle.

1. Before the final assessment, review the key vocabulary and grammar targets for the unit. Display pictures of clothing and point to one picture. Name the clothing by colour and name: *It's a purple jacket.* If your description is right, students say *Yes!* If your description is not right, they say *No!* Then together, say what it really is.
2. Ask students to open their books at page 49. Read the instructions and make sure students understand that, for each item they will listen to a sentence and circle the picture it describes.
3. Play the audio or read the tapescript.

Tapescript: 1. She's wearing a white jacket. 2. He's wearing a black shirt and blue trousers. 3. She's wearing a pink hat and a pink dress. 4. He's wearing a brown hat. 5. There are two red sweaters. 6. There is one purple sock.

Write.

Read the question with the students. Ask them to write *I like* and the names of their favourite clothes.

Now I Know!

Ask students to colour in the large ticks when they are satisfied that they have met the following targets: clothing vocabulary; the colours black, pink, white. Students should also feel confident producing and responding to questions and statements based on the following language: *What's he wearing? What are your favourite clothes?* If students need more work with a particular learning point, revise it with them until they can colour in that tick with confidence.



Workbook page 39 may be set now. Instructions and answers are on page T4D.

Unit Test

Ask students to complete the Unit 4 Test. See page xxx. Help students prepare for the test by revising the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Extension

Talk about learning English. Ask questions, such as *What was easy to understand? What was hard to understand? Which activities helped you learn? What did you like learning in this unit?*

Listen and circle.

1.



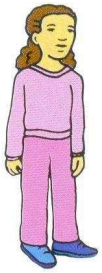


2.





3.





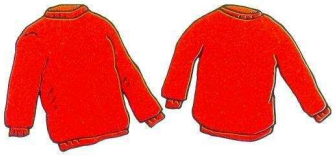
4.





5.





6.



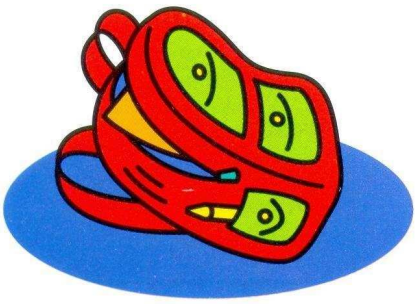


Write.

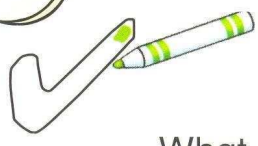
What are your favourite clothes?

_____

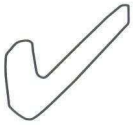
NOW I KNOW!











What are you wearing?



UNIT 5

At Home

Unit Five Overview

Topics and Themes
- rooms in a house
- family members
- actions in rooms
- shapes

Strategies and Skills
- use prior knowledge
- classify
- make associations
- use context and picture clues

Pronunciation
- /l/ as in triangle
- /ɪŋ/ as in reading
- stress and rhythm
- intonation

Grammar
- simple present tense
- present continous tense
- questions with *what* and *where*

Vocabulary
- rooms
- furniture
- shapes
- actions

Content Connections
- Language Arts: fiction
- Music: song, chant
- Art: project
- Maths: shapes

Key vocabulary

Shapes	Rooms	Actions
circle rectangle square triangle	bathroom bedroom dining room kitchen living room	colour cook do draw eat have a bath hide play read see sleep watch TV

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	☑ I Plan to Use
1. Workbook, Unit 5	☐
2. Flashcards	☐
3. Video, Unit 5	☐
4. CD-ROM, Unit 5	☐

Noticeboard Ideas

Make a large outline of a simple five-room house. Label each room. Ask students to draw and cut out furniture and put it in the correct room. You may want them to add family members doing various activities in each room. Label the noticeboard *At Home*. Use the display to introduce and review vocabulary and grammar from this unit.

For another display, cut out a circle, rectangle, triangle, and square from coloured card. Label each one and put them on the board. Ask students to find objects that have these shapes in magazines and newspapers, and pin them around the appropriate label.

Home-school links

Ask students to observe their families at home, and draw pictures of them doing different activities in various rooms. Encourage them to label each picture with the name of the room. They may want to use these pictures to teach their families the names of the rooms.

Family members and friends can also help students find pictures of different shapes in magazines and newspapers for the noticeboard display.

Little Book: *Home with Mum*

Summary: A boy draws a picture in the living room while his mother cooks in the kitchen. He draws a picture of the rooms in a house.

Workbook Tapescript

Page 41: 1. Listen and colour. Cut and glue. (Play the song.)

Page 43: 3. Colour and count. Write the number word. Listen and check.

1. How many squares are there?
   There are four squares.
2. How many triangles are there?
   There are two triangles.
3. How many circles are there?
   There are three circles.
4. How many rectangles are there?
   There is one rectangle.

Page 44: 4. Listen and match. Draw a line.

1. Where's your father? He's in the living room.
   What's he doing? He's reading.
2. Where's the baby? He's in the bathroom.
   What's he doing? He's having a bath.
3. Where's your mother? She's in the kitchen.
   What's she doing? She's cooking.
4. Where's your sister? She's in the living room.
   What's she doing? She's watching TV.

Page 45: 5. Listen. Draw a line and say. (Play the chant.)

Page 48: 9. Listen and match. Draw a line.

1. Your father is in the living room.
2. Your mother is in the bathroom.
3. Your brother is in the dining room.
4. Your sister is in the kitchen.
5. The baby is in the bedroom.

PREPARATORY NOTES

Workbook Instructions and Answers

Page 41

Act 1: Students listen to the song and colour the cut-outs. They stick the following: the triangle to the roof; the rectangle to the door; the square to the window; the circle to the window on the roof.

Page 43

Act 2: Students draw a line from each word to the shape.

Act 3: Students colour the house so each set of shapes is the same (all circles are blue, for example). They count the shapes and write the number words to describe the picture. They listen to the audio to check their work.
1. four squares 2. two triangles
3. three circles 4. one rectangle

Page 44

Act 4: Students listen to the audio and they match each set of exchanges to the picture they describe.
1. middle picture 2. bottom picture
3. top picture 4. middle picture

Page 45

Act 5: Students listen to the chant and draw a line from each sentence beginning to ending based on what they hear: She is sleeping. He is eating. We are playing.

Page 46

Act 6: Students put the pictures in story order: 3, 1, 4, 2

Act 7: Students draw a picture to show how they liked the story. Responses will vary.

Page 47

Act 8: Students draw a room they like. Pictures will vary.

Page 48

Act 9: Students listen to the audio and draw a line to match, based on what they hear: father to living room; mother to bathroom; brother to dining room; sister to kitchen; baby to bedroom.

Act 10: Students draw their grandparents in a room and say where they are. Pictures will vary.

Page 49

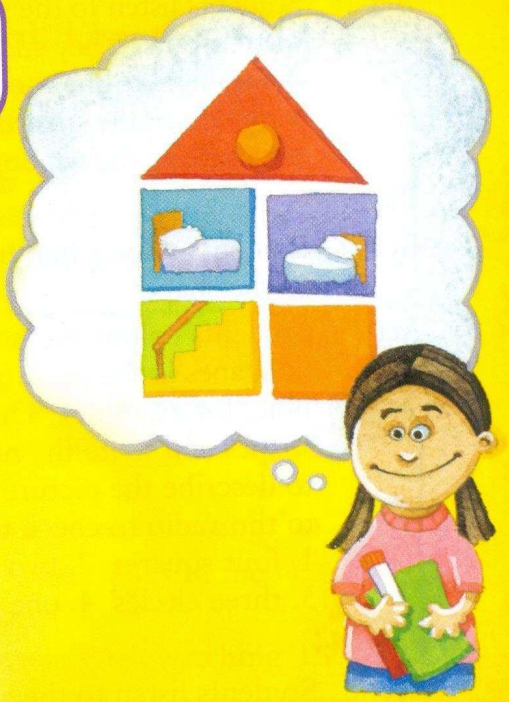
Cut-out activity: Making words.
Partners use alphabet cards to build words. Words will vary, but may include the following: *bathroom, bedroom, kitchen, living room, green, red, book, chair, glue, pen, pencil, one, three, seven, ten, mother, sister, arm, ear, hand, head, mouth, nose, shirt, skirt, socks, gloves, hat.*

UNIT 5

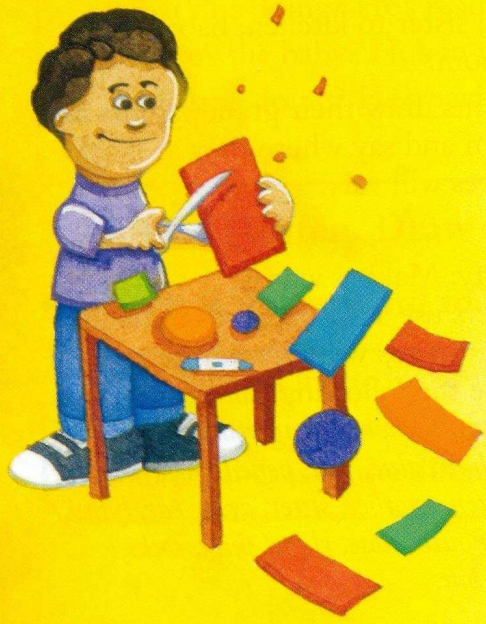
At Home

1 Listen and sing.

Let's Make a House!

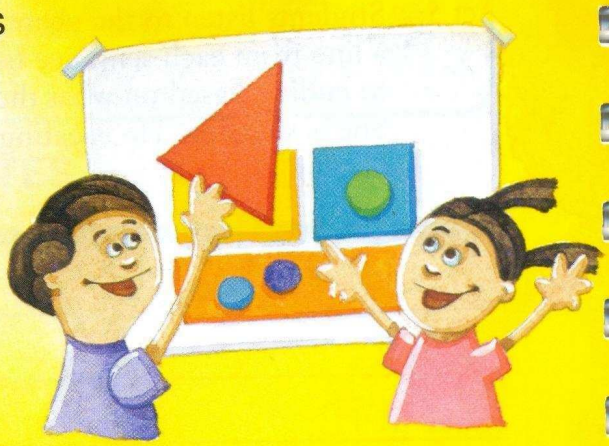


Here's some paper.
Here's some glue.
There's a project
we can do.

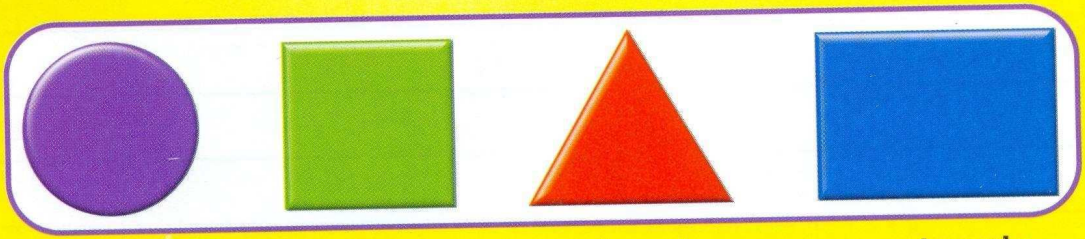


Here are scissors.
Here's a pen.
Let's cut out shapes
one to ten.

Circles and squares
all around!
Rectangles fall
on the ground.



One other shape
is left out.
"The triangle!"
we both shout.



circle square triangle rectangle

Objectives

- to identify shapes
- to sing a song
- to use stress, rhythm and intonation

Vocabulary

nouns: circle, glue, pen, rectangle, scissors, shape, square, triangle

verbs: be, (*are*, *is*), cut, fall

pronoun: we

Materials

- paper shapes
- flashcards or other pictures of house-related objects and rooms
- cassette or CD player
- audio cassette/CD

Warm Up

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

A shape house. Draw shapes (rectangles, triangles, circles and squares) to create a house on the board. Encourage students to name any of the shapes they know and to tell you what they see (a house). Divide the inside of the house into four rooms. Show flashcards or other pictures of things you might find in each room. Then ask students to guess what the unit will be about.

Picture and word map. Draw a house on the board and label it. Then display pictures of different rooms and objects in a house. Invite students to draw lines from the pictures to the house, naming what they can.

Activity 1 Listen and sing.

1. On the board, draw each shape, say its name and ask the students repeat a few times. Put students in pairs and ask them to stand. Choose a partner and model creating each shape with your arms as you say its name. Invite pairs of students to create and name the shapes with each other.
2. Explain the expression *left out*. Make a house on the board using a square, triangle and circle. Ask *What shape is left out?* Ask students to point to the picture of the rectangle. Repeat with the other shapes.
3. Draw students' attention to the picture. Ask *What are they making? What are they using to make the house?* Take this opportunity to practise vocabulary from Unit 1: *scissors*, *glue*, *pen*. Then say the name of each shape at the bottom of the page. Ask students to find examples of each one in the picture.
4. Keeping the books closed, play the song once and ask students to listen. Then play it again, and ask students to raise their hand when they hear a word they recognise.
5. Ask students to open their books. Read and point to the title of the song. Play the song again. Ask students to follow along in their books and point to the shapes as each one is named.
6. When students feel ready, ask them to sing the song. You may want to ask groups to sing different verses or ask students to develop gestures to represent the vocabulary and actions in the song.



Workbook page 41 may be set now. Instructions and answers are on page T5D.

Objectives

- to identify colours
- to identify shapes
- to use the simple present tense: *see*
- to ask questions with *How many?*
- to identify and pronounce /l/ as in triangle

Vocabulary

nouns: circle, rectangle, square, triangle

verb: see

pronouns: I, you

adjectives: blue, brown, orange, pink, purple, yellow

Materials

- paper
- crayons
- shapes made from coloured card
- sticky tape
- cassette or CD player
- audio cassette/CD
- stickers for Unit 5

Presentation

Activity 2 Look and listen. Say.

1. Tape coloured card shapes to the board to make a pattern, for example, red square – blue circle – red square – blue circle. Ask students to chant as they clap, snap their fingers or stamp for each different shape. For example: *red square* [clap], *blue circle* [snap], *red square* [clap], *blue circle* [snap]. Ask students what colour and shape come next. Repeat with other colours and shapes.
2. Draw students' attention to the picture on page 51. Ask them to identify each shape and colour (*It's a blue square.*). Play the audio or read the tapescript. Ask students to repeat each sentence.

   Tapescript: How many blue squares can you see? I can see four blue squares.
3. As a class, make up other questions and answers for the other shapes. Use the speech bubbles as examples. Put students in pairs and get them to take turns asking and answering the questions.

Activity 3 Listen and stick.

1. Ask students to say what they can about the four houses. Give out the stickers and ask students to identify each shape and its colour. Tell students that they will listen to the audio twice.
2. Play the audio or read the tapescript. Ask students to place, but not attach, their stickers, and to check their work in pairs.
3. Play the audio again. This time tell students to attach the stickers.

   Tapescript: Stick the pink circle on the blue house. Stick the blue triangle on the red house. Stick the brown rectangle on the orange house. Stick the yellow square on the purple house.



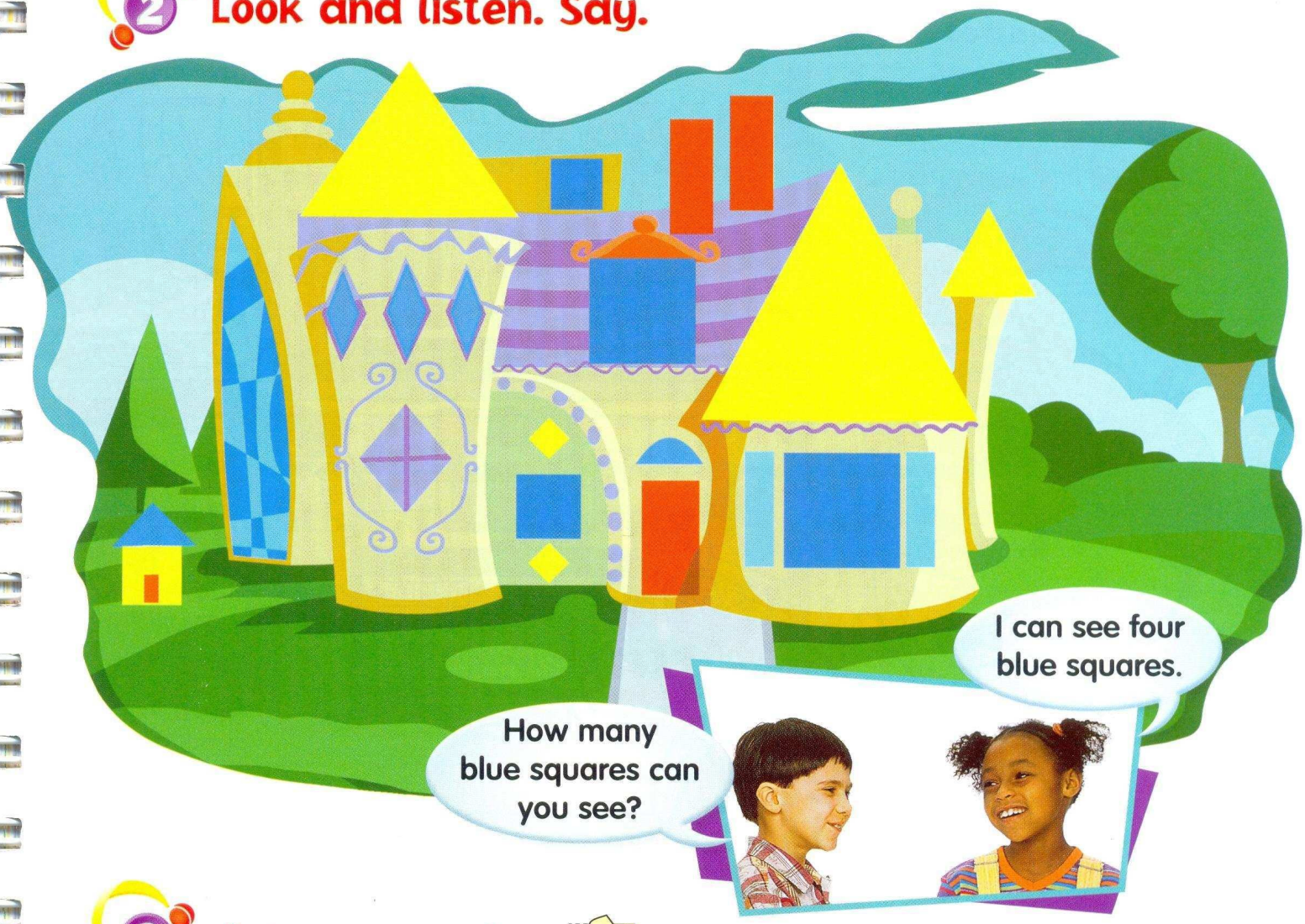
Workbook page 43 may be set now. Instructions and answers are on page T5D.

Extension

Pronunciation: /l/ as in *triangle*. Write the words below on the board. Say the words with students. Point out *l* in each word. Play the audio or say the text. Ask students to repeat after you and make each shape as indicated.

/l/	/l/	/l/
triangles	triangles	A house has got triangles.
rectangles	rectangles	A house has got rectangles.
circles	circles	A house has got circles.
triangles	rectangles	circles

2 Look and listen. Say.



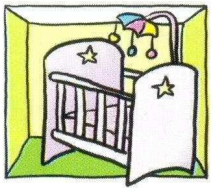
3 Listen and stick.



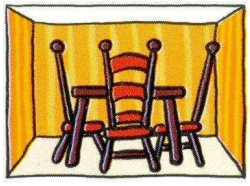
4 Listen and point.



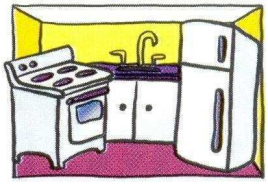
1. bathroom



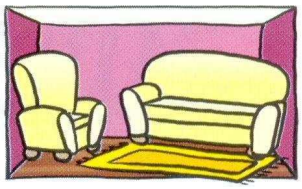
2. bedroom



3. dining room



4. kitchen



5. living room



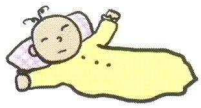
6. cooking



7. eating



8. reading



9. sleeping



10. watching TV

Objectives

- to identify rooms in a house
- to identify actions
- to use the simple present tense and the present continuous tense
- to ask and answer questions with *what* and *where*
- to identify and pronounce /ɪŋ/ as in read**ing**

Vocabulary

nouns: baby, bathroom, bedroom, brother, dining room, father, kitchen, living room, mother, sister, TV

verbs: be (*is*), cook, eat, read, sleep, watch

pronouns: he, she

Materials

- thread
- flashcards or other pictures of rooms, furniture, and people eating, cooking, sleeping, reading, etc.
- cassette or CD player
- audio cassette/CD

Presentation/Practice

1. Display pictures of different rooms in the house. You might use the flashcards, or drawings, or images cut out from magazines. Say the name of each room and ask students to repeat after you.
2. Then point to the kitchen and act out eating. Ask students to say *kitchen* and mimic your eating action.
3. Gesture to one student doing the eating action and say this simple chant:

   Kitchen. He's (She's) in the kitchen.
   Eating. He's (She's) eating.
   He's (She's) eating in the kitchen.

   Ask students to repeat each line after you.
4. Repeat the chant with the other rooms and actions in the picture dictionary on page 52.

Activity 4 Listen and point.

1. Draw students' attention to the scene on pages 52–53. Explain that the two children are playing with a dolls' house. Ask students to name anything in the pictures they can. Students might name colours, people, rooms, clothes or parts of the body.
2. Point to the picture dictionary at the bottom of the page. Play the audio or read the tapescript a few times. Ask students to repeat each time.

   Tapescript: 1. bathroom 2. bedroom 3. dining room 4. kitchen 5. living room 6. cooking 7. eating 8. reading 9. sleeping 10. watching TV
3. Say each word again and ask students to point to the corresponding picture or activity in the scene.
4. To check comprehension, say the items randomly and ask students to point to the item in the picture dictionary and in the scene.

Activity 5 Look at the picture. Point. Ask and answer.

1. Draw students' attention to the first dialogue on page 53. Play the audio or read the dialogue as you point to the mother in the scene. Ask students to repeat.

   Tapescript: Where's the mother?
   She's in the living room.

2. Ask partners to follow the example dialogue and take turns asking and answering questions about where the family members are. Students should produce the following:

   Where's the father? He's in the dining room.
   Where's the sister? She's in the living room.
   Where's the brother? He's in the kitchen.
   Where's the baby? (She's) in the bedroom.

   Listen to students as they work. Note any errors and review them with students later.

3. Draw students' attention to the second dialogue. Play the audio or read the tapescript, pointing again to the picture of the mother in the scene. Then ask two students to demonstrate the dialogue as they point to the mother reading.

   Tapescript: What's she doing?
   She's reading.

4. Ask the partners to follow the demonstration and take turns asking and answering questions about what the family members are doing. For each exchange, make sure students are pointing to one of the dolls in the dolls' house in the picture when they ask *What's she/he doing?* Students should produce the following sentences:

   What's he doing? He's eating.
   What's she doing? She's watching TV.
   What's he doing? He's cooking.
   What's (she) doing? (She's) sleeping.
   What's she doing? She's reading.

5. Point out that the two exchanges together make a conversation. If students are ready, ask them to take turns asking both questions about each family member: *Where's the father? He's in the dining room. What's he doing? He's eating.* Listen to students as they work. Review errors with them later.

Extension

Pronunciation: /ɪŋ/ as in *reading*. Write the target vocabulary from the tapescript below on the board and say the words with students. Point out or elicit the letters which make the target sound (ing). Play the audio or say the text. Ask the students to repeat it.

/ɪŋ/	/ɪŋ/	/ɪŋ/
cooking	cooking	I'm cooking.
eating	eating	I'm eating.
reading	reading	I'm reading.
sleeping	sleeping	I'm sleeping.
watching	watching	I'm watching TV.

Act it out. Pretend you are in a room and do a few actions to show where you are. Ask the class *Where am I?* Ask students to point to the room on the page where they think you are and answer. Then choose students to act out being in other rooms, each time asking *Where am I?* Help the rest of the class answer *You are in the (kitchen).* Then put students in pairs and ask them to take turns acting out and guessing the room.

5 Look at the picture. Point. Ask and answer.



Grammar

Where's your sister?
She's in the **living room**.

6 Look and listen. Write the number.



7 Circle the action that doesn't match. Say.

1.

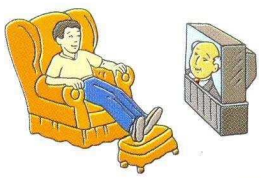

She's sleeping.


She's sleeping.


He's eating.

2.


She's reading.


He's watching TV.


He's reading.

3.


She's cooking.


He's eating.


She's eating.

Objectives

- to identify rooms and family members
- to identify actions
- to ask questions with *what* and *where*
- to use the simple present tense

Vocabulary

nouns: baby, bathroom, bedroom, brother, dining room, father, kitchen, living room, mother, sister

verbs: be (*is*), cook, do, eat, read, sleep, watch TV

pronouns: he, she

Materials

- cassette or CD player
- audio cassette/CD
- flashcards or other pictures of people eating, cooking, sleeping, reading etc.

Language Practice

Activity 6 Look and listen. Write the number.

1. Choose five students to come to the front. Give each one a flashcard or picture from a magazine with an activity on it. Ask each student to act out the activity. Ask the class: *What is she/he doing?* Help the class answer.
2. Draw students' attention to the picture of the house and ask them to name everything they can. Then ask them to look at the grammar box. Read the sentences and ask students to repeat them. Tell students they will hear exchanges like these about the people in the picture.
3. Read the instructions and make sure students understand they will listen to five conversations and write the number of each conversation in the box of the corresponding picture. Point out that the first one has been done as an example. If necessary, review writing the numbers one to five before you begin.
4. Play the audio or read the tapescript. Ask students to point to the room corresponding to each conversation before they write the number in the box.

Tapescript: 1. Where's your mother? She's in the living room. 2. Where's your father? He's in the bathroom. 3. Where's your sister? She's in the dining room. 4. Where's your brother? He's in the kitchen. 5. Where's the baby? She's in the bedroom.

Activity 7 Circle the action that doesn't match. Say.

Read the instructions for activity 7. Make sure students understand that they will look at three pictures and choose the one that shows an action that is different from the other two. Point out that the first one has been done as an example. Ask students to name each action and encourage beginner readers to read the sentences. Repeat for items 2 and 3.

Activity 8 Look and listen. Say.

1. Ask the students to look at the cartoon strip. Play the audio or read the tapescript several times as students point to the characters who are speaking. Ask students to repeat the dialogue several times as a group.

Tapescript: How many rooms can you see? I can see four rooms. Where's the baby? She's in the bathroom. What's the baby doing? She's having a bath!

2. Put the students in pairs and ask them to role-play the dialogue, practising it several times before swapping roles. Walk around the room and listen as students work. Make note of any errors you hear, and review them with students later.
3. Ask students to perform the dialogue for the class.

Activity 9 Colour and say.

1. Draw the students' attention to the pictures and ask them to say what they can about each one. Tell students to colour each picture using any colours they want.
2. Then put students in pairs and ask them to take turns asking and answering: *Where is he/she? What's he/she doing?* Walk around the room and listen. Make note of any errors you hear, and review them with students later.



Workbook page 44 may be set now. Instructions and answers are on page T5D.

Extension

Vocabulary work. Choose a room and brainstorm actions that people can do in it. For example, a list of actions for the living room might include watching TV, playing a game, reading a book, talking to family, drawing or listening to music. Ask students to illustrate the actions. Make a word map with their pictures. Display the word maps and add new words as students learn them.

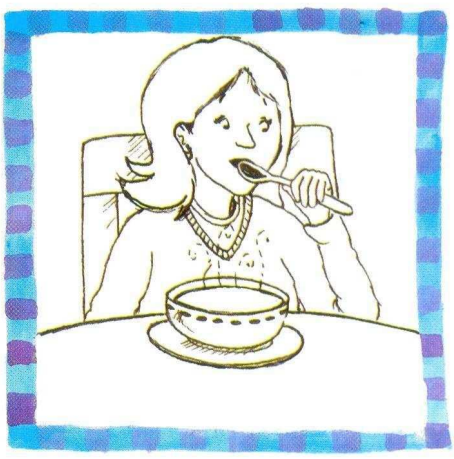
Vocabulary work. Ask students to use the pictures on pages 52–53 to brainstorm objects that you find in each room. Help students name the objects. Write the words and draw simple pictures of them on the board in room categories. Ask students to draw the objects for each room in their notebooks, one page for each room. Help them write the names of the rooms for the titles of each page.

8 Look and listen. Say.



9 Colour and say.



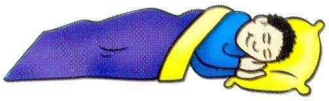


10 Listen. Draw a line.

1.



2.

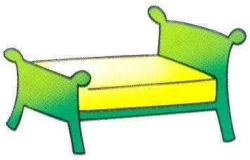


3.



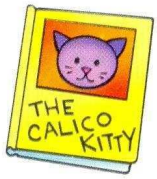
4.











11 Listen and chant.

We Are Busy

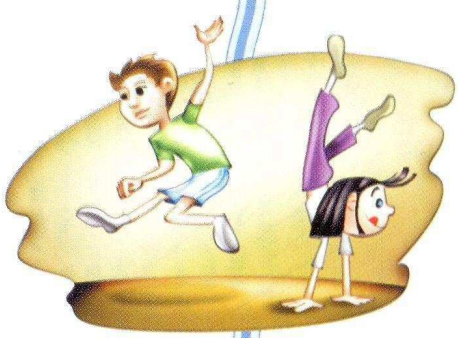
She is sleeping.
She is sleeping.
Please don't shout.
Shh! Shh! Shh!

He is eating.
He is eating.
I'd like some.
Yum. Yum. Yum.

We are playing.
We are playing.
Let's have fun!
Fun! Fun! Fun!







Objectives

- to identify actions
- to perform a chant
- to use stress, rhythm and intonation

Vocabulary

nouns: bed, book, cooker, TV

verbs: be (*are, is*), cook, do, eat, play, read, sleep, watch TV

pronouns: he, she, we

Materials

- cassette or CD player
- cassette or audio CD
- masking tape
- flashcards or other pictures of house-related activities and rooms or realia

Application

Activity 10 Listen. Draw a line.

1. Prepare a bag full of objects and/or flashcards to represent different actions. For example, a spoon and a saucepan for *cooking*. Invite a student to pick one object. Choose another to ask the class *What's he/she doing?* Get the class to answer.
2. Read the instructions and make sure students understand that they will listen to the audio and draw a line from each picture in the left column to one in the right column based on what they hear. Play the audio or read the tapescript.

Tapescript: 1. She is watching TV. 2. He is sleeping in a bed. 3. She is reading a book. 4. She is cooking on the cooker.

Extension

Three-in-a-row. Make a 9-box grid on the floor with masking tape. Ask nine volunteers to stand in the grid. Give each volunteer a prop or a picture of something associated with a room in the house, such as the following: a TV, a toothbrush, a pillow, a bowl and spoon, a book, a cooker, a bed. Call out a statement, such as *He's cooking* or *He's in the kitchen*. Gesture to the student holding that prop or picture to sit on the grid. Demonstrate a few more times. Then divide the class into two teams. Explain that each team will take turns calling out a statement. Each team tries to get three students in a row to sit down.

Activity 11 Listen and chant.

1. Draw students' attention to the pictures. Read the title, and show through gestures what the word *busy* means. Ask students to guess what the chant is about.
2. Ask students to close their books. Play the audio or read the chant as students listen. Then ask them to open their books and follow along as they chant and point to each picture as it is described. Point out new words such as *shout* and help students understand the meaning through context. For example, say *I don't know the word* shout, *but I know the girl is sleeping and I know what Shh! means. Maybe* don't shout *means* don't talk loudly. *It means to be quiet.* Do the chant several times to practise proper stress, rhythm and intonation.

WB Workbook page 45 may be set now. Instructions and answers are on page T5D.

Extension

Add verses. Work with students to create additional verses for the chant. For example: *She is cooking. She is cooking. Stir the pot. It's very hot!* Encourage them to think of gestures to go with the new verses.

Objectives

- to listen and read for enjoyment
- to use the present continuous tense
- to retell a story
- to make predictions
- to use context and picture clues

Vocabulary

nouns: food, home, living room, Mum

verbs: be (*is*), colour, cook, do, draw, eat

pronouns: I, you

Materials

- cassette or CD player
- audio cassette/CD
- paper
- scissors
- crayons

Summary

Home with Mum:

A boy draws a picture in the living room while his mother cooks in the kitchen. He draws a picture of the rooms in a house.

Before Reading

1. Ask the students to take out pages 57–58. Demonstrate how to make a Little Book by folding the pages in half. Make sure all the books are ready before continuing.
2. Ask the students look at the pictures and tell you what they think is happening in each one. Encourage them to name everything they can in the pictures, including the rooms.
3. Read the title. Ask students to predict words they will see in the story. Write these words on the board.

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Tell them that they can talk about the story and ask questions when you read it again.
2. Read or play the audio a second time, following the text as you do so. As you read, use gestures and point to the pictures to help students understand. Invite students to point to the pictures and follow the text in their own books.
3. Ask students to listen as you play the audio or read the story from the Student's Book a third time.
4. **Reading strategy awareness: Use context and picture clues.** At various points in the story, pause before saying a word and ask students to use what they know about the story, context and pictures to provide it. For example, at the end of the boy's first speech bubble, students can use picture clues to determine that he's in the *living room*. Students can use the context clues *cooking*, *food* and *eating* to guess the meaning of *hungry*.
5. Check students' predictions about the story. Invite them to ask questions.
6. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read the first sentence aloud. Ask students to repeat after you as they follow the text in the story. Repeat each sentence. Guide students to copy the stress, rhythm and intonation patterns of each sentence.

Home with Mum

by Philip Thomas



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What are you doing?
I'm drawing and colouring.
What are you drawing?
I'm drawing a house. There are three bedrooms.

After Reading

Check comprehension. Assess students' comprehension with questions such as the following:

Where is the mother? What's she doing?
Where is the boy? What's he doing?
Where is the cat? What's it doing?
What is the boy drawing?
What is the mother making?

Story summary. Put students in groups of four. Assign each group member a page to summarise. For example, the student who summarises the first page might say *She's in the kitchen. She's cooking. He's in the living room*. Ask students to retell the story in small groups.

Home-school link. Encourage students to take their Little Books home and share *Home with Mum* with their families and friends. Tell students to use the language they have learned to explain the pictures and the story. Make sure families understand that the students are not expected to read the stories to them. If you feel that some students would like to read the story but need more support, record the story for them. To help students of all abilities record the story: 1) sentence by sentence, pausing for students to repeat each sentence; 2) one page at a time, pausing for students to repeat each page; 3) entirely without pausing.

Make associations. Write two headings on the board: *Mum* and *Boy*. Under each heading, list words that students provide that are associated with each character. For example: Mum: *cooking, kitchen, table, spoon;* Boy: *drawing, colouring, living room.*



Workbook pages 46–47 may be set now. Instructions and answers are on page T5D.

Extension

Vocabulary work. Ask students to name as many of the objects as they can in the rooms shown in the Little Book. Help them identify new vocabulary, such as bowl, spoon, jug, eggs, cushion, lamp, and sofa. Then make a word and picture map for the living room and the kitchen. Ask students to draw pictures of the new words. Ask students to describe the picture with the new words: *I can see eggs in the kitchen. The spoon is big. I can see three small spoons.*

Tell another story. Students can write their own stories (*Home with Dad* or *Home with my brother*) about being at home with a family member. Suggest they use *Home with Mum* as as an example to work from.

Act it out. Put students in groups of three and assign each group a room. Ask each student in the group to choose a different activity associated with the room to act out. Then ask each group to act out being in the room together. Ask the class each time, *Where are they? What are they doing?* Help the class answer.

Objectives

- to identify rooms and activities
- to use the simple present tense
- to use the present continuous tense

Vocabulary

nouns: baby, bathroom, bedroom, brother, dining room, father, kitchen, living room, mother, sister

verbs: be (*are, is*), cook, do, eat, read, see, sleep, watch

pronouns: he, she

Materials

- scissors
- heavy white paper
- large tins (such as coffee tins)
- crayons
- coloured paper
- pencils
- flashcards or other pictures of rooms and house-related activities

Application

Silly actions. Put the flashcards or other pictures for activities in one pile and for rooms in another. Ask two students to pick a card from each pile and not show anyone. Ask one student to mime the action while the other draws the room on the board. For example, if two students pick *cleaning your teeth* and *the dining room*, the first would pretend to brush his or her teeth while the second draws the dining room on the board. Ask the class to name the room and activity: *He's cleaning his teeth in the dining room.*

Project: Make a Fun Wheel

1. Read the title of the project and point out the fun wheel in the picture. Explain that students will make their own fun wheel to help them talk about what people do in the different rooms of a house.
2. Read the instructions, and draw students' attention to the pictures that show how the fun wheel is made. Tell students to draw round a large tin to make circles on white paper and coloured paper, and then cut the circles out. Show students how to use a pencil to divide each circle into four parts.
3. In each section of the white circle, students draw one of the following scenes: a mother sitting on a sofa in a living room, watching TV; a father cooking something on the cooker in the kitchen; a girl sleeping in a bed in a bedroom; and a boy brushing his teeth by the basin in a bathroom.
4. Next, students cut out one section from the coloured circle. They put the coloured circle on top of the white circle, and poke a pencil through the centre of both.
5. Partners take turns spinning the coloured circle and talking about the scene that is revealed. *(He is cooking in the kitchen.)*

Extension

Family fun wheels. Students can take apart their fun wheels, and on the back of the white circle, draw four more scenes. Encourage them to draw rooms or furniture found in their own houses, and activities that show their own family members and activities they do at home. They can put their wheels back together so that the new scenes are showing. Ask them to spin and talk about their new scenes with the other students: *This is my brother. He's in the living room. He is drinking a fizzy drink and watching TV.*

Project

Make a Fun Wheel.

Draw and cut. Spin and say.

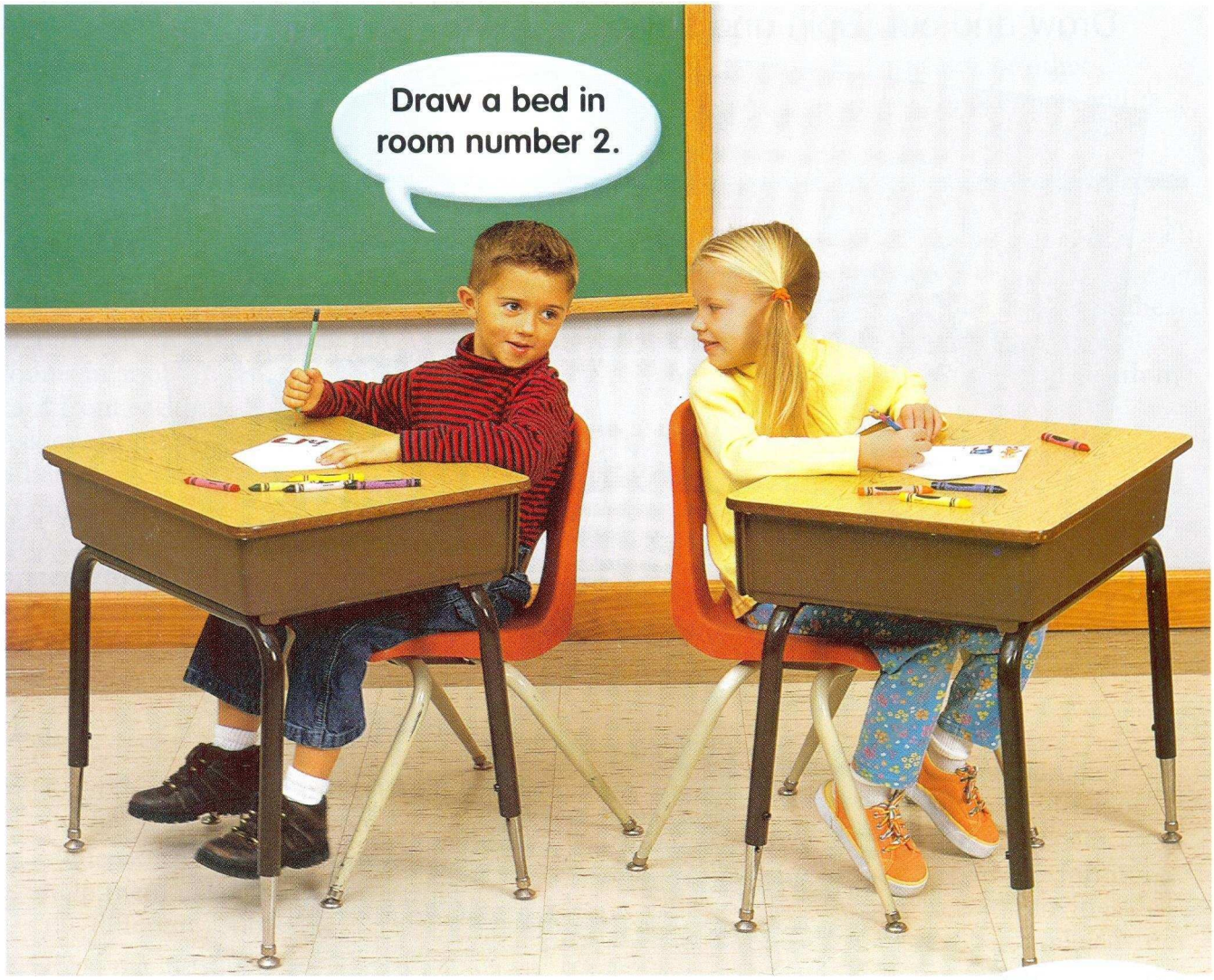






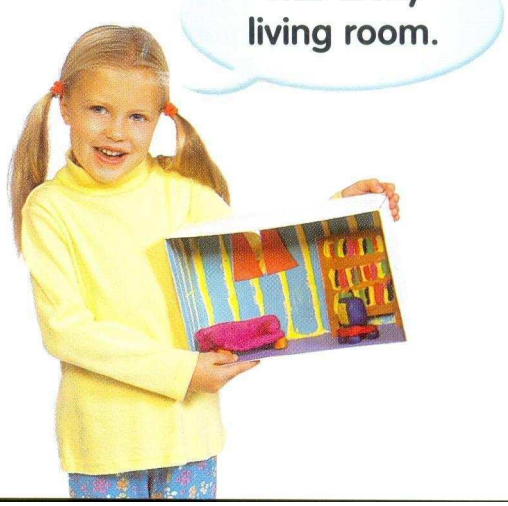
Play a Game!

Cut out the house on page 119. Listen and draw.



KNOW IT? SHOW IT!

Make a room.



Objectives

- to identify rooms and room-related objects
- to give and follow directions

Vocabulary

nouns: baby, bathroom, bedroom, brother, dining room, father, kitchen, living room, mother, sister

Materials

- cut-outs from page 119
- scissors
- pencil
- shoe (or other small) boxes
- paper
- crayons
- modelling clay

Assessment

Play a Game!

1. Draw students' attention to the picture on page 60. Point out the cut-out houses the children have and explain that there are four rooms in each house. Ask the students to work in pairs.
2. Tell students that they will ask their partners to draw a scene in each room of the house. Read the speech bubble and explain that students will use this as an example as they tell each other what to draw. To make sure students understand the language pattern to use with this activity, demonstrate the activity with a student first: *Draw a mother in room number 3. Draw a chair in room number 1.*
3. Ask students to sit back to back and begin giving each other instructions. Walk around the room to monitor their language and help as needed. Assess students' use of the target language and their ability to identify people, objects and rooms in the house.

   Use the Oral Assessment Checklist as you observe students' performance. Note any errors to address after the game is finished.
4. Afterwards, ask students to guess the names of the four rooms. Then ask them to show their houses to the class and describe the rooms.

Know it? Show it!

1. Draw students' attention to the instructions and point out the diorama in the photograph. Explain that students will each make a room of their own.
2. Provide students with shoe (or other small) boxes, crayons, coloured paper, glue, clay and scissors. Get them to decide on the type of room they want to make, and use the materials to furnish their shoe box room. When they have finished, encourage them to talk about the rooms they made, and the objects in them. Read the speech bubble sentence aloud as an example. Monitor and assess students' ability to identify the rooms in the house. Display students' work around the room.



Workbook page 48 may be set now, or after students complete the formal assessment on Student's Book page 61. Instructions and answers are on page T5D.

Objectives

- to identify rooms
- to identify family members
- to identify actions
- to identify shapes
- to assess one's own progress

Vocabulary

nouns: baby, bathroom, bedroom, brother, dining room, father, kitchen, living room, mother, sister

verbs: be (*are, is*), cook, do, eat, read, see, sleep, watch

pronouns: he, she, you

Materials

- cassette or CD player
- audio cassette/CD
- unit assessment materials

Assessment

Listen and check.

1. Name a room in the house. Ask students to name objects they might find in that room and what someone might do in that room.
2. Read the instructions. Explain that students will listen to a description. They tick *yes* if the picture matches the description and *no* if it does not.
3. Play the audio or read the tapescript. Allow enough time between items for students to make their decision and tick the box.

Tapescript: 1.There are two bedrooms. (*yes*) 2. The father is sleeping. (*no*) 3. There are five chairs in the dining room. (*no*) 4. The baby is playing in the bedroom. (*yes*) 5. The mother is reading in the bathroom. (*no*) 6. There are eight yellow triangles. (*yes*)

Now I Know!

Ask students to colour in the large ticks when they are satisfied they have met the following targets: house vocabulary; actions related to the home; shapes. Students should also feel confident producing and responding to questions and statements based on the following language: *Where is your sister? What's she doing?* If students need more work with a particular learning point, revise it with them until they can colour in that tick with confidence.



Workbook page 49 may be set now. Instructions and answers are on page T5D.

Unit Test

Ask students to complete the Unit 5 Test. See page xxxi. Help students prepare for the test by revising the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Extension

Talk about learning English. Ask questions, such as *What did you like learning in this unit? What was easy to understand? What was hard to understand? Which activities helped you learn?*

Classify. Give each student a picture of a piece of furniture or object related to a room. Ask them to find other students who have pictures of things that belong in the same room. Ask the groups to show their pictures, identify them if they can, and say which room they belong in.

Listen and check.

1. 

☐ yes ☐ no

2. 

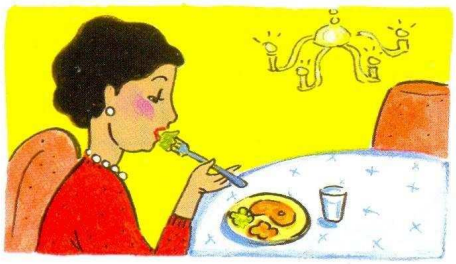
☐ yes ☐ no

3. 

☐ yes ☐ no

4. 

☐ yes ☐ no

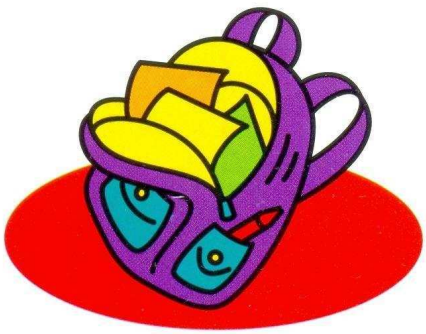
5. 

☐ yes ☐ no

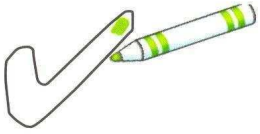
6. 

☐ yes ☐ no

NOW I KNOW!







Where is she?



UNIT 6

On the Farm

Unit Six Overview

Topics and Themes
- farm animals
- actions
- sizes

Strategies and Skills
- use prior knowledge
- classify
- compare and contrast
- use context and picture clues

Pronunciation
- /g/ as in frog and /k/ as in duck
- /ɪŋ/ as in jumping
- stress, rhythm and intonation

Grammar
- simple present and present continuous tenses
- questions with *what*
- pronouns: *it*, *he*, *she*, *they*, *you*

Vocabulary
- farm animals
- actions
- sizes

Content Connections
- Language Arts: fiction
- Music: song, chant
- Art: project

Key vocabulary

Animals	Farm Words	Size	Actions
ant	farmer	big	climb
bird	pen	little	crawl
cat	rake		eat
chick	truck		fly
cow			jump
dog			run
duck			sleep
frog			swim
goat			talk
hen			walk
horse			
sheep			
snake			
tortoise			
worm			

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

	Component	✓ I Plan to Use
1.	Workbook, Unit 6	☐
2.	Flashcards	☐
3.	Video, Unit 6	☐
4.	CD-ROM, Unit 6	☐

Noticeboard Ideas

Call a noticeboard *On the Farm*. Draw a large field, a tree, a fence and a barn in the distance. Students can work together to draw and cut out different farm animals to put on the farm. Help them label each animal. Refer to the display to introduce or review vocabulary.

For another display, make labels for action words such as *eating*, *swimming* and *climbing*. Stick these around the noticeboard. Invite students to draw or cut out pictures from magazines of people and animals doing these activities. Place the pictures near the appropriate labels.

Home-school link

Suggest that students teach their family and friends the names of the animals they see in or near their home.

Little Book: *Out of My House!*

Summary: A boy has ants, cats and a bird in his house. He chases them out.

Workbook Tapescripts

Page 51: 1. Listen and colour. Cut and glue. (Play the song.)

Page 53: 3. Listen and match. Draw a line.

1. This is a bird. It's a small bird.
2. This is a cat. It's a big cat.
3. This is a frog. It's a big frog.

Page 54: 4. Listen and match. Draw a line.

1. The farmer is walking.
2. The farmer is flying.
3. The farmer is running.
4. The farmer is swimming.
5. The farmer is climbing.

Page 55: 5. Listen. Circle the word. Write. (Play the chant.)

Page 58: 10. Listen. Circle *yes* or *no*.

1. The horse is running.
2. The frog is jumping.
3. The cow is walking.
4. The duck is flying.
5. The cat is eating.
6. The bird is flying.

PREPARATORY NOTES

Workbook Instructions and Answers

Page 51

Act 1: Students listen to the song and colour the cut-outs. They glue the sheep in the field, birds in the sky, ducks in the pond, and frogs in or near the pond.

Page 53

Act 2: Students colour each pair of animals the same (for example, both cows yellow). They draw a line from each label to a picture.

Act 3: Students listen to the audio and draw a line to match each set of sentences to the picture they describe.

Page 54

Act 4: Students listen to the audio and draw a line to match each sentence to the picture it describes.

Page 55

Act 5: Students listen to the chant and circle the words they hear: *dancing*; *flying*. Then they write the words on the lines.

Act 6: Students draw pictures to illustrate the sentences. The first one should show birds dancing and the second one should show birds flying.

Page 56

Act 7: Students circle each picture that shows an animal from the story. Then they say what the animals are doing: The ants are crawling all over the rug. The cats are running after the ants. The birds are flying all over the house.

Act 8: Students draw a face to say how they liked the story. Responses will vary.

Page 57

Act 9: Students draw an animal in their house. They can use their imagination to make the picture funny, like the ones in the Little Book. Pictures will vary.

Page 58

Act 10: Students listen to the audio. They circle *yes* if it describes the picture and *no* if it doesn't. 1. yes 2. yes 3. no 4. no 5. no 6. yes

Page 59

Cut-out activity: Making a mobile. Students use both sides of the page. They draw and label an item of clothing in each square, an animal in each circle, and a room in each triangle. Collect their work to make vocabulary mobiles.

UNIT 6

On the Farm

1 Listen and sing.

All Around the Farm

A cow, a duck,
a great big truck!
A goat, a cat,
oh, look at that!

A horse, a hen,
chicks in a pen.
A dog, a rake,
an egg, a snake!

Ducks are swimming.
Sheep are eating.
Birds are flying.
Frogs are jumping.

What else can we see?
Come and take a look with me!

Objectives

- to identify animals and actions
- to use prior knowledge
- to classify
- to sing a song
- to use stress, rhythm, and intonation

Vocabulary

nouns: bird, cat, chick, cow, dog, duck, frog, goat, hen, horse, sheep, snake

verbs: be (*are, is*), eat, fly, jump, swim

Materials

- cassette or CD player
- audio cassette/CD
- flashcards and/or other pictures of farm and other animals

Warm Up

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

Act it out. Place flashcards of farm animals along the board. Point to each animal, either move like or make the sound of the animal, and ask students to copy you. Encourage students to name any animal or action they can, but don't teach them at this point. Show a picture of a farm and a zoo and introduce the words. Point to the flashcards of farm animals and ask students *Where are these animals?* Ask students to point to the farm. Then ask students to guess what the unit is about.

Picture map. Draw or place a picture of a barn on a large sheet of paper and write the word *farm*. Have pictures of farm and zoo animals ready. Show a picture and ask students if the animal belongs on the farm. If it does, write the word and place the picture on the paper around the barn.

Activity 1 Listen and sing.

1. Before students open their books at page 62, teach some of the vocabulary in the song. Display pictures of the animals. Point to one of the pictures and move like the animal or make its noise. Tell students to join in by giving commands like the following: *Jump like a frog. Run like a horse. Quack like a duck (quack, quack).*
2. Keeping the books closed, play the song once so students can listen.
3. Ask students to open their books at page 62. Read the title of the song and ask students to repeat. Draw their attention to the pictures on the page. Ask students to say as much as they can about the pictures. Play the song a second time, using gestures to clarify meaning. As they listen, ask students to find the animals in the picture as they are named in the song. Do this with them.
4. When students feel ready, invite them to sing the song. Encourage them to use gestures as they sing. For example, students might pretend to swim, eat, fly and jump as they sing the third verse. You may want groups to sing different verses. Sing the song at various times throughout the unit.

WB Workbook page 51 may be set now. Instructions and answers are on page T6D.

Objectives

- to identify animals
- to compare sizes
- to identify and pronounce /g/ as in **g**rog and /k/ as in du**ck**

Vocabulary

nouns: bear, cat, cow, duck, frog, horse, sheep

verb: be

pronoun: it

adjectives: big, small

Materials

- cassette or CD player
- cassette or audio CD
- flashcards of animals
- paper
- large piece of paper
- stickers for Unit 6

Presentation

Activity 2 Look and listen. Say.

1. Show flashcards of the animals on page 63, say their names, and ask the students to repeat them. Place a paper over each picture so you reveal only a part of the animal. Ask the class to guess the animal. Repeat this for all the animals.
2. Draw students' attention to the picture at the top of page 63 and ask students to name any animals they can. Read the instructions and make sure students know that you will play the dialogue twice. The first time they will look at the pictures and listen to the dialogue. The second time they will listen and repeat the dialogue.

   Tapescript: This is a frog. It's a big frog. This is a frog, too. It's a small frog.
3. Point to two other animals, choose a student, and repeat the dialogue using the audio as an example: *This is a sheep. It's a big sheep.* Then put students in pairs and ask them to continue the activity by talking about the remaining pairs of animals. As students work, walk around and monitor their understanding and use of the language. Review errors later.

Activity 3 Look and match. Stick and say.

1. Draw students' attention to the pictures and ask *What do you see?* Distribute the stickers and ask students to identify the animals.
2. Read the instructions and make sure students know to match the big and small animals. Ask students to place the stickers. Check their work and then ask them to attach the stickers. Then put students in pairs and ask them to take turns saying sentences about each sticker, such as *This is a cow. It's a small cow.* As students work, walk around and monitor their understanding and use of the language. Review errors later.

WB Workbook page 53 may be set now. Instructions and answers are on page T6D.

Extension

Pronunciation: final /g/ as in *frog* and /k/ as in *duck*. Write the words below on the board. Say the words with students. Point out or elicit the letters that make the target sounds. Play the audio or say the text. Ask students to repeat after you.

/g/	/g/	/g/
frog	frog	I can see a frog. It's a green frog.
dog	dog	I can see a dog. It's a big dog.
/k/	/k/	/k/
duck	duck	I can see a duck. It's a small duck.

A frog has got four legs.
A dog has got four legs.
A duck has got two legs.
What about you?

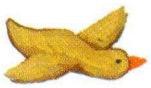
2 Look and listen. Say.



3 Look and match. Stick and say.



4 Listen and point.

1. 
bird
flying

2. 
cat
climbing

3. 
cow
eating

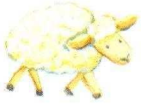
4. 
dog
sleeping

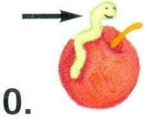
5. 
duck
swimming

6. 
farmer
talking

7. 
frog
jumping

8. 
horse
running

9. 
sheep
walking

10. 
worm
crawling

Objectives

- to identify animals and their actions
- to use the simple present and present continuous tenses
- to ask and answer questions with *what*
- to identify and pronounce /ɪŋ/ as in jump**ing**

Vocabulary

nouns: bird, cat, cow, dog, duck, farmer, frog, horse, sheep, worm

verbs: be (*is*), climb, crawl, do, eat, fly, jump, run, sleep, swim, talk, walk

pronoun: it

Materials

- cassette or CD player
- audio cassette/CD
- flashcards of animals

Presentation/Practice

Warm Up

Ask the students to stand in a circle or at their desks. Name an action, such as walking, and ask students to walk and chant: *Walking, walking, we are walking. Walking, walking. Now let's stop.* Repeat with other actions on the page, such as *climbing, flying, jumping, swimming, running.*

Show flashcards of the animals in the lesson. Ask students to name them if they can or say the names and ask students to repeat them. Encourage students to tell you how the animals move using the actions they have just practised.

Activity 4 Listen and point.

1. Point out the picture dictionary at the bottom of the page. Play the audio or read the tapescript a few times, and ask students to point to each item and repeat each time.
2. Name each animal and action again. Ask students to repeat the sentences and then point to the corresponding animals in the scene at the top of the page.

Tapescript: 1.The bird is flying. 2.The cat is climbing. 3. The cow is eating. 4. The dog is sleeping. 5. The duck is swimming. 6. The farmer is talking. 7. The frog is jumping. 8. The horse is running. 9. The sheep is walking. 10. The worm is crawling.

3. Next, say an animal's name randomly and ask students to point to the animal picture and then the animal in the scene.

Extension

Writing practice. Give students practice with writing the names of the animals. Begin by demonstrating the letter formation for the word *bird* on the board. Ask the students to practise air writing (using a finger to spell the word in the air). Then ask students to use rubbers to practise writing the word on a partner's palm. Finally, they can practise using a pencil and paper. Repeat with the other animal words.

Activity 5 Look at the picture. Point. Ask and answer.

1. Draw students' attention to the first dialogue on page 65. Play the audio or read the tapescript. Choose two students to demonstrate the dialogue for the class, pointing to the bird in the picture as they speak.

   Tapescript: What is it? It's a bird.

2. If you wish to provide students with more examples of the language, demonstrate the exchange again, pointing to and identifying a different animal on the page. Then put students in pairs and ask them to continue to follow the demonstration and identify the other animals on the page.
3. Walk around and monitor students' use of the vocabulary and language. Review errors later.
4. Draw students' attention to the second dialogue and get them to listen and follow the text in the speech balloons as you play the audio or read the tapescript. Choose two students to demonstrate the dialogue as they point to the bird flying in the scene.

   Tapescript: What's it doing? It's flying.

5. If you want to provide more examples of the language, demonstrate the exchange again with a different animal. Then put students in pairs and ask them to follow the demonstration and ask and answer questions about the other animals.
6. Point out that the two exchanges together make a conversation. Ask partners to practise the conversation, following the demonstration. Students should produce the following exchanges:

   What is it? It's a bird.
   What's it doing? It's flying.
   What is it? It's a cat.
   What's it doing? It's climbing.
   What is it? It's a cow.
   What's it doing? It's eating.
   What is it? It's a dog.
   What's it doing? It's sleeping.
   What is it? It's a duck.
   What's it doing? It's swimming.
   What is it? It's a frog.
   What's it doing? It's jumping.
   What is it? It's a horse.
   What's it doing? It's running.
   What is it? It's a sheep.
   What's it doing? It's walking.
   What is it? It's a worm.
   What's it doing? It's crawling.

7. Walk around and monitor students' use of the language and vocabulary. Review errors later.

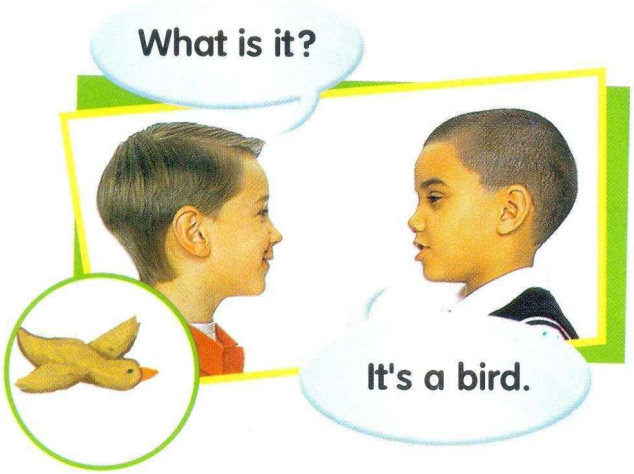
Extension

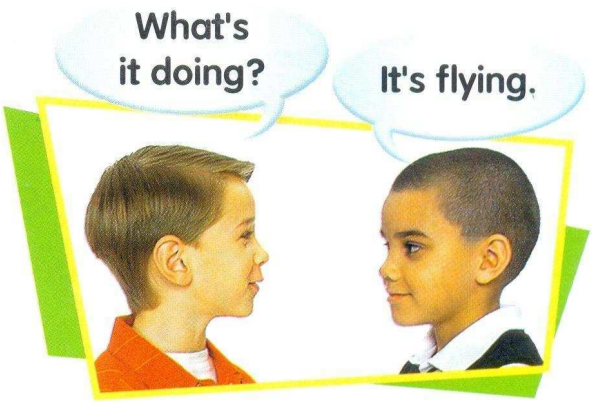
Pronunciation: final /ɪŋ/ as in *jumping*. Write the words below on the board. Say the words with students. Point out or elicit the *ing*. Play the audio or say the text. Ask students to repeat each line after you.

/ɪŋ/	/ɪŋ/
Look at the frog.	What's it doing?
It's jumping.	Let's jump!
Look at the cow.	What's it doing?
It's walking.	Let's walk!
Look at the bird.	What's it doing?
It's flying.	Let's fly!
Look at the worm.	What's it doing?
It's crawling.	Let's crawl!
Look at the sheep.	What's it doing?
It's sleeping.	Let's sleep!

Noughts and crosses. Draw two horizontal lines and two vertical lines on the board to make a grid with nine squares. In each square, draw or tape a flashcard of an animal doing something, such as a dog sleeping or a sheep eating. Form two teams, X's and O's. Ask an X student to point to a picture and say what the animal is and what it's doing. If correct, remove the picture and write X in that square. Then ask an O student to take a turn. The first team to get three of its letters in a row wins.

5 Look at the picture. Point. Ask and answer.



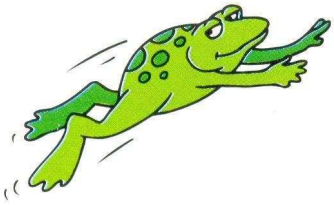


Grammar

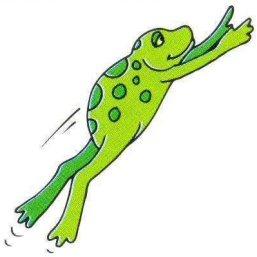
What is the fish doing? It's **swimming**.

6 Circle the action that doesn't match. Say.

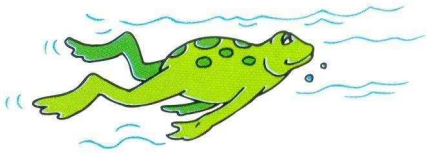
1.



It's jumping.

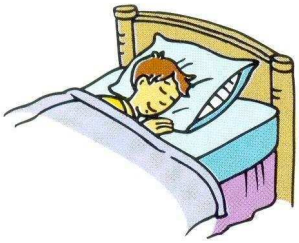


It's jumping.

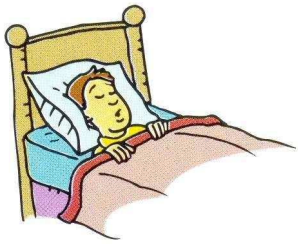


It's swimming.

2.



He's sleeping.

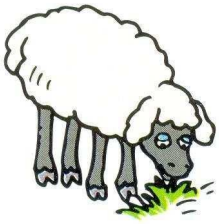


He's sleeping.

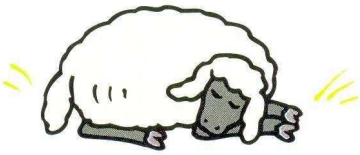


He's running.

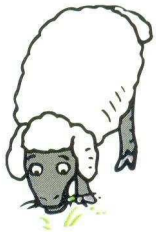
3.



It's eating.



It's sleeping.



It's eating.

4.



She's reading.



She's walking.



She's walking.

5.



It's flying.



It's flying.



It's eating.

Objectives

- to identify animals and their actions
- to use *he, she, it*
- to use the present continuous tense
- to compare and contrast

Vocabulary

nouns: bird, boy, cat, cow, frog, girl, sheep, worm

verbs: climb, do, eat, fly, jump, run, sleep, swim, walk

pronouns: he, it, she

Materials

- cassette or CD player
- audio cassette/CD
- paper
- crayons
- large piece of paper
- flashcards of animals

Language Practice

Activity 6 **Circle the action that doesn't match. Say.**

1. Show a few flashcards of animals to students and ask each time *What's it doing?* Help students answer. Then whisper actions to individual students and ask them to mime the actions. Each time ask *What is he/she doing?* Make sure students respond using the correct pronoun.
2. Draw students' attention to the grammar box at the top of page 66. Read the exchange. Explain that you can use this as an example to describe the pictures on the page.
3. Read the instructions. Make sure students understand that they will look at the three pictures in each row and circle the action that is different from the other two.
4. For each item, ask students *What's it/he/she doing?* Students can answer by looking at the pictures, and those who are able can read the sentences.
5. After students circle the answers, put them in pairs and ask them to take turns pointing to a picture and asking and answering *What's it/he/she doing?* Ask them to check their answers together.

   Answers: 1. It's swimming. 2. He's running. 3. It's sleeping. 4. She's reading. 5. It's eating.

Extension

Grammar work. Point to the two matching pictures in each row in activity 6 and ask *What are they doing?* Help students answer *They're (jumping).* Afterwards, ask students to repeat the activity in pairs.

Memory game. Ask students to stand in a circle or in rows. Ask the first student to do an action and say, for example, *I'm jumping.* The second student does an action and says, for example, *He's jumping. I'm running.* The third student does an action and says *He's jumping. She's running. I'm swimming.* Continue until students are too tired!

Activity 7 Look and listen. Say.

1. Ask students look at the cartoon strip at the top of page 67 and say whatever they can about it. Play the audio or read the dialogue as the students follow the text in the speech bubbles.

   Tapescript: Look at that! It's a bird. What are they? They're frogs. What are they doing? They're jumping. Watch out!

2. Get the whole class to read the cartoon text together. Read each line and lead students to read along with you, encouraging them to mimic your rhythm and intonation patterns. Ask students to read the dialogue several times as a group with you.
3. Choose five students to come to the front. Give them each a role in the dialogue (girl, boy, bird, two frogs). Then help them act out the dialogue for the class. You may wish to say each line quietly to the students and ask them to repeat the line as they act it out. Encourage students to gesture and speak expressively. Make sure the "frogs" sit quietly and then jump up at the end!

Extension

Role play. Small groups of students could use the cartoon strip dialogue as an example to create their own dialogue about different animals doing different things. For example, instead of frogs jumping, the students might talk about horses running or cats climbing. Encourage students to perform their dialogues for the class.

Activity 8 Listen and draw.

Draw students' attention to the picture of the barn. Read the instructions and make sure students understand that they will listen to the audio and draw a picture in the barn based on what they hear. Remind students to listen carefully for *is* or *are* as a clue so they will know if there is one or more than one of each animal. Play the audio or read the tapescript.

Tapescript: It's a barn. The cows are eating. Draw two cows eating. The cat is climbing. Draw one cat climbing.



Workbook page 54 may be set now. Instructions and answers are on page T6D.

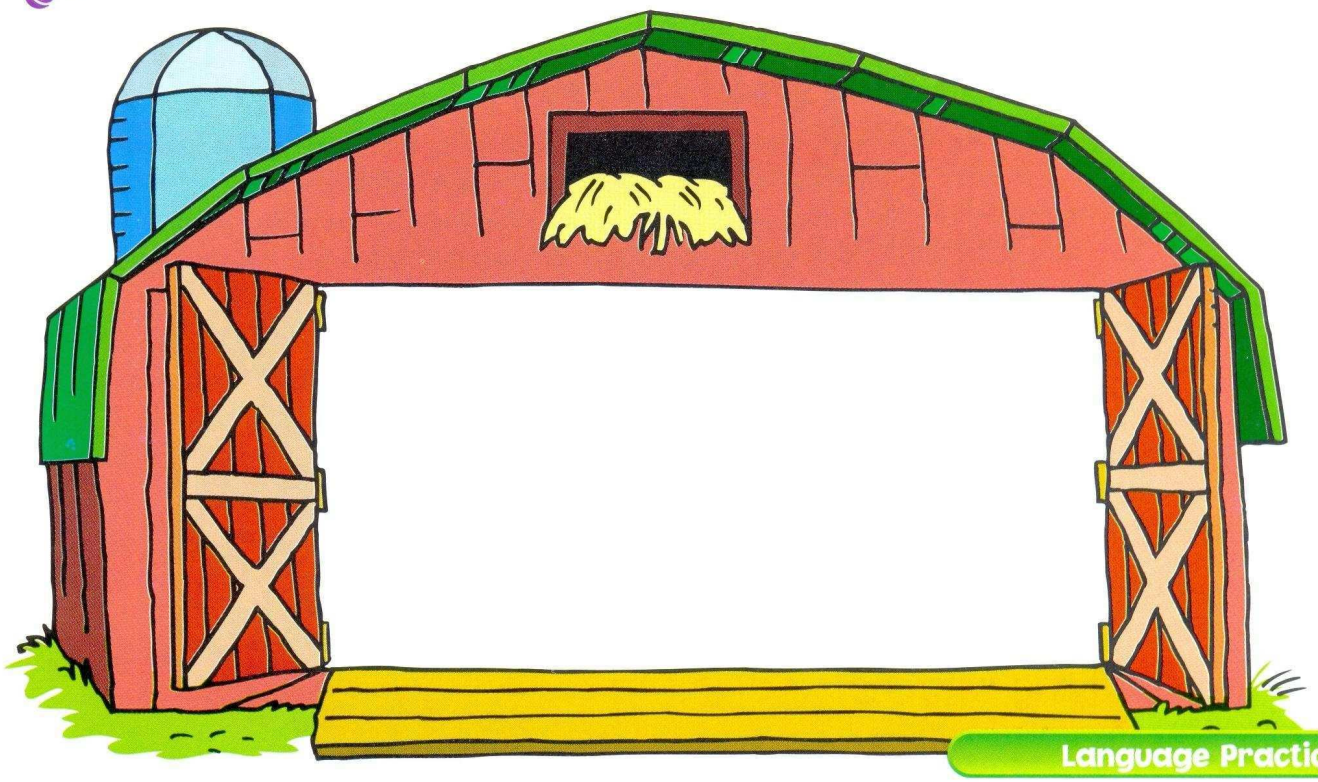
Extension

Make a graph. Draw columns on a large piece of paper and label each one with the name of an animal. Ask each student to draw a picture of their favourite animal on a small square of paper, and then stick the square in the correct column. Ask students questions about the completed graph. For example, *How many students like cows? Which animal is the class favourite?*

7 Look and listen. Say.

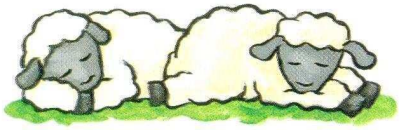


8 Listen and draw.

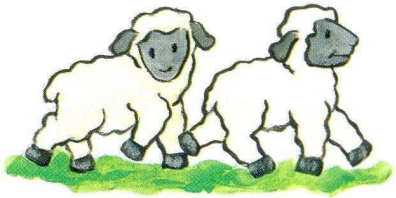


9 Look and listen. Circle.

1.

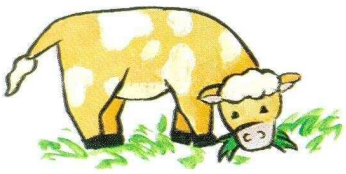


The sheep are sleeping.



The sheep are walking.

2.

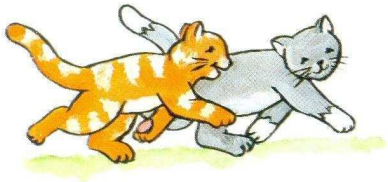


The cow is eating.



The cow is walking.

3.



The cats are running.



The cats are sleeping.

4.



The horse is eating.



The horse is running.

10 Listen and chant.

Look and See!

This is fun.
Look and see!
The birds are dancing.
They're dancing with me.

This is fun.
Look and see!
The birds are flying.
They're flying with me!



Objectives

- to identify actions
- to use the present continuous tense
- to perform a chant
- to use stress, rhythm, and intonation

Vocabulary

nouns: bird, cat, cow, horse sheep

verbs: eat, fly, run, sleep, walk

Materials

- cassette or CD player
- audio cassette/CD

Application

Activity 9 Look and listen. Circle.

1. Read the instructions with students. Explain that students will hear a sentence and circle the corresponding picture.
2. Draw students' attention to the pictures in item 1. Then play the audio or read the tapescript, and ask students to circle the picture described. Continue with the remaining pictures.

Tapescript: 1. The sheep are walking. 2. The cow is eating. 3. The cats are sleeping. 4. The horse is running.

Extension

Animals in action. Divide students into groups. Assign each group to be an animal. Within each group, choose one student to be the singular, while the rest of the group is the plural. Explain that you will say a sentence with either a singular or plural subject; for example, *The cow is walking. The cats are climbing. The bird is flying.* Each group must listen carefully to determine if the subject is singular or plural. Based on the sentence, either one (the singular) or all of the students (the plural) must perform the action. Give each group a point if they respond correctly. Continue to say sentences, changing from singular to plural and changing actions so that students must continue to listen carefully.

Activity 10 Listen and chant.

1. Stand like the girl in the picture and ask students to tell you what animal they think you are (a bird!). Tell students that they will hear a chant about a girl who is playing with birds.
2. Play the audio or chant as students listen, keeping their books closed. Afterwards, ask students to name any words they heard.
3. Ask the students to open their books. Draw their attention to the title and use gestures to help them understand this exclamation. Play the chant again and ask students to follow the text as they listen.
4. Ask students to read the chant together and act out the actions in each verse. Encourage them to copy the stress, rhythm and intonation of the audio.

WB Workbook page 55 may be set now. Instructions and answers are on page T6D.

Extension

Create verses. Work with students to create additional verses. For example, *This is fun. Look and see! The horses are running. They're running with me.* Encourage students to think of actions to go with the new verses.

Objectives

- to listen and read for enjoyment
- to use context and picture clues
- to retell a story

Vocabulary

nouns: ant, bird, cat, house, room, rug

verbs: be, chase, crawl, do, fly, run, stay

pronouns: everybody, I, it, me, they, you

Materials

- cassette or CD player
- audio cassette/CD

Summary

Out of My House! A boy has ants, cats, and a bird in his house. He chases them out.

Before Reading

1. Ask students to take out pages 69–70. Demonstrate how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Warm up the class by talking about animals that you like to see in your house and those animals you don't like to see in your house. Invite a volunteer to read the title of the book *Out of My House!* and ask students to look at the pictures and say what they see on each page. Then ask students to guess what the story is about.
3. Encourage students to tell you which words they think they will hear in the story. Write these on the board to refer to later. Take this opportunity to revise vocabulary (rooms in the house, clothing, numbers, colours).

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Tell them that they can talk about the story and ask questions when you read it again.
2. As you read the story or play the audio a second time, act out the story and point to the pictures to help students understand. Encourage students to seek meaning from context, from accompanying pictures and from each other. Remind students that they can ask questions and talk about the story when you read it again.
3. As you play the audio or read the story a third time, invite students to gesture and point to the pictures with you. Encourage students to point to the speech bubbles and follow the conversation in their own books. Invite them to ask questions.
4. **Reading strategy awareness: Use context and picture clues.** Remind students that they can use context and picture clues to work out words they don't know. Example: *I don't know the word* rug, *but I do know the word* crawling. *I can see ants crawling on this* (point to the rug), *so this must be a rug.*

Out of My House!

by Yoko Mia Hirano





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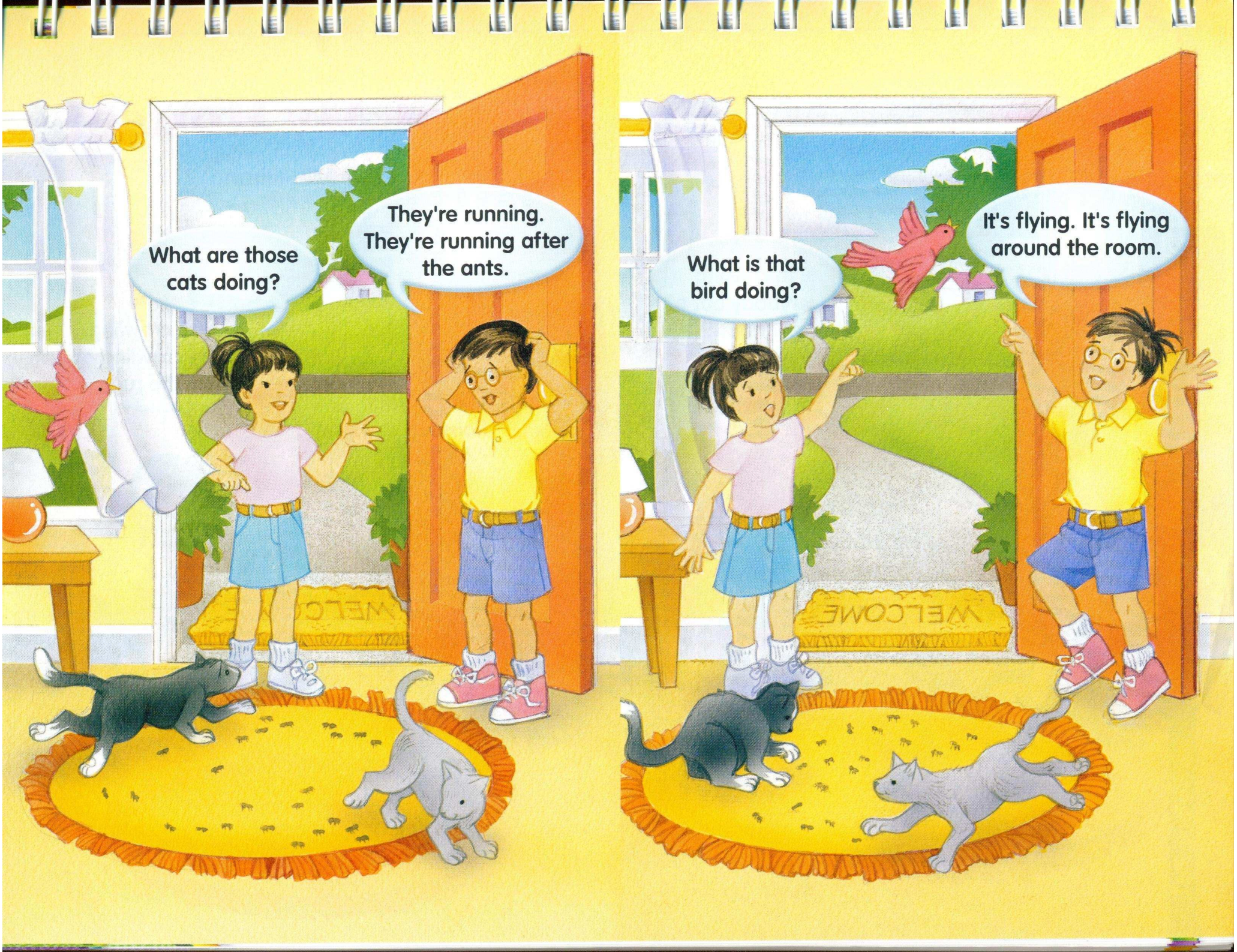

What are those cats doing?
They're running. They're running after the ants.
What is that bird doing?
It's flying. It's flying around the room.

5. **Echo read.** To help students develop oral reading skills, echo read the story with them. Please see page T10 for an explanation of this technique.
6. **Reading together.** To help students develop fluency in their oral reading, ask the class to read the story aloud with you. Read expressively as you emphasise key words. Keep to a pace that is comfortable for students. Ask students to follow the text as they read and listen for words they don't know. Above all, have fun!

After Reading

Check comprehension. Ask questions such as the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and ask students to point when they answer.

Where are the ants? What are they doing?

What are the cats doing?

What other animal is in the house? What is it doing?

What is the boy doing? Is he happy?

Summarise the story. Put students in pairs. Ask them to take turns using the pictures and the text to retell in their own words what is happening on the page. Demonstrate this with a student first.

Home-school link. Encourage students to take their Little Books home and share *Out of My House!* with their families and friends.

If you think students would like to read the story to their families but need more support, record the story for them. To help students of all abilities, record the story: 1) sentence by sentence, pausing for students to repeat each sentence; 2) one page at a time, pausing for students to repeat each page; 3) entirely without pausing.



Workbook pages 56–57 may be set now. Instructions and answers are on page T6D.

Extension

Act it out. Put students in small groups. Ask students to draw pictures of everyone in the story and make puppets by attaching the pictures to pencils or a string. Then draw a large rug and place it on a table to make a stage. Ask students to use their puppets to act out the story while they listen to the audio. Encourage students to say as much dialogue as they can.

Change the story. Invite students to change the story by pretending there are different animals in the house. For example, there might be frogs hopping, horses running after the frogs, and sheep sleeping all over the room.

Preposition revision. Take this opportunity to revise the prepositions *in*, *out*, *over* and *after*.

Objectives

- to make puppets
- to identify and describe animals
- to talk about size
- to compare and contrast
- to classify

Vocabulary

nouns: bird, cow, frog, horse, turtle

adjectives: big, small

Materials

- cut-outs from page 121
- pencils or sticks
- tape
- crayons
- scissors
- thread

Application

Project: Make Animal Puppets

1. Draw students' attention to the pictures and explain that students will make big and small puppets. Relate the project to the rest of the unit by pointing out that the class has learned how to talk about different animals. Now they are going to make animal puppets that they will talk about.
2. Read the instructions. Explain that students will cut out and colour the animals from page 121. Then they will tape each animal to a pencil or stick to make a puppet.
3. Help students colour the animals on page 121 and cut them out. You might collect the cut-outs and stick them onto sticks yourself, or you might let the students do this themselves.
4. Invite students to talk about their completed puppets. Read the sentence in the speech bubble and ask students to repeat it. Then put students in pairs and ask them to say sentences about their own puppets, using the speech bubble on the page as an example: *It's a big horse. It's a big cow. It's a small frog. It's a small tortoise. It's a small bird.*

Extension

Out of my house! Put students in groups and ask them to make a play based on the story *Out of My House!* Students can use their animal puppets to perform the play.

Class book. Make a class book of animals. Ask students to cut out pictures of animals from magazines. Work with them to sort the animals into different groups, for example, *big animals* and *small animals* or *farm animals* and *zoo animals*. Assign one page to each group and ask students to stick the pictures onto the appropriate page. Help them label each picture with the animal's name. Give the book a cover, and bind it with thread. Make it available for students to look at.

The same game. Stick pictures of animals on cards, and put the cards in a pile. Invite students to choose two pictures and tell you one thing that is the same about the animals. *They have got two legs. They are brown. They are small. They walk.* Alternatively, you may give the cards out, one per student. Ask students to tell a partner one thing that is the same about their animals. Then ask students to pass the cards around and repeat the activity.

Project

Make Animal Puppets.

Colour and cut out the animals on page 121.







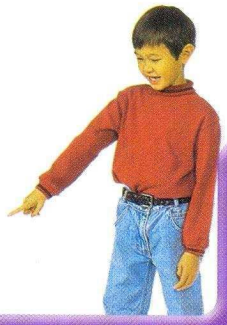
Here's a small tortoise and a big horse.

Play a Game!

Look and say.

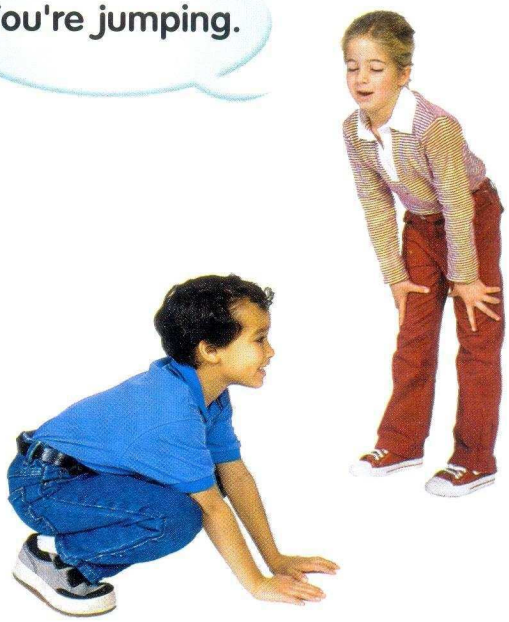


What are the horses doing?



They're eating.

You're jumping.



KNOW IT? SHOW IT!

Play a mime game.

Objectives

- to identify animals and their actions
- to use plural nouns

Vocabulary

nouns: bird, cat, dog, duck, frog, horse, sheep, worm

verbs: be (*are, is*), climb, crawl, do, eat, fly, jump, run, sleep, swim

pronouns: it, they, you

Materials

- place markers
- coins
- paper
- pencils

Assessment

Play a Game!

1. Draw students' attention to the game board. Distribute place markers, one per student. Demonstrate how the game works.
   a. Students play in pairs. The student playing first flips a coin to determine how many spaces to move his or her marker forward: heads is one space, tails is two spaces.
   b. The second student looks at the picture and asks a question: *What are the horses doing?*
   c. The student who landed on the picture with his or her marker answers: *They're eating.* If the answer is correct, he or she stays on the space. If it is incorrect, he or she moves back a space.
   d. The partners then reverse their roles as the second student moves his or her marker on the board.
   e. Allow pairs of students to go around the board several times, until they have landed on most or all of the squares.
   f. Students may ask a two-part question: *What are they? What are they doing?*
2. As pairs of students play the game, walk around the room and monitor their language. Assess students' use of the target language and their ability to correctly identify each animal and action. Use the Oral Assessment Checklist as you observe students. Review errors later.

Know it? Show it!

1. Draw students' attention to the picture at the bottom of the page. Explain that the students are playing a mime game. The boy is pretending to be a frog jumping and his team-mate is guessing what he's doing.
2. Read the instructions and make sure students understand that they will work in pairs or small groups to play the mime game.
3. One team member acts out an animal doing something. The other team member guesses what the animal is and what it is doing. After the second team member guesses correctly, they swap roles. Use the Oral Assessment Checklist as you observe students.



Workbook page 58 may be set now or after students complete the formal assessment on Student Book page 73. Instructions and answers are on page T6D.

Objectives

- to identify animals
- to identify what animals are doing
- to identify how many
- to assess one's own progress

Vocabulary

nouns: bird, cat, cow, dog, horse

verbs: climb, eat, fly, jump, sleep

Materials

- flashcards of animals
- tape
- unit assessment materials

Assessment

Look and count. Write the number and say.

1. Before the final assessment, revise the key vocabulary and grammar targets for the unit. Give out the flashcards of animals from the unit to individual students and help those students ask the class *What is it? What is it doing?*
2. Ask students to open their books at page 73. Read the instructions with students and then draw their attention to the farm scene. Explain that students will identify what each animal is doing and then count each kind of animal and write the number on the correct line below the picture.

   Answers: 4 horses jumping; 5 cows eating; 2 cats climbing; 2 dogs sleeping; 3 birds flying
3. Ask students to check their work with a partner and take turns saying each phrase.

Now I Know!

Ask students to colour in the large ticks when they are satisfied they have met the following: animal words; action words; size words. Students should also feel confident producing and responding to questions and statements based on the following language: *What is it? What's it doing?* If students need more work in a particular learning point, revise it with them until they can colour in that tick with confidence.



Workbook page 59 may be set now. Instructions and answers are on page T6D.

Unit and Revision Tests

Ask students to complete the Unit 6 Test. See page xxxii. Help them prepare for the test by revising the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

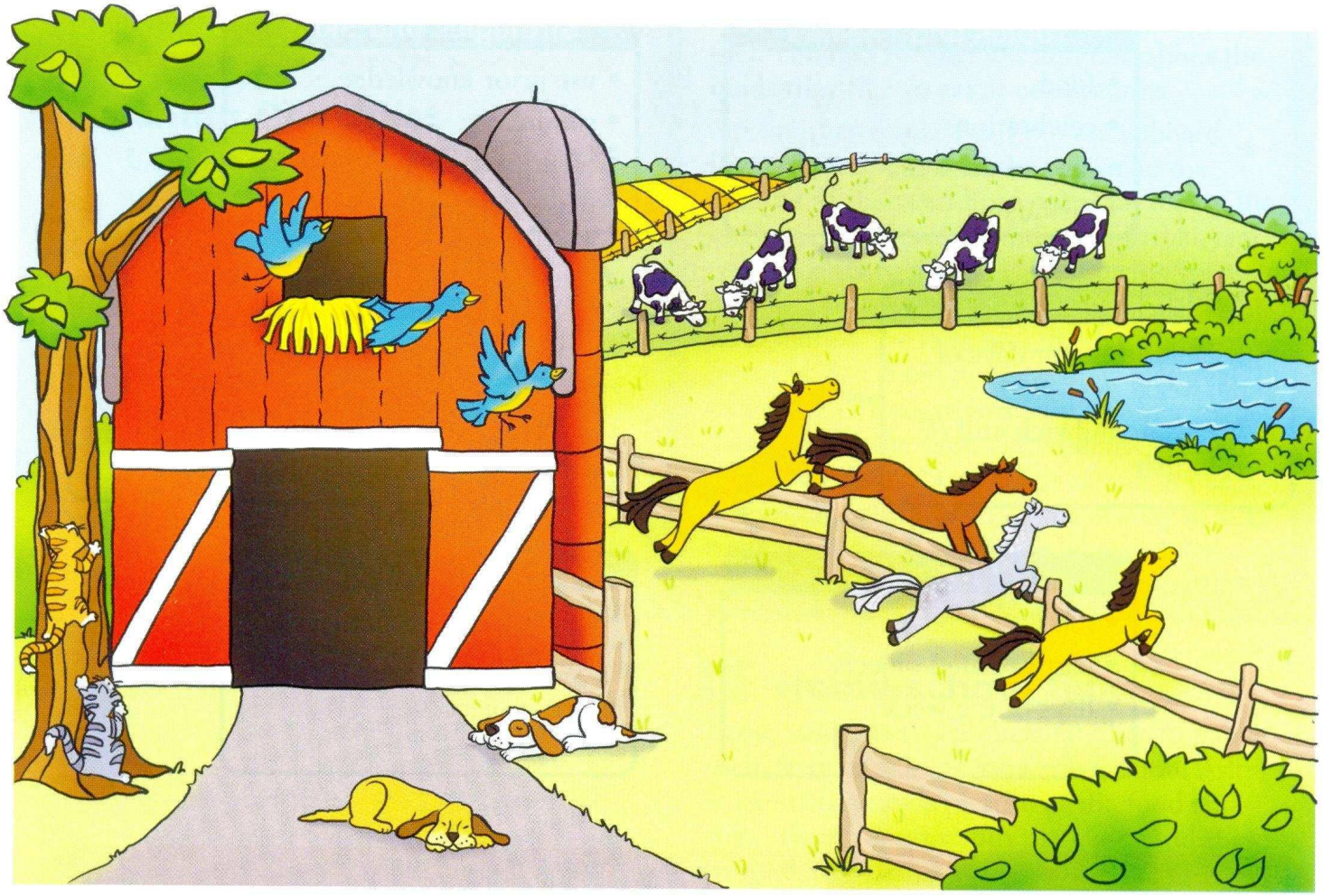
Ask students to complete the Units 4–6 Revision Test. See pages xxxviii–xxxix.

Extension

Talk about learning English. Ask questions, such as *What did you like learning in this unit? What do you want to learn more about? What was easy to understand? What was hard to understand? Which activities helped you learn?*

What animal am I? Tape a picture of an animal to each student's back. Partners take turns asking each other *yes/no* questions to find out what animal they are. They can ask questions about size, colour, and actions, for example, *Am I small? Am I green? Do I jump?* Demonstrate this a few times with a partner.

Look and count. Write the number and say.



4 horses jumping

____ cows eating

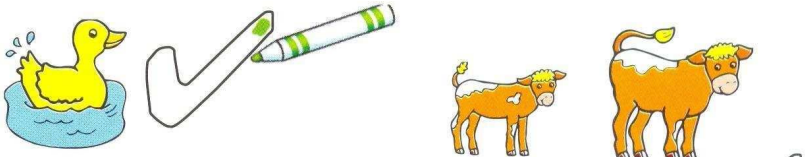
____ cats climbing

____ dogs sleeping

____ birds flying

NOW I KNOW!





What's it doing?

UNIT 7

Celebrations

Unit Seven Overview

Topics and Themes
- food
- celebrations
- days of the week
- birthdays

Strategies and Skills
- use prior knowledge
- summarise
- identify sequence
- make predictions

Pronunciation
- syllable stress for days of the week
- /tʃ/ as in sandwi**ch** and /ʃ/ as in fi**sh**

Grammar
- simple present tense
- *yes/no* questions
- questions with *How old?* and *When?*

Vocabulary
- food
- party-related objects
- days of the week

Content Connections
- Language Arts: fiction
- Music: song, chant
- Art: project

Key vocabulary

Food	Days of the Week	Party Words	Actions
apple pie	Sunday	balloon	eat
burger	Monday	birthday	have
cake	Tuesday	candle	need
carrot	Wednesday	celebration	open
hot dog	Thursday	game	plan
ice cream	Friday	gift	sing
lemonade	Saturday	hat	skip
lettuce		party	run
milk		present	wear
milk shake			whistle
pizza			
rice			
salad			
sandwich			
soup			

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

	Component	✔ I Plan to Use
1.	Workbook, Unit 7	☐
2.	Flashcards	☐
3.	Video, Unit 7	☐
4.	CD-ROM, Unit 7	☐

Noticeboard Ideas

Call a noticeboard display *Party Foods*. Ask students to make a favourite party foods collage using pictures of foods they have drawn or cut out from magazines. Throughout the unit, ask students to present their collages to the class and talk about the foods they like to eat at celebrations.

For another display, call the noticeboard *Class Birthdays*. Across the top write the months of the year. Find out what day of the week each student's birthday is for that year. Ask students to draw a cake showing how old they will be on their next birthday and write their names, the date and the day on their pictures. Ask them to place their pictures under the correct month and in order by day. Throughout the unit, ask students *When is (Tom's) birthday?* Help them answer *It's on (Wednesday) this year.* Use this display to keep track of students' birthdays all year long.

Home-school links

Invite students to ask their families to name their favourite foods for a celebration. Ask students to draw a picture of the food and share their pictures with the class. Add these to the Party Foods collage above.

Little Book: *Rabbit Joe Has a Party*

Summary: Rabbit Sue tells Rabbit Joe that he needs to have pizza, cake, and ice cream for his party, but Rabbit Joe doesn't have those foods. He serves what he has – carrot soup and lettuce pie!

Workbook Tapescripts

Page 61: 1. Listen. Cut and glue. (Play the song.)

Page 64: 4. Listen. Circle *yes* or *no*.

1. She's got a hot dog.
2. He's got lemonade.
3. She's got pizza.
4. He's got a balloon.
5. He's got three hats.
6. She's got four biscuits.

Page 65: 6. Listen and match. Draw a line. (Play the chant.)

Page 68: 10. Listen and read. Match. Draw a line.

1. I've got rice.
2. I've got cake.
3. I've got milk.
4. I've got a sandwich.
5. I've got a present.
6. I've got ice cream.

PREPARATORY NOTES

Workbook Instructions and Answers

Page 61

Act 1: Students listen to the song. They cut and glue the cut-outs onto their outlines in the scene.

Page 63

Act 2: Students draw a line from each child to the cake that shows how old he or she is, based on the speech bubble: *I'm six years old* to the cake with six candles; *I'm seven years old* to the cake with seven candles; *I'm eight years old* to the cake with eight candles.

Act 3: Students use the word box to help them finish spelling the days of the week: 1. Monday 2. Tuesday 3. Friday 4. Saturday

Page 64

Act 4: Students listen to the audio. They circle *yes* if the audio describes the picture, and *no* if it doesn't: 1. yes 2. no 3. yes 4. no 5. yes 6. no

For an extension, ask students to say the correct sentence for items 2, 4, and 6.

Act 5: Students use their imaginations to draw a picture of some food. They write to finish the sentence naming what they have.

Page 65

Act 6: Students listen to the chant. They draw a line matching each verse with the picture it describes: the first verse to the whistle; the second verse to the sweater in the big, square box; the third verse to the unknown present.

Page 66

Act 7: Students write two sentences following the examples. They use words from the word box: *Rabbit Joe has got (carrots). He hasn't got (pizza/cake/ice cream).*

Act 8: Students draw a face to say how they liked the story. Responses will vary.

Page 67

Act 9: Students draw a picture to show what food they want at a party. They write a sentence about the picture: *I want hot dogs and ice cream.* Pictures will vary.

Page 68

Act 10: Students read along with the audio. They draw a line from each sentence to the matching picture.

Page 69

Cut-out activity: Favourite food.
Students draw and label four favourite food items. They cut out the squares. Use their work to create a class pictograph of students' favourite food.

UNIT 7

Celebrations

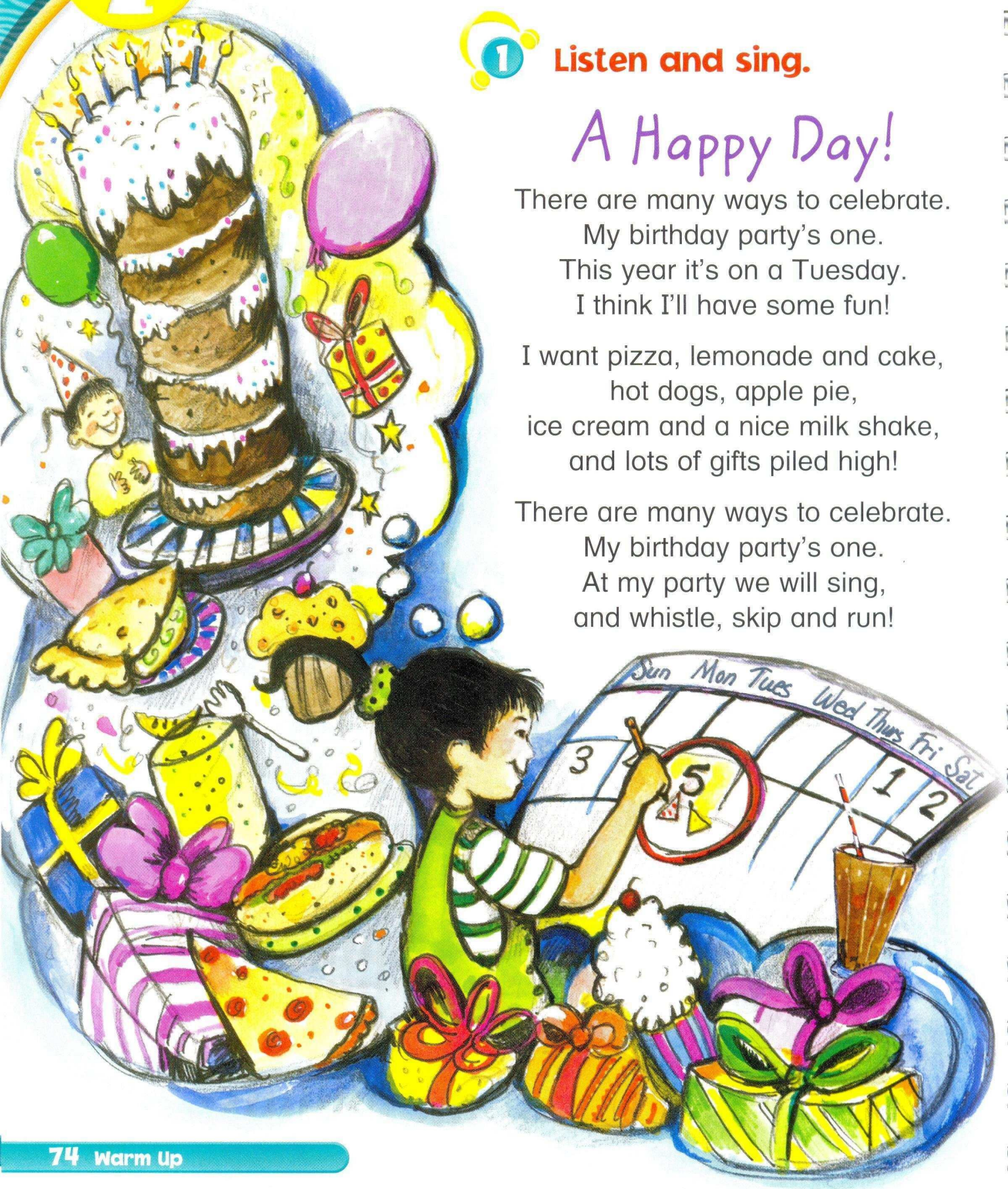
1 **Listen and sing.**

A Happy Day!

There are many ways to celebrate.
My birthday party's one.
This year it's on a Tuesday.
I think I'll have some fun!

I want pizza, lemonade and cake,
hot dogs, apple pie,
ice cream and a nice milk shake,
and lots of gifts piled high!

There are many ways to celebrate.
My birthday party's one.
At my party we will sing,
and whistle, skip and run!



Objectives

- to identify party foods
- to sing a song
- to use stress, rhythm and intonation

Vocabulary

nouns: apple pie, cake, hot dogs, lemonade, pizza, Tuesday

Materials

- cassette or CD player
- audio cassette/CD
- pictures of celebrations
- flashcards and other pictures of food

Warm Up

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

A is for apple. Revise the alphabet as you introduce or review some thematic vocabulary. Hold up a picture of an apple and say *A is for apple*. Ask students to repeat. Continue through the alphabet in this way. You don't need to include every letter in the activity; ten letters will be fine. Afterwards, show the apple again, and say *A is for* ____. Prompt students to fill in the blank. Repeat for the other letters.

Celebration collage. Show pictures of several celebrations and talk about them. Write the word *celebration* on a large piece of paper. Give each student a card and ask him or her to draw something they do or eat at a celebration. Make sure you have a variety of items. Collect the cards and place them on the collage. Ask students to name what they can. Introduce words as students request them. Add new words and pictures throughout the unit.

Activity 1 Listen and sing.

1. Before students open their books at page 74, show flashcards or pictures of the foods in the song and identify each one. Ask students to pretend to hold and eat the food and repeat each word a few times.
2. Keeping the books closed, play the song once so students can listen. Ask students to tell you any words they recognised, such as names of foods. Draw students' attention to the pictures on page 74 and ask them to say all they can about these.
3. Read the title of the song and ask students to repeat. Play the song a second time and ask students to find the foods in the picture that are named in the song. Explain new vocabulary using the pictures and through gestures *(gifts piled high, skip)*.
4. When students feel comfortable, invite them to sing the song. Encourage them to point to pictures of key words as they sing and to use gestures to extend the meaning of the song. Students can also act out words, such as *whistle*, *skip* and *run*.



Workbook page 61 may be set now. Instructions and answers are on page 7D.

Extension

Pass the food. Distribute flashcards or other pictures of the food in the song to students around the room. Ask each student to stand, show the card to the class and say *(pizza)*. Then play the song and gesture for students to sit and pass the cards around while they listen to the music. Then stop the song and ask the students holding cards to stand up with their cards and name them. Continue this a few times.

Objectives

- to identify the days of the week
- to ask and answer the question *How old are you?*
- to use the simple present tense
- to identify and pronounce the syllable stress for the days of the week

Vocabulary

nouns: birthday; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

verb: be (*is*)

pronouns: I, you

possessive pronouns: my, your

Materials

- calendar
- list of students' birthdays
- stickers for Unit 7
- cassette or CD player
- audio cassette/CD

Presentation

Activity 2 Look and listen. Say.

1. Display a calendar. Name the days of the week and ask students to repeat them. Ask students to say when their birthdays are. Show how to find them on a calendar. Use the target language when you find each birthday on the calendar: *Your birthday is on (Monday) this year.*
2. Read the instructions and explain that you will play the audio twice. The first time, students just listen. The second time, students listen and repeat each sentence.

Tapescript: When is your birthday?
My birthday is on Friday this year.
How old are you?
I'm six years old.

3. Display the calendar. Demonstrate the dialogue with a student, using his or her actual birthday and age. Put students in pairs and ask them to follow the demonstration to ask and answer about their birthdays.

Activity 3 Listen and stick.

1. Draw students' attention to the bottom of the page. Play the audio. Guide students to point to each day as they repeat each word.

Tapescript: Sunday. Monday. Tuesday. Wednesday. Thursday. Friday. Saturday.

2. Ask students to look at the stickers and identify the number candle on each cake. Tell students to place and then stick the stickers based on what they hear.

Tapescript: Today is Friday. It's my birthday. I'm six years old. Today is Sunday. It's my birthday. I'm eight years old. Today is Wednesday. It's my birthday. I'm seven years old.



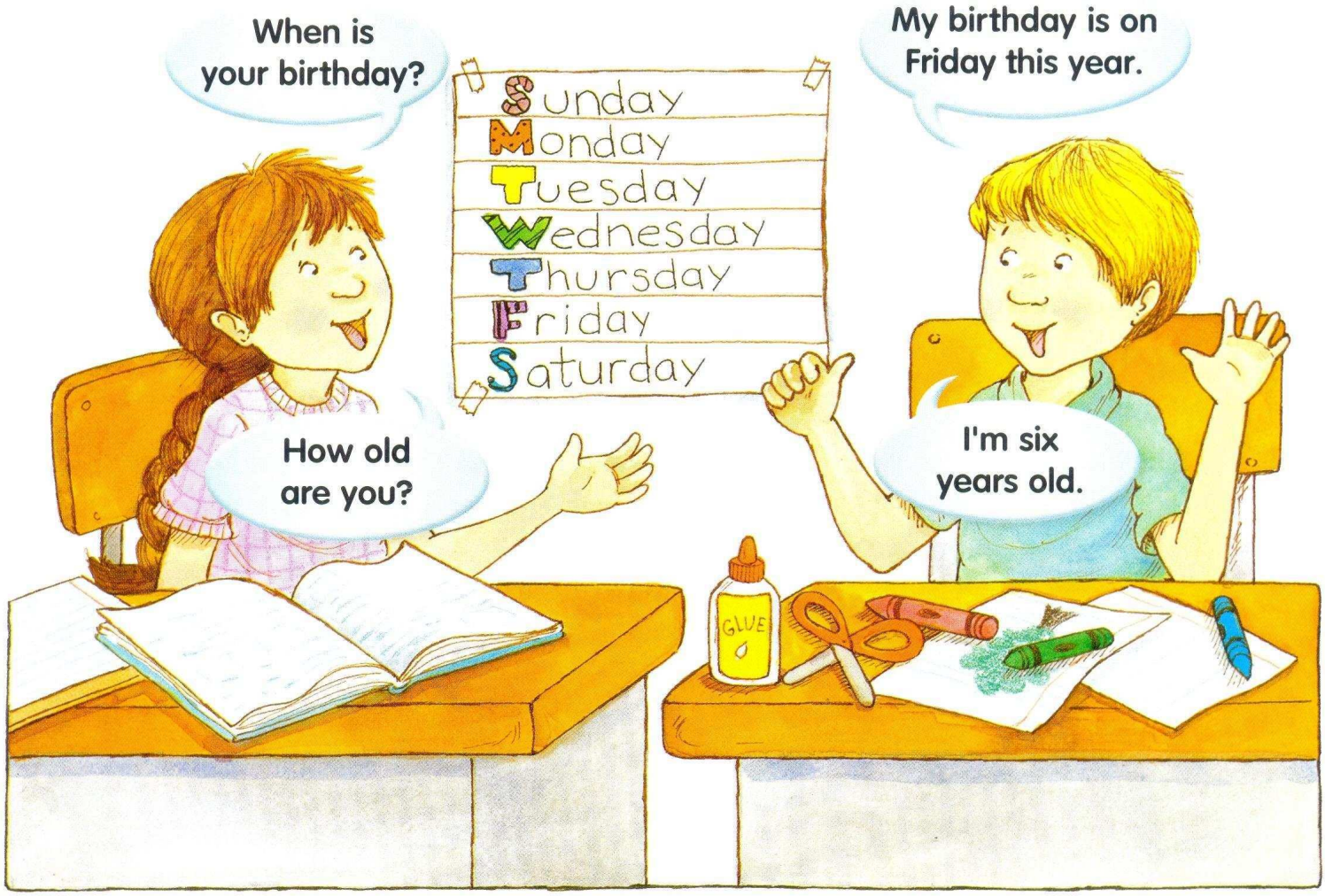
Workbook page 63 may be set now. Instructions and answers are on page T7D.

Extension

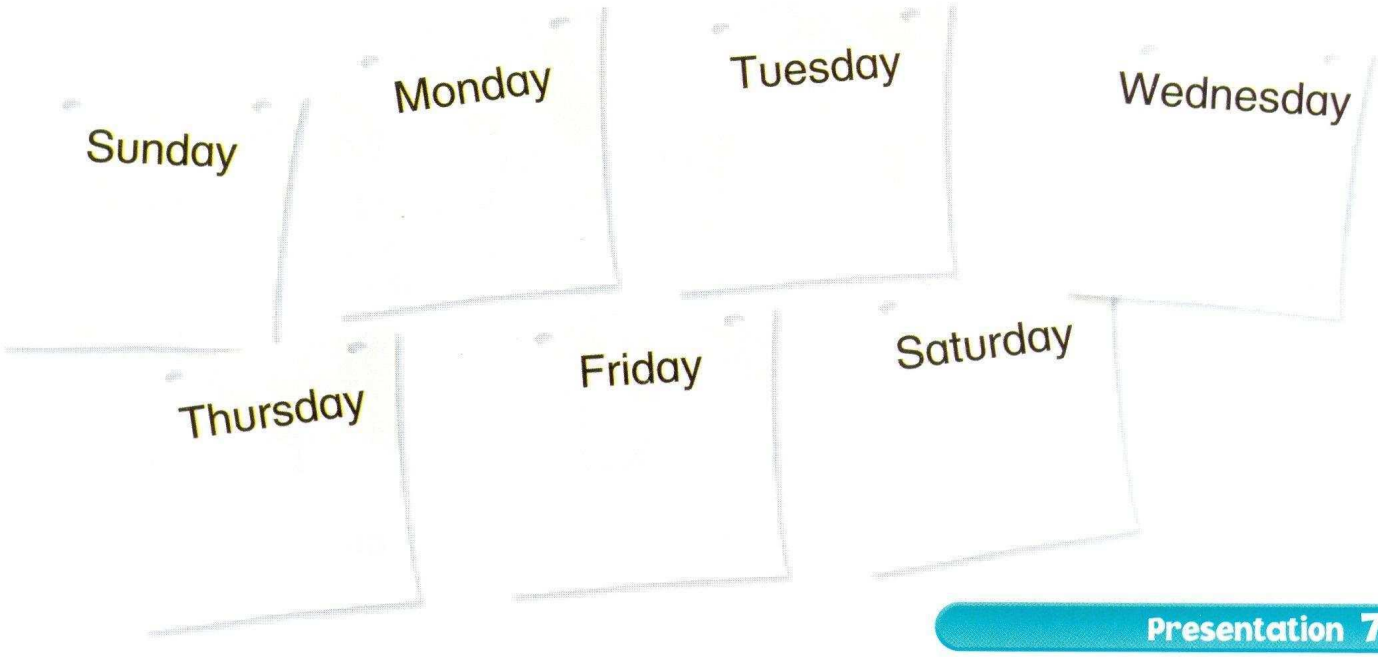
Pronunciation: Syllable stress for days of the week. Play the audio and ask students to listen for the stressed syllable in each word. Point out by demonstrating that all the days have two syllables, except for *Saturday*, which has three. Point out the reduction of sounds and the silent letter *d* in the word *Wednesday*. Repeat the words and ask students to show syllable stress by clapping loudly on the stressed (first) syllable and lightly on the other syllable(s). Ask students to repeat the audio after you and clap to show syllable stress.

Monday	Monday	My birthday's on Monday.
Tuesday	Tuesday	My birthday's on Tuesday.
Wednesday	Wednesday	My birthday's on Wednesday.
Thursday	Thursday	My birthday's on Thursday.
Friday	Friday	My birthday's on Friday.
Saturday	Saturday	My birthday's on Saturday.
Sunday	Sunday	My birthday's on Sunday.

2 Look and listen. Say.

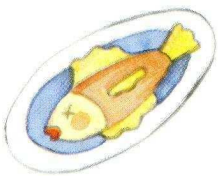


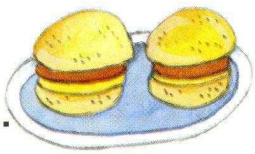
3 Listen and point. Listen and stick.



4 Listen and point.

1. 
cake

2. 
fish

3. 
burgers

4. 
ice cream

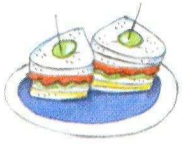
5. 
lemonade

6. 
milk

7. 
pizza

8. 
rice

9. 
salad

10. 
sandwiches

Objectives

- to identify party foods and drinks
- to express opinions
- to ask and answer questions with *What*
- to ask and answer *yes/no* questions
- to identify and pronounce /tʃ/ as in sandwi**ch** and /ʃ/ as in fi**sh**

Vocabulary

nouns: burgers, cake, fish, ice cream, lemonade, milk, pizza, rice, salad, sandwiches

verbs: have, like

pronouns: he, I, she, you

Materials

- cassette or CD player
- audio cassette/CD
- realia and flashcards or other pictures of food

Presentation/Practice

Warm Up

Display flashcards, pictures or realia of the food and drinks presented on the page. Number these from one to ten. Pretend to eat or drink something and ask students to guess what it is by pointing to its picture, saying the number of the picture, or naming the item. Afterwards, name each food or drink and ask students to repeat it. Then allow students to act out eating or drinking while their classmates guess.

Activity 4 Listen and Point.

1. Draw students' attention to the scene on pages 76–77. Ask them to say all they can to describe the scene.
2. Direct students' attention to the picture dictionary at the bottom of the page. Make sure students understand that you will play the audio twice. The first time, ask students to just listen as they point to the pictures. The second time, ask students to repeat each word and find the corresponding picture of it in the scene.

Tapescript: 1. cake 2. fish 3. burgers 4. ice cream 5. lemonade 6. milk 7. pizza 8. rice 9. salad 10. sandwiches

3. Say one of the items and ask students point to the item in the picture dictionary and in the scene. Each time, ask students to check their work with a partner. Walk around and monitor students' pronunciation and ability to identify the vocabulary. Review persistent errors later.

Extension

Slap it! Place pictures of the food on a table. Call out a food. The first student to touch the picture repeats the name and keeps the picture. The student with the most pictures wins. To play this in small groups, ask students to sit in a circle around a group of numbered pictures. Assign a record-keeper in each group. Call out a food. The first student in each group to touch the food writes down the number of the food. The students in each group with the most numbers win.

Standing bingo. Put students in groups of four. Ask each student in a group to choose a different food and draw it on a piece of paper. Then ask students to stand up in their groups. Put all the pictures in a bag. Choose a picture and name the food. The students who drew that food sit down. The first group to have all its members sitting down wins.

Activity 5 Look at the picture. Point. Ask and answer.

1. Draw students' attention to the first dialogue at the bottom of page 77. Play the audio or read the tapescript. Then choose two students to repeat the conversation for the class. Be sure they are pointing to the boy with a glass of milk on page 76.

Tapescript: What has he got? He's got milk.

2. Ask students to work in pairs to take turns asking and answering questions about the picture using the audio as an example.

Students should produce exchanges like the following:

What has he got? He's got cake.
What has she got? She's got salad.
What has she got? She's got rice.
What has he got? He's got burgers.
What has she got? She's got pizza.
What has he got? He's got ice cream.
What has he got? He's got milk.
What has she got? She's got sandwiches.
What has she got? She's got lemonade.
What has she got? She's got fish.

3. As students work in pairs, walk around the room to monitor their use of the language. Review errors later.

Activity 6 Ask and answer about you.

1. Prompt a volunteer to hold up a picture of some pizza and ask you *Do you like pizza?* Pretend to be really excited, smile, rub your stomach, and say *Yes, I do*. Then prompt the volunteer to hold up a picture of some cake and ask you *Do you like cake?* Make a face and shake your head no as you answer *No, I don't*.

2. Draw students' attention to the dialogue. Play the audio or read the tapescript. Make sure the students understand that the children in the picture are talking about themselves. Then choose two students to repeat the dialogue. Make sure they point to the glass of milk.

Tapescript: Do you like milk? Yes, I do.

2. Then tell the two students to repeat the dialogue about a different food on the page. Put students in pairs and get them to take turns asking and answering questions about themselves using the audio as an example. Students' exchanges will vary, but may resemble the following:

Do you like cake? Yes, I do.
Do you like fish? No, I don't.
Do you like burgers? Yes, I do.
Do you like ice cream? No, I don't.

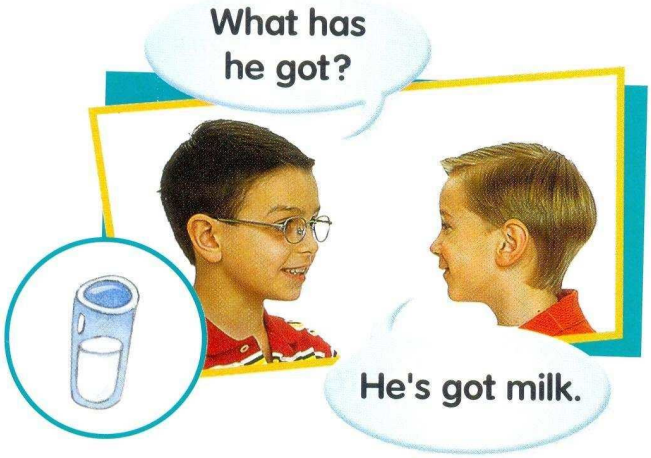
Extension

Pronunciation: /tʃ/ as in *sandwich* and /ʃ/ as in *fish*. Write the words below on the board and say them with students. Point out or elicit the letters which make the target sounds. Play the audio or say the text. Ask students to repeat as necessary.

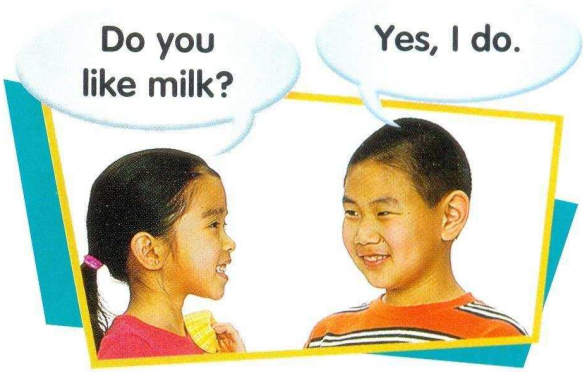
/tʃ/	/tʃ/	/tʃ/
sandwich	chair	kitchen
I like to eat a sandwich		
In my chair in the kitchen		
With my teddy bear.		
/ʃ/	/ʃ/	/ʃ/
fish	milk shake	
some fish	some fish	I want some fish, please.
And a milk shake	a milk shake	I want a milk shake, too, please.

Grammar work. Practise short answer responses *Yes, I do* and *No, I don't*. Write both answers on the board. Explain that *don't* is the contracted form of *do not*. Show pictures of food. Ask two students to come to the front. One picks a card and asks his or her partner *Do you like (milk)?* The other student answers. They swap roles and repeat the dialogue. Repeat this with other pairs.

5 Look at the picture. Point. Ask and answer.



6 Ask and answer about you.

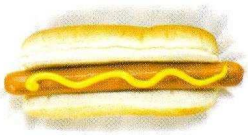


Grammar

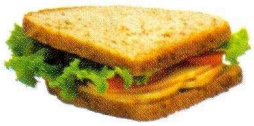
What **has she got**?
She's got cake.

7 Look and listen. Circle.

1. She's got  cake.  a burger.

2. She's got  a hot dog.  pizza.

3. He's got  two hot dogs.  two presents.

4. He's got  pizza.  a sandwich.

5. I've got  milk.  lemonade.

6. I've got  three balloons.  three hats.

Objectives

- to identify food
- to use the simple present tense
- to ask and answer questions with *what*

Vocabulary

nouns: balloon, burger, cake, hat, hot dog, lemonade, milk, pizza, present, sandwich

verb: have

pronouns: he, I, she, you

Materials

- cassette or CD player
- audio cassette/CD
- crayons
- flashcards or other pictures of food

Language Practice

Activity 7 **Look and listen. Circle.**

1. Place flashcards of food on the board and ask students to identify each one. Revise the words *balloon*, *hat* and *present* using realia or flashcards or other pictures.
2. Draw students' attention to the grammar box. Read the sentences aloud and ask students to repeat. Explain that students will listen to similar conversations in the next activity.
3. Read the instructions aloud. Make sure students understand that they will look at the pictures while they listen to the audio. They will circle the picture that matches what they hear. Play the audio or read the tapescript aloud two or three times. Ask students to circle the answers. Then check students' work by inviting individuals to give the answers.

Tapescript: 1 What has she got? She's got cake.
2 What has she got? She's got a hot dog.
3 What has he got? He's got two presents.
4 What has he got? He's got a sandwich.
5 What have you got? I've got milk.
6 What have you got? I've got three hats.

Extension

Memory game. Choose five students to come to the front. Give each one a picture of food. Ask the class to look carefully at the students and the food items. Tell the class to remember what each student has. Then ask the students to hide the pictures behind their backs and change places. Ask the class *Who's got the ice cream? Who's got the hot dog?*

Measurement words. Give out pictures of rice, cake, pizza, ice cream, and milk to students. Choose students to ask the class *What has he got?* Help the class answer. Then introduce these measurement words to students:

glass of milk, glass of lemonade

piece/slice of cake

piece/slice of pizza

bowl of ice cream

Use props and pictures to show and explain the new measurement words. Note that *a piece of* and *a slice of* can sometimes be used interchangeably.

Say the phrases above with the words indicated. Ask students to repeat them a few times. Then use the phrases in sentences about the pictures on page 78.

Activity 8 Look and listen. Say.

1. Draw students' attention to the cartoon strip. Ask them to say what they can about them. Explain that the two boys are comparing their lunches. Explain that, in this activity, students will listen to the conversation and then repeat it.
2. Play the audio or read the tapescript and ask students to listen. Play the audio again and ask students to repeat each sentence. Encourage them to copy the speakers' voices.

Tapescript: I've got a hot dog and milk. What have you got? I've got salad and lemonade. Look! I've got cake, too! Oh no! Now the bird has got my cake.

3. Choose two students to say the dialogue for the class. Then put students in pairs and ask them to repeat the dialogue with each other. Then swap roles, and say it again.

Extension

Dialogue fun. Ask students to act out the dialogue in Activity 8 again, only this time, tell them to choose different foods and a different animal. Encourage students to present their dialogues to the class.

Activity 9 Listen and draw.

1. Draw students' attention to the table setting. If you wish, name the objects on the table: *fork*, *plate*, *glass*, *knife*, *spoon* and *napkin*. Tell students they will listen to the audio and draw food based on what they hear.
2. Play the audio or read the tapescript a few times and ask students to draw the foods. They may colour their work.

Tapescript: I've got rice, pizza, and lemonade.

3. After students are finished, ask them to turn to a partner and say what they have on their plates. Walk around the room to check students' work.



Workbook page 64 may be set now. Instructions and answers are on page T7D.

Extension

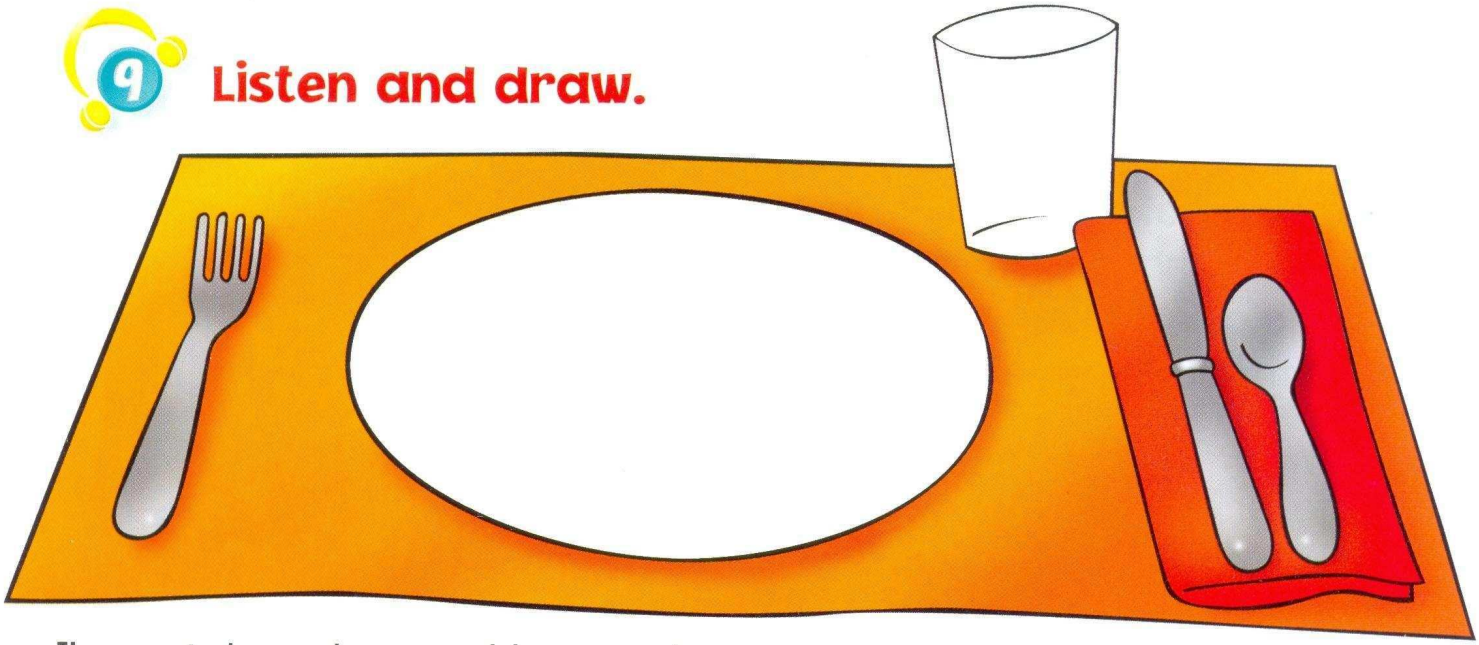
Letter game. Practise letter recognition and food words with this activity. Secretly choose a food. Ask students to guess the food by suggesting letters. Write each correct letter on the board until the food is spelled out. The first student to guess the food thinks of the next food.

Question chain. Ask each student to hold a picture of food. Put students in two lines, which will compete against each other. Ask the first student in the line to turn round and stand facing the line. The next student in line asks *What have you got?* The student answers *I've got rice.* After answering, he or she runs to the back of the line and the next student turns round and faces the student behind him or her. The questions and answers continue until all the students have answered the questions. The first line to finish wins.

8 Look and listen. Say.



9 Listen and draw.



I've got rice, pizza and lemonade.

10 Listen. Draw a line.

1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday



milk



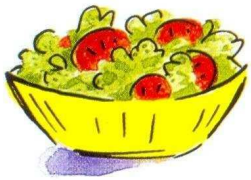
ice cream



cake



rice



salad

11 Listen and chant.

A Celebration

Today I've got a present.
It's little, blue and round.
It's for a celebration,
and it makes a funny sound!

Today I've got a present
in a box that's green and square.
It's for a celebration.
It's something I can wear!

Today I've got a present.
Whatever can it be?
It's for a celebration.
Come, open it with me!



Objectives

- to identify the days of the week
- to identify foods
- to use the simple present tense
- to perform a chant
- to use stress, rhythm and intonation

Vocabulary

nouns: cake, celebration, ice cream, lemonade, milk, present, rice, salad; Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

verb: have

Materials

- calendar
- cassette or CD player
- audio cassette/CD

Application

Activity 10 Listen. Draw a line.

1. Display a calendar. Say the days of the week and ask students to repeat them a few times. Ask students to match the days on the calendar to the ones on the page. Finally, ask students to take turns writing the days of the week in order on the board.
2. Read the instructions with students and ask them to identify the food items in the pictures. Make sure they understand that they will listen to the audio and draw a line from each day to the food they hear named in each sentence.
3. Play the audio or read the tapescript aloud two or three times. Ask the students to draw a line from the day of the week to the food they hear.

Tapescript: 1. I've gotrice on Monday. 2. I've got cake on Tuesday. 3. I've got ice cream on Wednesday. 4. I've got salad on Thursday. 5. I've got milk on Friday.

Activity 11 Listen and chant.

1. Draw students' attention to the picture and ask them to say all they can about it. Read the title of the chant. Ask students what celebration it could be e.g. a birthday.
2. Play the audio or read the chant and ask students to listen. Tell them that the boy talks about three presents. Ask them to identify the present the boy talks about in each verse.
3. Play the audio again and ask students follow the text in their books. Ask them to underline words they don't understand. Encourage them to guess through the pictures and the sentence the meaning of these words. Then ask them to share their guesses with a partner. Finally, ask them to confirm their guesses with you.
4. Invite students to chant together, with the audio. Encourage students to copy the intonation and word stress they hear. Students can use gestures to reinforce the vocabulary in the chant.

WB Workbook page 65 may be set now. Instructions and answers are on page T7D.

Extension

My menu. Ask students to create a week-long menu of food they would like to eat. They may draw or cut out pictures of the food and drinks. Identify new foods for students. Ask students to share their menus in groups and teach their classmates any new food names. Then display the menus in the classroom.

Objectives

- to listen and read for enjoyment
- to recognise predictable patterns *(He hasn't got pizza, cake, or ice cream.)*
- to summarise the story
- to identify sequence
- to use context and picture clues

Vocabulary

nouns: cake, carrots, ice cream, lettuce, party, pie, pizza, soup

verb: have

Materials

- cassette or CD player
- audio cassette/CD

Summary

Rabbit Joe Has a Party:
Rabbit Sue tells Rabbit Joe that he needs pizza, cake and ice cream for his party, but Rabbit Joe hasn't got these foods. He serves what he has got – carrot soup and lettuce pie!

Before Reading

1. Ask students to take out pages 81–82. Demonstrate how to make the Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Ask students to tell you what they eat and do at parties. Introduce the word *need* by asking students to tell you what is important to have at parties. For example, *You need ice cream. You need cake.*
3. Read the title aloud and ask students to look at the pictures and predict what the story is about. Encourage them to describe the actions and items they see in the pictures. Students may not know the names of some items, such as carrots, lettuce, garden or soup. Point to the picture as you name each thing. Encourage students to share what they know about each.

During Reading

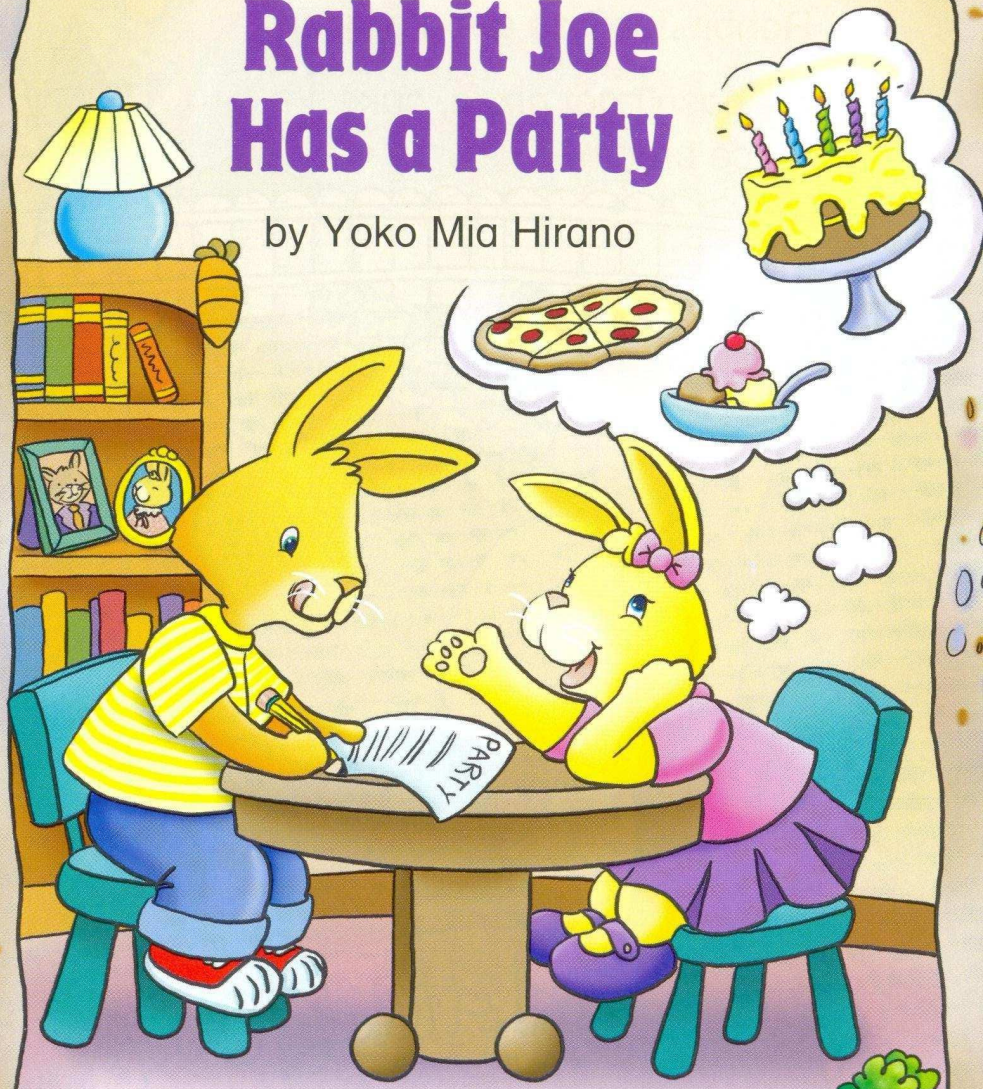
1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Tell them that they can talk about the story and ask questions when you read it again. As you read, act out the story and point to the pictures to help students understand.
2. Read the story a second time. This time, invite students to point to the pictures with you.

   If students interrupt frequently with questions about vocabulary, explain that they don't need to know every word to get the main idea. At the same time, encourage them to seek meaning from context, from accompanying pictures and from each other. Remind students that they can ask questions and talk about the story when you read it again.
3. Play the audio or read the story from the Student's Book a third time. Ask students to follow the text in their books. Encourage students to chime in during the predictable text *(He hasn't got pizza, cake, or ice cream.)*. Afterwards, invite them to ask questions.

Rabbit Joe Has a Party

by Yoko Mia Hirano





Rabbit Joe is planning a party.

Rabbit Sue says he needs pizza, cake and ice cream.

Many rabbits come to the party.

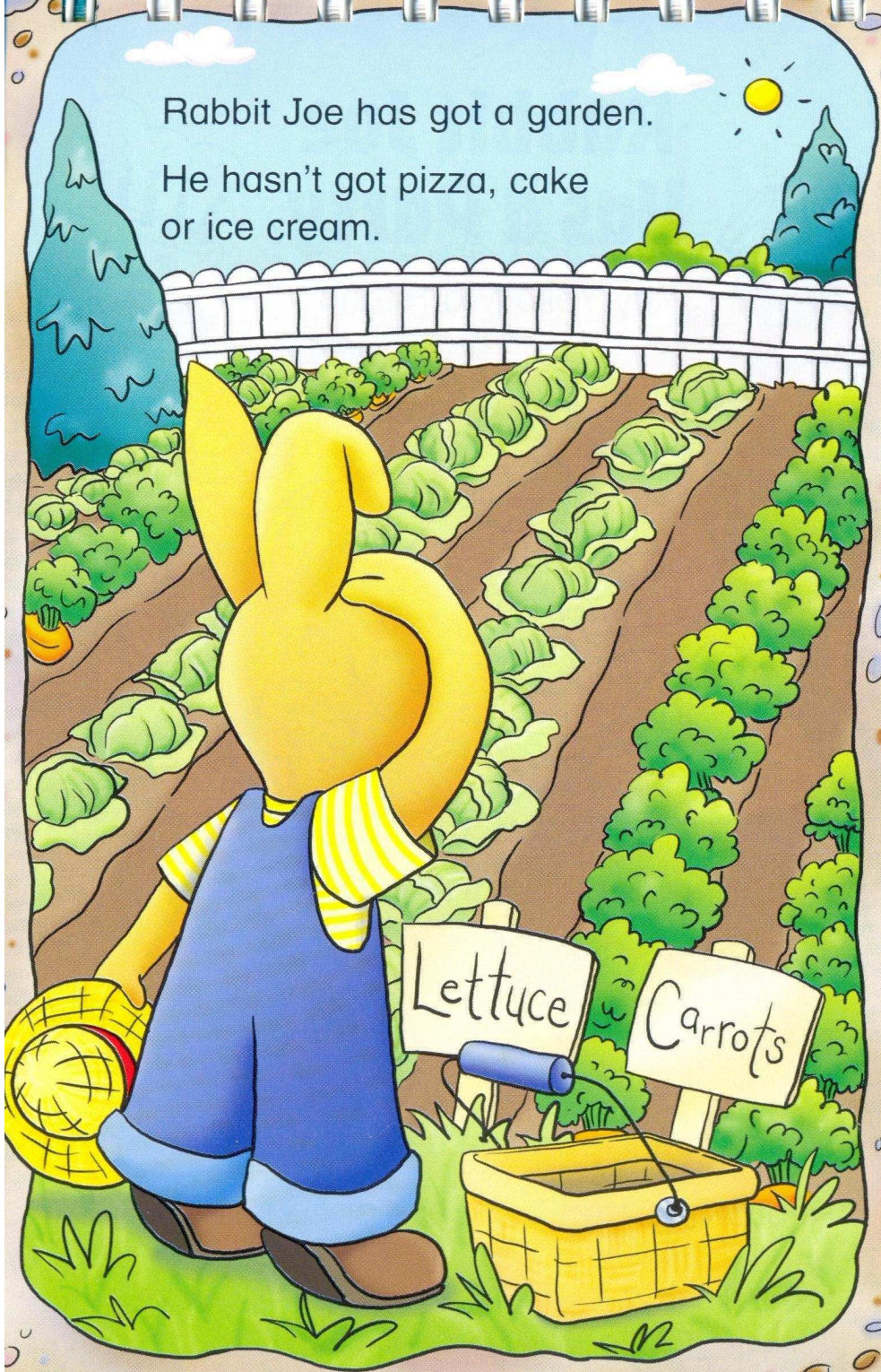
Rabbit Joe has got carrot soup and lettuce pie.

He does not need pizza, cake or ice cream!

©Pearson Education 2005

Rabbit Joe has got a garden.

He hasn't got pizza, cake or ice cream.



Rabbit Joe has got carrots and lettuce.

He hasn't got pizza, cake or ice cream.



4. **Reading strategy awareness: Summarising.** Ask students to look at each page and answer the question *What's happening?* You can guide students with questions like the following: *Is he planning a party or is he having a party?* Possible responses: *1. Rabbit Joe is planning a party. 2. Rabbit Joe is looking in his garden. He wants pizza, cake and ice cream. 3. Rabbit Joe is picking carrots and lettuce. 4. Rabbit Joe is having a party. He has got carrot soup and lettuce pie.*
5. **Reading strategy awareness: Identifying sequence.** Photocopy a Little Book, cut it into four separate pages, and display the pages out of order on the board. Ask students to take turns rearranging the pages to show the correct story order.
6. **Echo read.** To help students develop oral reading skills, echo read the book with them. Please see page T10 for an explanation of this technique.
7. **Reading together.** To help students develop fluency in their oral reading, get the class to read the story aloud with you. Read expressively as you emphasise key words. Keep a pace that is easy for students. Ask students to follow the text as they read and listen for words they don't know. Above all, have fun!

After Reading

Discuss predictions. Draw students' attention to the predictions they made about the story before the reading. Help students confirm or correct their predictions.

Check comprehension. Ask questions such as the following:

What is Rabbit Joe planning?

What does Rabbit Sue say?

What has Rabbit Joe got in his garden?

Has he got pizza? Cake? Ice cream?

What has Rabbit Joe got at the party? Does he need pizza? Cake? Ice cream?

Home-school link. Encourage students to take their Little Books home and share *Rabbit Joe Has a Party* with their families and friends.

If you feel that some students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: 1) sentence by sentence, pausing for students to repeat each sentence; 2) one page at a time, pausing for students to repeat each page; 3) entirely without pausing.



Workbook pages 66 and 67 may be set now. Instructions and answers are on page T7D.

Extension

Make birthday cards. Ask students to make a birthday card to send to Rabbit Joe or to a friend or family member. Demonstrate folding a piece of paper in half and drawing a picture on the front. Write *Happy birthday to you!* on the board for students to copy, as the message inside the card.

Objectives

- to identify and talk about presents
- to draw a present
- to ask and answer questions with *what*

Vocabulary

nouns: food, clothes, school items

verb: have

pronouns: I, you

Materials

- project cut-out on page 123
- scissors
- tape
- white paper
- model of cut-out present as shown on page 83

Application

Project: Time for Presents

1. Point out the project title *Time for Presents.* Relate the project to the unit by reminding students that they have talked about celebrations and that for this activity they will make a present for a celebration. Remind students of the party Rabbit Joe had, and the party and presents they sang about in the song and chant.
2. Make sure students understand that they will draw a picture of the present they want to give. They will stick the present cut-out from page 123 over the present, as shown on the page. Brainstorm ideas for presents the students might want for themselves. These might include food, clothing or school materials. Write these on the board. Then ask each student to choose one present they would like to give someone else.
3. Read the instructions aloud. Use the pictures on the page to explain the process of making the present. After students finish their presents, collect them, shuffle them and hand them back so everyone has a new present.
4. Read the dialogue at the bottom of the page aloud with a student. Then choose two students to repeat the dialogue. Put students in pairs and ask them to use the dialogue as an example to talk about the presents they have. Change partners and repeat a few times.

Extension

Family Presents. Ask students to choose a family member to make a gift for. Brainstorm possible gifts: a pet; clothing, such as a sweater, gloves, a jacket, a hat; or flowers. You may wish to introduce new vocabulary such as *earrings*, *bracelet*, *tie* and *watch*. Help students write a message for their gifts: *To (Mummy), Love (Andrea).* Ask students to draw a picture of their gift and present it to the class or in groups. Students can give their "gift" pictures to family or friends.

Guessing game. Display some of the project presents. Then tell students that you are thinking of one of them. Invite them to guess which present you are thinking of. Guide students to ask questions such as *Is it (red)? Is it (big)? Do you eat it?* After a few rounds, display new presents and invite students to think of presents.

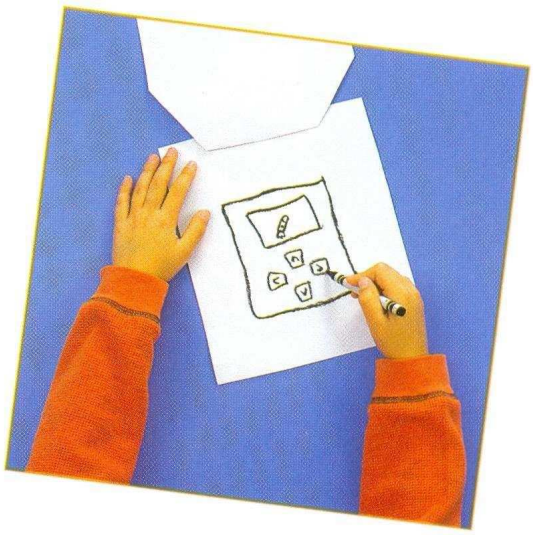
Surprise presents. Ask students to work in small groups. Place all the project presents for each group in the middle of a table. Ask group members to pick presents at random and ask each other *What have you got?* Students open their presents to find out, and name what they picked.

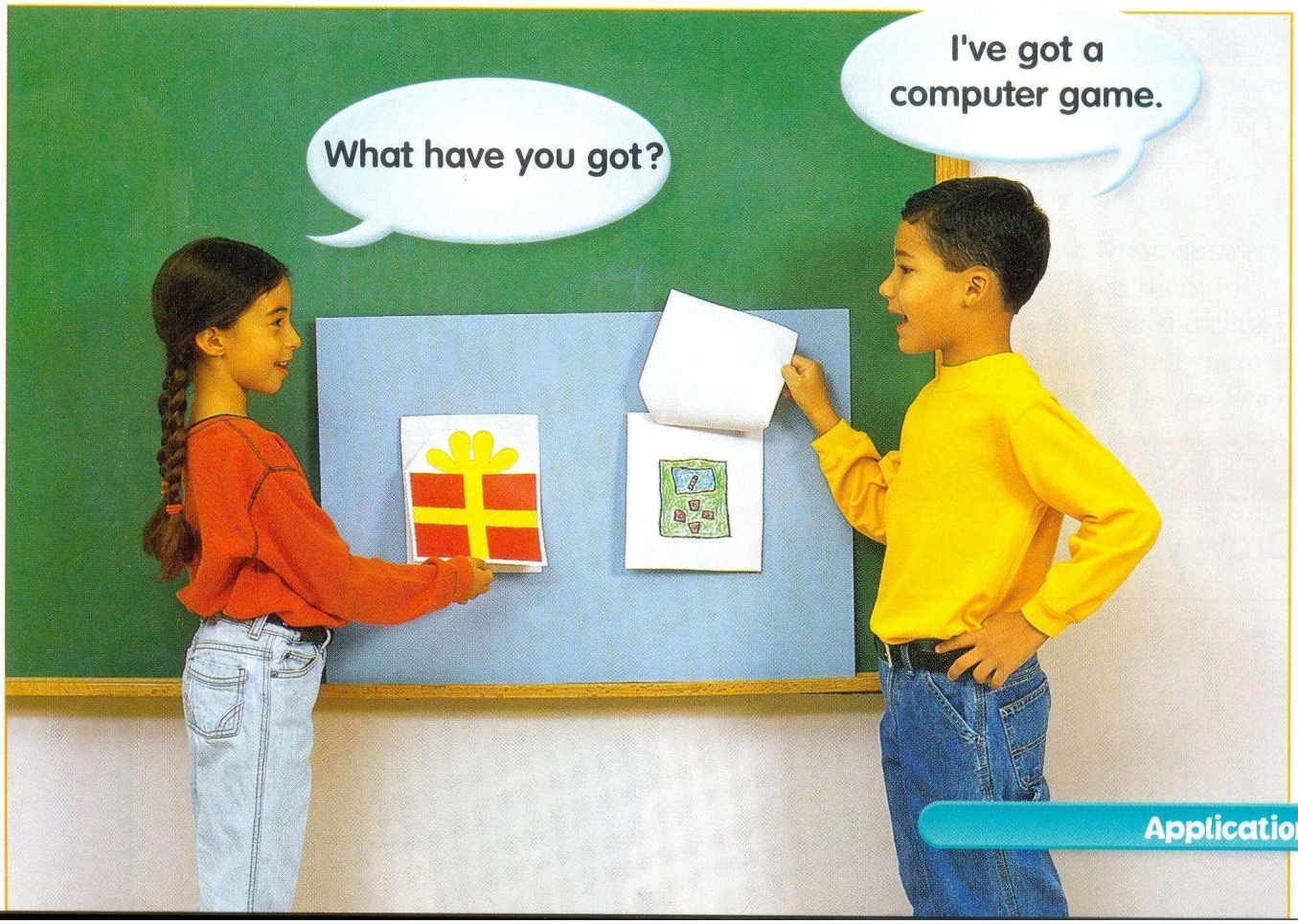
Project

Time for Presents

Cut out the present on page 123.
Cut and tape. Draw and say.

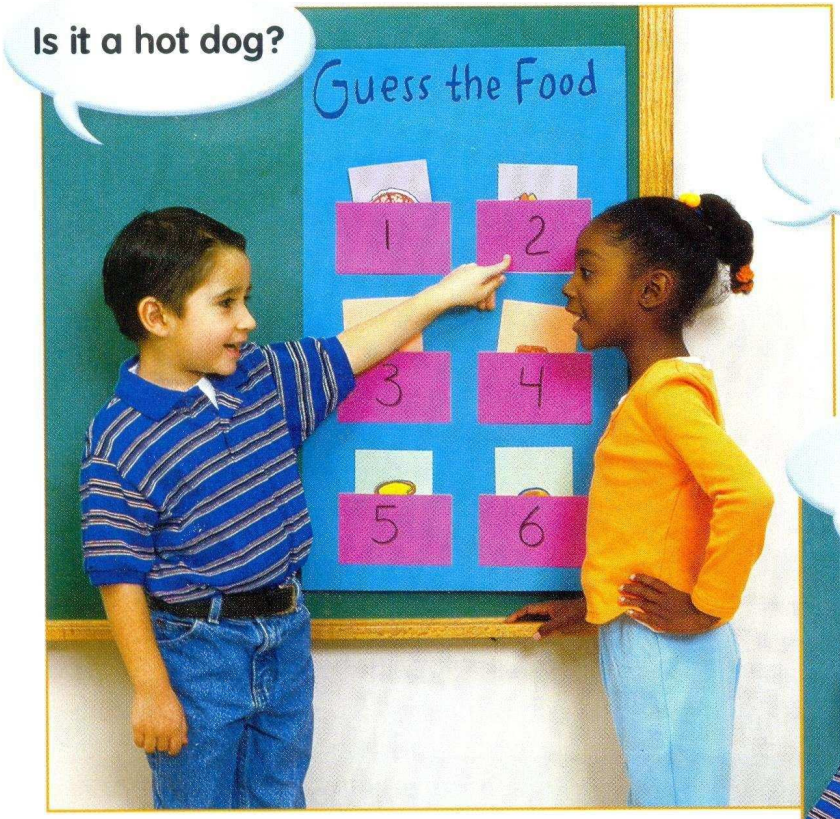


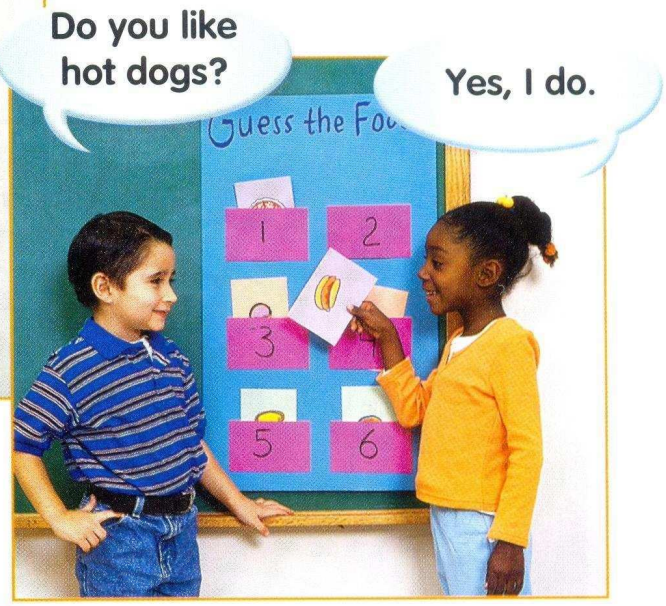




Play a Game!

✔ Make a food pocket game.







✔ KNOW IT? SHOW IT!

Draw your favourite foods.

Objectives

- to identify foods
- to express preference
- to ask and answer *yes/no* questions

Vocabulary

nouns: apples, burger, cake, fish, hot dog, ice cream, oranges, pizza, rice, salad, sandwiches

verbs: be (*are, is*), have

pronouns: I, you

Materials

- card for poster
- construction paper
- index cards
- scissors
- crayons
- tape

Assessment

Play a Game!

1. Draw students' attention to page 84. Explain that the children are playing a guessing game in which they guess the food in the pockets.
2. Help pairs or small groups of students to make posters with six numbered pockets as shown in the picture. Students should then draw six food items on index cards. Check that students have taped the pockets correctly and completed the pictures before going on.
3. Read the dialogue. Then choose two students to repeat the dialogue. Invite a volunteer to display his or her food pocket game. Demonstrate playing the game with this student, using the dialogue on page 84 as an example. Then put students in pairs. Ask them to use the sample dialogue as an example as they try to guess the foods in their partners' pockets. Ask students to change partners and repeat the activity.
4. As students are playing the game, monitor their language. Assess students' use of *yes/no* questions and their ability to identify different food correctly. Use the Oral Assessment Checklist as you observe the students' oral performance.

Know it? Show it!

1. Draw students' attention to the picture. Explain that the girl has drawn her favourite foods. Read the instructions aloud. Ask students to look at the picture as you read the dialogue.
2. Explain to students that they will draw pictures of two or more favourite foods.
3. After students have completed their pictures, ask them to take turns showing and telling the class about them, using the sentence in the speech bubble as an example. Monitor and assess students' ability to name their favourite food. Display their work in the classroom.



Workbook page 68 may be set now, or after students complete the formal assessment on Student's Book page 85. Instructions and answers are on page T7D.

Extension

Show your answer. Write these answers on individual cards: *Yes, No.* Place them in different areas of the room. Ask the class or a group of students to stand up. Tell them that you will ask questions such as *Do you like hot dogs?* and they must walk to the answer and then answer: *Yes, I do; No, I don't.* Repeat this with the other food and drinks in the unit.

Objectives

- to identify foods
- to identify days of the week
- to assess one's own progress

Vocabulary

nouns: birthday, burger, cake, hot dog, ice cream, lemonade, milk, pizza, salad, sandwich; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

verbs: be (*are*, *is*), have

pronouns: I, it

Materials

- flashcards or other pictures of cake, burger, hot dog, ice cream, lemonade, milk, pizza, salad, sandwich
- unit assessment materials

Assessment

Listen and check.

1. On the board, place flashcards or other pictures of pizza and milk. Next to them write *yes* and *no* with boxes above them so it looks like the activity on page 85. Then say a sentence about the foods such as *It's Friday. I've got pizza and milk.* Ask students if they heard the two foods. Choose a student to tick the *yes* box. Show two other food pictures and say a sentence but with one different food. Once again ask students if they heard the foods. Choose a student to tick the *no* box.
2. Draw students' attention to the pictures of the food and then to the *yes* and *no* answers. Read the instructions. Explain that students will hear sentences and that they should tick *yes* if the audio matches the picture and *no* if it doesn't. Play the audio or read the tapescript.

Tapescript: 1. It's Sunday. I've got cake and milk. (*yes*) 2. It's Monday. I've got a sandwich and milk. (*no*) 3. It's Tuesday. I've got pizza and lemonade. (*no*) 4. It's Wednesday. I've got rice and lemonade. (*no*) 5. It's Thursday. I've got a burger and salad. (*yes*) 6. It's Friday. I've got a hot dog and ice cream. (*yes*)

Write.

Explain to students that they will write the day of their birthdays for this year. Help them use a calendar, if necessary.

Now I Know!

Ask students to colour in the large ticks when they are satisfied they have met the following targets: food vocabulary; days of the week. Students should also feel confident producing and responding to questions and statements based on the following language: *What has he got? Do you like (milk)? When is your birthday? How old are you?* If students need more work with a particular learning point, revise it with them until they can colour in that tick with confidence.



Workbook page 69 may be set now. Instructions and answers are on page T7D.

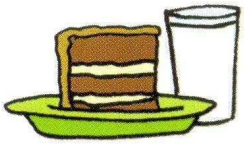
Unit Test

Ask students to complete the Unit 7 Test. See page xxxiii. Help students prepare for the test by revising the key activities in the Student's Book and the Workbook, particularly those that were the most challenging for the class.

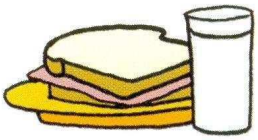
Extension

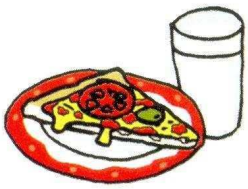
Talk about learning English. Ask questions such as *What did you like learning in this unit? What was easy to understand? What was hard to understand? Which activities helped you learn?*

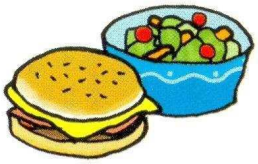
Listen and check.

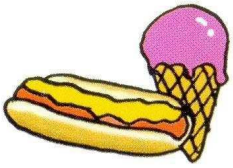
1. It's Sunday.  ☐ yes ☐ no

2. It's Monday.  ☐ yes ☐ no

3. It's Tuesday.  ☐ yes ☐ no

4. It's Wednesday.  ☐ yes ☐ no

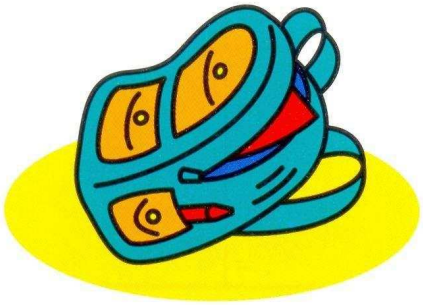
5. It's Thursday.  ☐ yes ☐ no

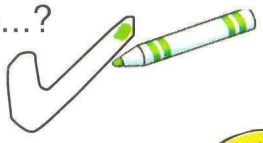
6. It's Friday.  ☐ yes ☐ no

Write.

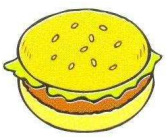
What day is your birthday this year? _____

NOW I KNOW!



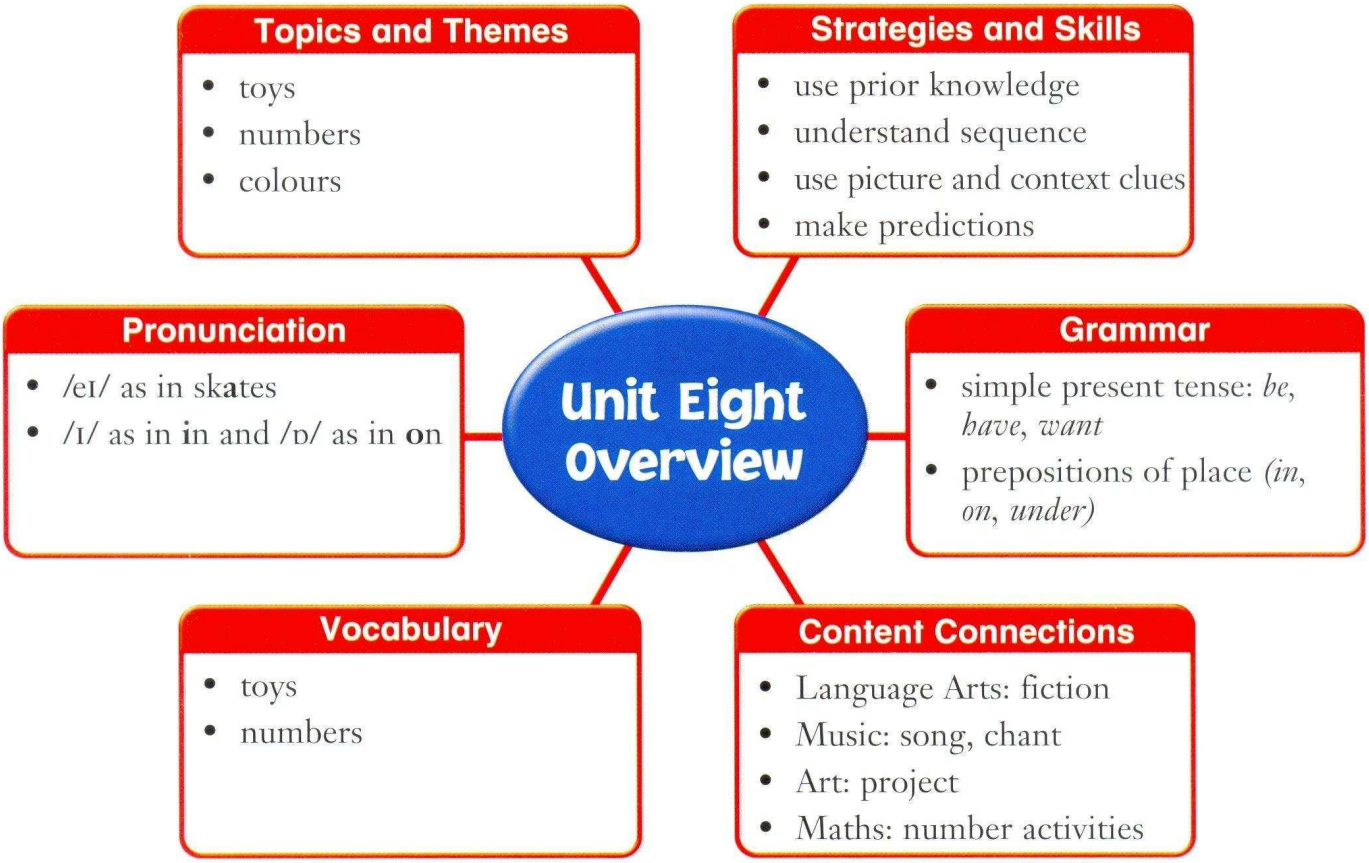
Do you like...?  ✓

Sunday... ✓

 ✓

UNIT 8

Play Time



Key vocabulary

Toys	Furniture	Numbers	Actions	Colours
balls	bed	eleven	come	blue
bikes	shelf	twelve	know	green
blocks	table	thirteen	leave	red
boats		fourteen	look	
cars		fifteen	say	
dolls		sixteen	see	
marbles		seventeen	think	
planes		eighteen	want	
roller skates		nineteen		
teddy bears		twenty		
toy box				
trains				

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	☑ I Plan to Use
1. Workbook, Unit 8	☐
2. Flashcards	☐
3. Video, Unit 8	☐
4. CD-ROM, Unit 8	☐

Noticeboard Ideas

Display the heading *Toys*. Ask students to cut out or draw pictures of toys they have and want. Help students label the toys. Display their work.

For another noticeboard display, ask students to draw a toy in/on/under another object. Ask them to write a sentence using the preposition to label their drawings. Ask them to categorise their pictures by the prepositions.

Home-school link

Ask students to ask a family member what his or her favourite toy was when he or she was young. Ask students to draw a picture of it and present it to the class.

Little Book: *Where Is It?*

Summary: Dad and big brother look everywhere for a missing teddy bear. Mum finds it in bed with Maria. Big brother lets Maria keep the bear with her.

Workbook Tapescripts

Page 71: 1. Listen and colour. Cut and glue. (Play the song.)

Page 73: 3. Listen and read. Draw.

Draw eleven balls under the table.
Draw twelve blocks on the table.
Draw thirteen crayons in the box.

Page 74: 5. Listen and read. Circle.

1. The kite is on the table.
2. The cars are under the chair.

Page 75: 6. Listen. Write. Use words from the box. (Play the chant.)

Page 76: 8. (Read *Where Is It?*) Listen and read. Circle.

1. What does the boy want?
2. Where do they look?
3. Who finds it?
4. Who's got the teddy bear?

PREPARATORY NOTES

Workbook Instructions and Answers

Page 71

Act 1: Students listen to the song and colour the cut-outs. They cut and glue the cut-outs into the toy box.

Page 73

Act 2: Students complete the sentences so they describe the picture.
1. on 2. in 3. under

Act 3: Students follow the instructions they hear in the audio. Beginner readers can try following the written instructions on their own.

Page 74

Act 4: Students complete the sentences.
1. boat 2. plane 3. doll

Act 5: Students listen to the audio and circle the pictures it describes. Beginner readers can try reading the sentences without listening.
1. (a) 2. (b)

Page 75

Act 6: Students listen to the chant. They write the word that completes each sentence: boat, boat, boat, block, block, block, bike, bike.

Act 7: Students connect the dots to draw a bike.

Page 76

Act 8: Students listen to the audio and/or read each question. They circle the picture that shows the answer:
1. the teddy bear 2. under the bed
3. Mum 4. Maria

Act 9: Students draw a face to show how they liked the story. Responses will vary.

Page 77

Act 10: Students use imagination to make a new story ending. Pictures will vary.

Page 78

Act 11: Students circle the word that makes each sentence true: 1. in 2. under
3. on 4. dolls 5. ball 6. kite

Page 79

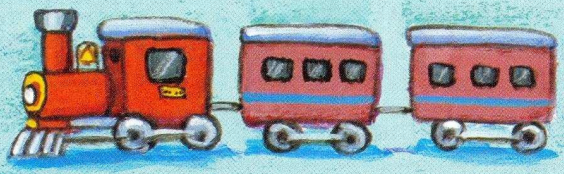
Cut-out activity: Making words.
Students use alphabet cards to build words. Words will vary, but may include the following: *marker, paper, four, two, green, pink, father, parents, hair, toes, dress, jacket, cooking, reading, duck, worm, cake, rice, ball, skates.*

UNIT 8

Play Time

1 Listen and sing.





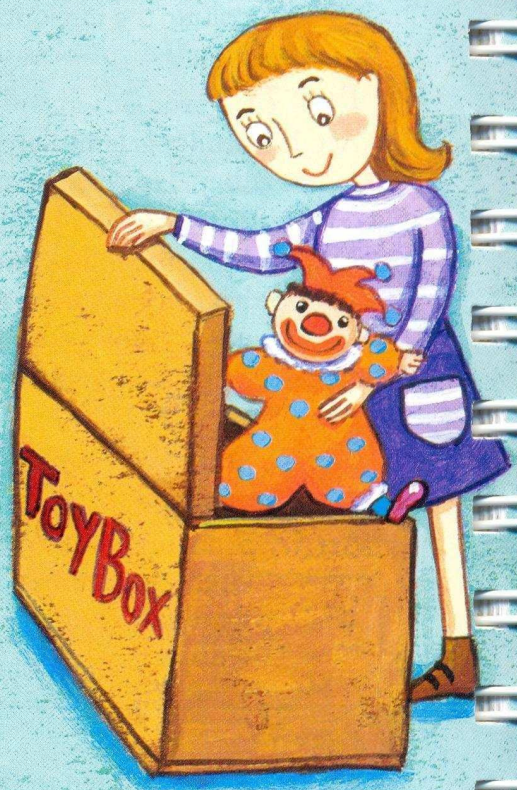


The Toy Box

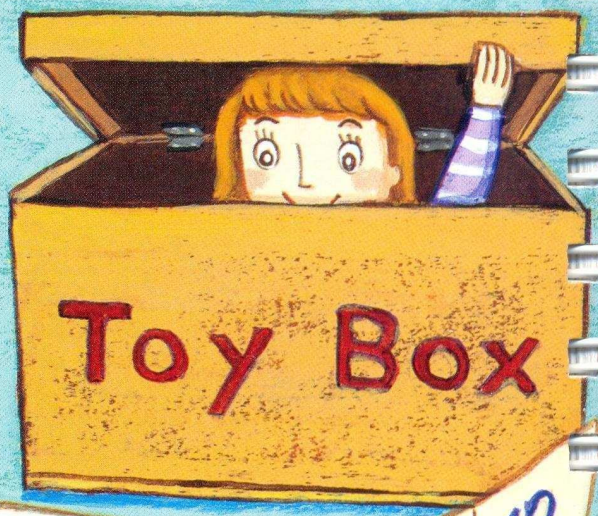
I've got a toy box.
It's big and brown.
I look inside
and find a clown!

I've got a toy box.
I count twelve toys.
Some toys for girls!
Some toys for boys!

I've got a toy box.
It's empty. Wow!
I sit inside.
I can hide now!











Objectives

- to identify toys
- to sing a song
- to use stress, rhythm and intonation

Vocabulary

nouns: ball, bike, car, clown, doll, skipping rope, kite, plane, puzzle, teddy bear, toy box, train, yo-yo

verb: have

adjectives: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve

Materials

- cassette or CD player
- audio cassette/CD
- assorted toys
- flashcards or other pictures of toys

Warm Up

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

Toy box. Make a box marked *toy box*. Inside it, place pictures of toys and real toys. Take one toy out at a time and ask students to identify whichever ones they can. Then say *Now it's empty* after you take out the last toy. Ask students what they think the unit will be about.

Toy picture map. Write the word *toys* on the board. Around it, begin to place flashcards or other pictures of toys. Invite students to name the toys they can.

Activity 1 Listen and sing.

1. Before students open their books, show a toy box (this can simply be a box with the words *toy box* on it) filled with real toys or the flashcards of toys. Show each toy, name it and ask students to repeat it. Remind students that the box is empty after you take out the last toy.
2. Then draw students' attention to the picture on page 86 and ask them say as much as they can about it. Point out the vocabulary as students request it. Read the title aloud. Keeping the books closed, play the song once for students to listen. Use gestures and pointing to clarify meaning. Count the toys with the students to explain the word *twelve*.
3. Play the song a second time. Ask the students to use gestures to demonstrate understanding as they listen.
4. Play the song a third time and ask students to sing along. Sing the song throughout the unit.

WB Workbook page 71 may be set now. Instructions and answers are on page T8D.

Extension

Focus on Rhyme. Read the song aloud and ask students what they notice about the words *brown* and *clown*, *toys* and *boys*, and *wow* and *now*. Help them notice that these words rhyme, or have the same end sound. Point out the common spelling within each rhyming pair.

Objectives

- identify and use prepositions of place
- to count from eleven to twenty
- to identify numbers 11 to 20
- to identify and pronounce /eɪ/ as in sk**a**tes

Vocabulary

adjectives: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

verb: be (*is*)

Materials

- cassette or CD player
- audio cassette/CD
- stickers for Unit 8

Presentation

Activity 2 Look and listen. Say.

1. Place a toy in a box and say *Where is the toy? It's (in) the box.* Ask the students to repeat it. Continue this with other known items. Repeat with *on* and *under*.
2. Ask the students open their books at page 87. Read the instructions and make sure students understand that first they will look at the picture and listen to the dialogue. Then they will repeat the dialogue. Draw students' attention to the picture on the page and ask them to say all they can. Play the audio or read the tapescript aloud and get students to repeat it.

   Tapescript: Where is the crayon? It's on the book.
3. Use the dialogue as an example for discussing the other items in the picture. Then put students in pairs and get them to ask and answer questions about the picture using *in*, *on* and *under*.

Activity 3 Count and say. Stick.

1. Count things in the classroom to introduce counting to twenty. You might count students, fingers and toes, brown things, and so on.
2. Say and point to each number word and ask students to repeat it. Lead students in counting the dots for each number. Distribute the stickers and ask students to put them in order. Explain that students will match the sticker to the number word on the page.
3. The first time, ask students to place, but not attach, their stickers as they say each number and then check their work with a partner. When you have checked all the work, say the numbers with the students and ask them to attach the stickers.



Workbook page 73 may be set now. Instructions and answers are on page T8D.

Extension

Pronunciation: /eɪ/ as in *skates*. Write the target vocabulary from the tapescript below on the board and say the words with students. Point out or elicit the letters which make the target sound (*a-e; ai*). Play the audio or say the text. Ask the students to repeat after you. Repeat as necessary.

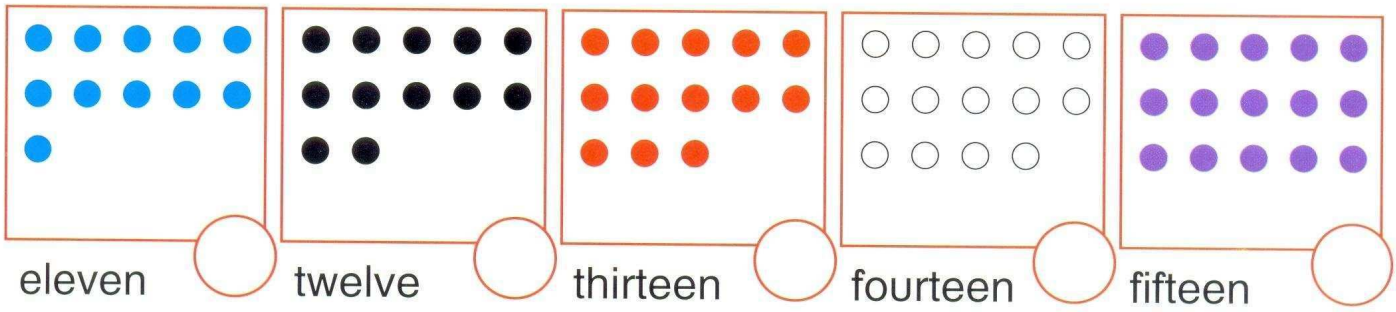
/eɪ/	/eɪ/	/eɪ/	
skates	skates	He wants skates.	black skates
trains	trains	He wants trains.	black trains
planes	planes	He wants planes.	black planes

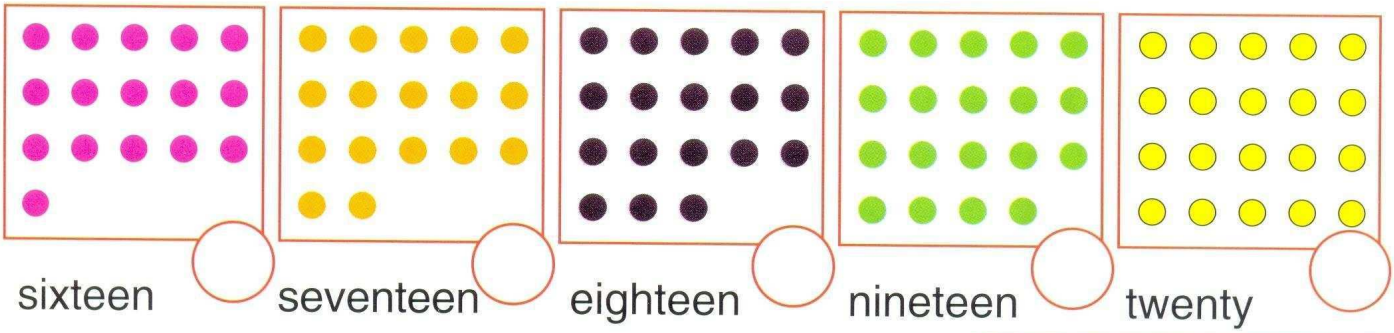
2 Look and listen. Say.

in
on
under



3 Count and say. Stick.







4 Listen and point.



1. balls



2. bikes



3. blocks



4. boats



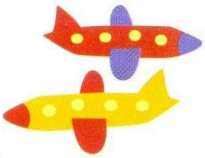
5. cars



6. dolls



7. marbles



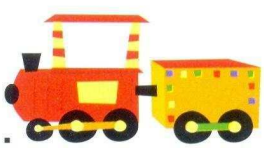
8. planes



9. roller skates



10. teddy bears



11. trains

Objectives

- to identify toys
- to use the simple present tense
- to use prepositions of place
- to ask and answer questions with *what* and *where*
- to identify and pronounce /ɪ/ as in **i**n and /ɒ/ as in **o**n

Vocabulary

nouns: balls, bikes, blocks, boats, cars, dolls, marbles, planes, skates, teddy bears, trains

verbs: be (*are, is*), want

prepositions: in, on, under

Materials

- cassette or CD player
- audio cassette/CD
- toys or flashcards or other pictures of toys

Presentation

Warm Up

Display the flashcards of toys. Number them. Say *I want three* as you take the picture labelled *3*. Then ask a student *What do you want?* Gesture to the student to respond by number *(I want five)*. Then say *He/She wants five*. Continue until all the toys have been chosen.

Activity 4 Listen and point.

1. Show realia, flashcards or other pictures of the toys on the page. Ask students to repeat each one a few times as they act out playing with the toy.
2. Point to the picture dictionary at the bottom of page 88. Make sure students understand that you will play the tapescript twice. The first time students listen and point to each item as it is named. The second time they repeat the words. Play the audio or read the tapescript. Repeat the audio a few times.

Tapescript: 1. balls 2. bikes 3. blocks 4. boats 5. cars 6. dolls 7. marbles 8. planes 9. roller skates 10. teddy bears 11. trains

4. Say the name of each toy again. Ask students to repeat each toy and then point to the picture of it in the scene.
5. Say the names of the toys randomly and ask students to point to the toys in the picture dictionary and then in the scene. Ask them to check their answers with a partner.

Extension

Do you like it? Ask students to circle the toys on the page they like. Then put students in pairs and get them to ask and answer: *Do you like (roller skates)? Yes, I do* or *No, I don't.*

Grammar revision. Use this opportunity to revise grammar targets from previous units. Point to a toy and ask questions, such as *What's this? What colour is it? How many (blocks) are there? Has the (doll) got brown hair? What is the (doll) wearing?*

Activity 5 Look at the picture. Point. Ask and answer.

1. Draw students' attention to the first exchange on page 89. Play the audio or read the tapescript and invite students to repeat.

   Tapescript: What does he want? He wants the balls.

2. Explain that the girls are talking about the boy in the picture.Then choose two students to demonstrate the exchange for the class. Make sure the student who answers points to the balls in the picture. Put students in pairs. Explain that students will take turns asking and answering the question. Ask students to work in pairs to ask and answer questions about the boy in the scene.
3. Then focus on the second exchange. Play the audio or read the tapescript. Then choose two students to repeat the exchange. Make sure the student who answers points to the balls in the picture as she or he answers. Explain the word *shelf*. If the classroom has shelves, ask students to point to them and tell you what's on them.

   Tapescript: Where are the balls? They're on the shelf.

4. Put students in pairs and get them to ask and answer the question about the location of other items in the scene. Walk around and monitor students' use of the language and vocabulary. Review persistent errors later. Students should produce exchanges like the following:

   Where are the trains?
   They're under the boats.
   Where are the marbles?
   They're in the box.
   Where are the teddy bears?
   They're on the kite.

5. Point out that the two exchanges together make a conversation. Ask partners to practise the conversation, following the example.

Extension

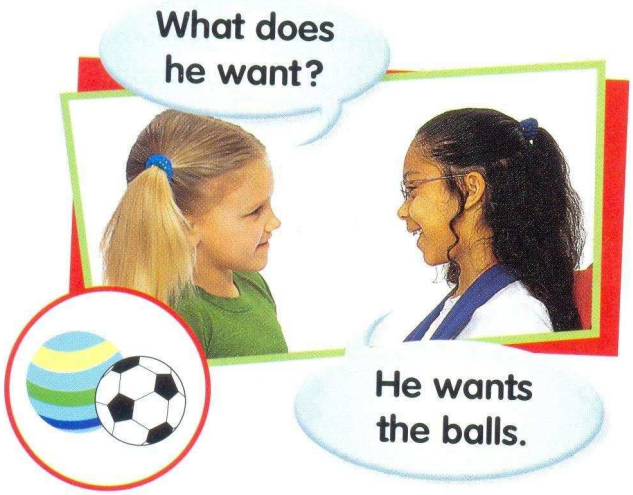
Pronunciation: /ɪ/ as in *in* and /ɒ/ as in *on*. Write the words below on the board. Say the words with students. Point out or elicit the letters that make the target sounds. Play the audio or say the text. Ask students to repeat it.

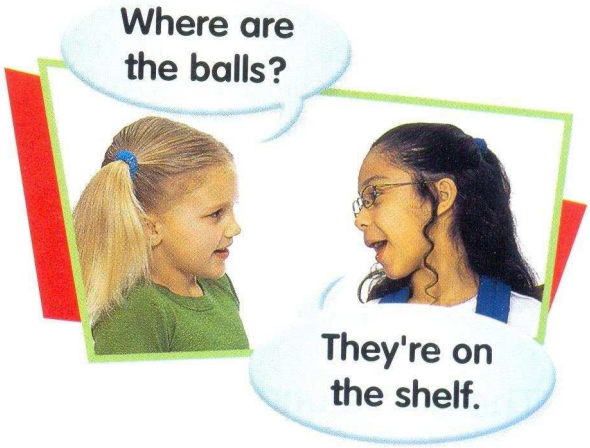
/ɪ/	/ɪ/	/ɪ/
in	in	
My toys are in my toy box.		
My marbles are in my desk.		
My books are in my backpack.		
And I am in my bed.		
/ɒ/	/ɒ/	/ɒ/
on	on	
My jacket is on my chair.		
My dolls are on my bed.		
My backpack is on my back.		
My hat is on my head.		

Memory game. Show a display of toys or classroom objects in, on and under other objects. For example, toy cars in a box, papers and rulers under books, and a hat on a notebook. Tell students to look carefully. Ask students to remember where the items are and then cover the display with a cloth. Ask questions like *Where is the hat?*

Guess and check. Put counters in a large container. Ask students to take turns grabbing counters with two hands from a bag, guessing how many they have, then counting to check their guesses.

5 Look at the picture. Point. Ask and answer.







6 Listen and read. Draw a line.

1. I want a blue car.





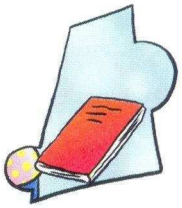
2. I want a red book.





3. I want a green bike.



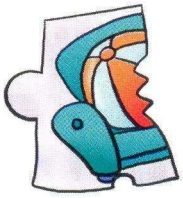


Grammar

Where is the ball? It's **in** the toy box.

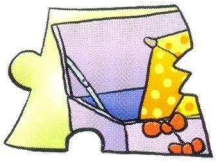
7 Listen and read. Draw a line.

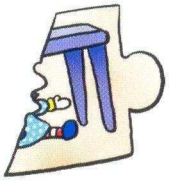
1. The ball is on the chair.





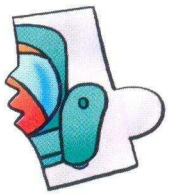
2. The kite is in the toy box.





3. The doll is under the table.





Objectives

- to identify toys
- to use the simple present tense: *be*, *want*
- to use prepositions of place
- to use *these* and *those*

Vocabulary

nouns: ball, bike, book, car, chair, doll, kite, table, toy box

verbs: be (*are*, *is*), want

prepositions: in, on, under

Materials

- cassette or CD player
- audio cassette/CD

Language Practice

Activity 6 Listen and read. Draw a line.

1. Point to the speech bubbles at the top of the page and read the exchange. Choose two students to repeat it for the class.
2. Draw students' attention to the pictures. Explain that students will listen and match the puzzle pieces based on the sentences they hear. Play the audio or read the tapescript aloud two or three times.

Tapescript: 1. What do you want? I want a blue car. 2. What do you want? I want a red book. 3. What do you want? I want a green bike.

Extension

Grammar extension. Ask students to ask and answer questions about the pictures using the third person: *What does he/she want?*

Activity 7 Listen and read. Draw a line.

1. Point out and read the exchange in the grammar box. Then choose two students to repeat it for the class. Explain that students will listen to similar exchanges in the next activity.
2. Read the instructions. Explain that students will listen to an exchange and then match the puzzle pieces based on what they hear. Play the audio or read the tapescript aloud for each picture. Give students time to draw their lines, then check their work. Students who are able can complete Activities 6 and 7 by reading and checking their work with the audio.

Tapescript: 1. Where is the ball? The ball is on the chair. 2. Where is the kite? The kite is in the toy box. 3. Where is the doll? The doll is under the table.

Extension

Follow me. Give commands using *in*, *on* and *under* for students to follow. For example, *Put your hands (on your head, in your backpack, under your chair).* As you say each command, demonstrate the action. Make it into a game of Simon Says. If you say *Simon Says* before a command, students follow it. If you don't, they should stay still. Students who follow a command that doesn't begin with *Simon Says* are out.

Activity 8 Look and listen. Say.

1. Gather together duplicate items of different styles, for example, yellow pencils and red pencils, thin crayons and wide crayons, ginger biscuits and chocolate biscuits. Place one set near you and the other away from you and the class. Ask the class *Do you want these biscuits? Do you want those biscuits?* Help them answer. Repeat this for each set of items.
2. Draw students' attention to the cartoon strip. Ask students to say all they can about each picture and guess what the story is about. Play the audio or read the tapescript as students follow along by pointing to each picture.

Tapescript: Can I help you? Yes, please. I want some roller skates. Do you want these big skates? No, I want small skates. Do you want those skates? Yes. Thank you!

3. Play the audio again and pause for students to repeat each sentence. Encourage students to copy the intonation of the speakers. Then choose two students to role-play the dialogue, using pictures of roller skates as props, if you wish.
4. Once students are familiar with the dialogue, ask them to take turns acting it out in pairs. Walk around and monitor students' understanding and use of the language. Review persistent errors later.

Activity 9 Write and draw.

1. Read the instructions. Help students read the sentence below each box. Explain to students that they will choose a toy to draw in the first toy box and they will choose a toy to draw on the second toy box. They will complete the sentences with the names of the toys.
2. After students finish their drawings, help them fill in the blanks in the sentences.
3. Ask students to take turns sharing their pictures and reading their sentences to each other.

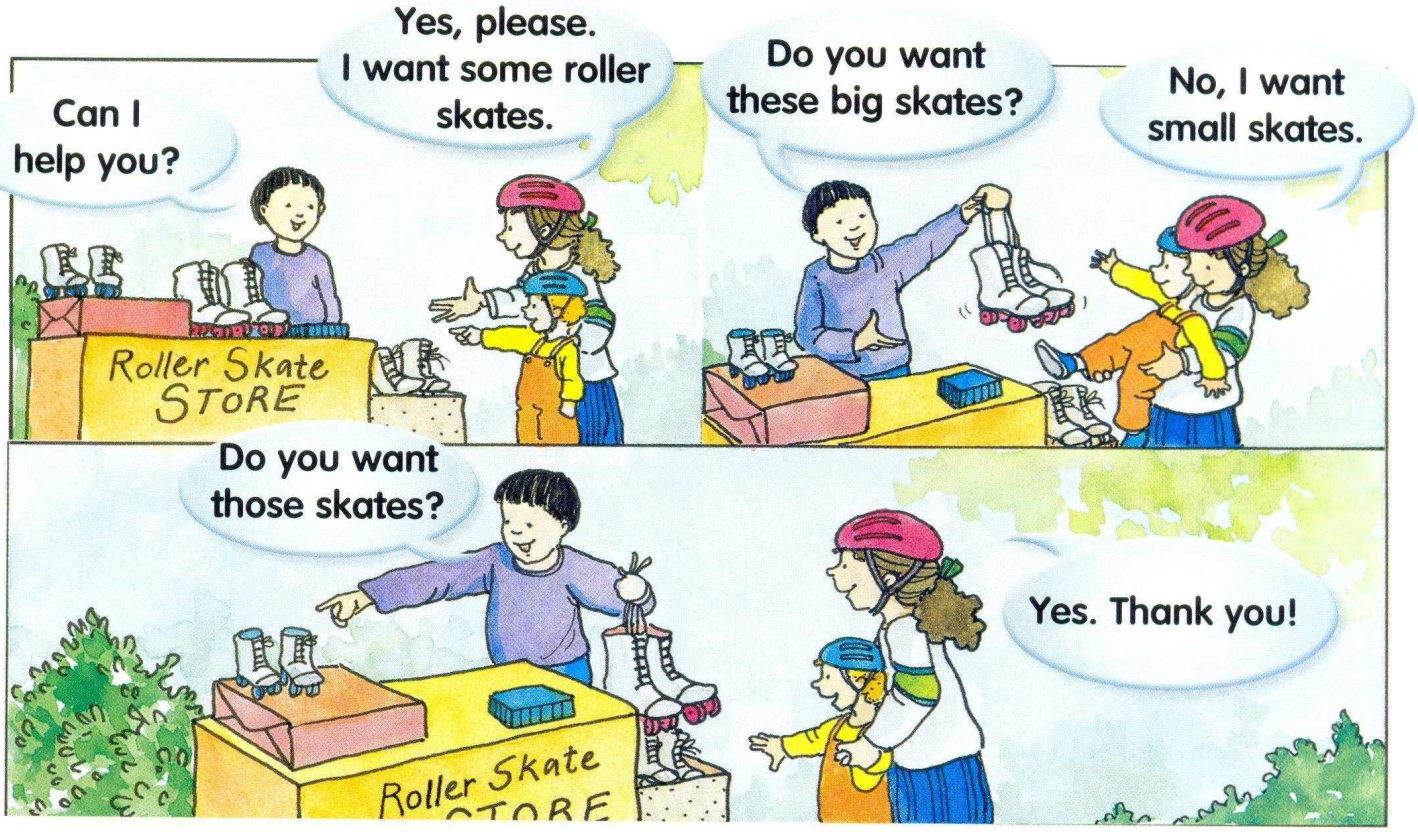


Workbook page 74 may be set now. Instructions and answers are on page T8D.

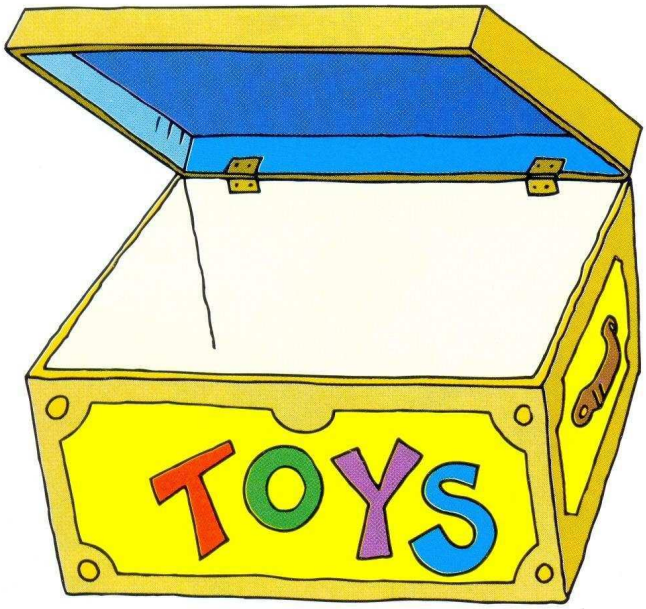
Extension

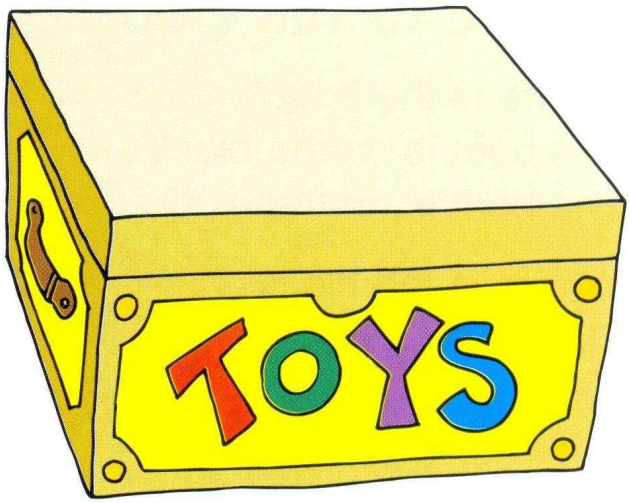
Where is it? Put three objects on a table and ask students to identify them, for example, a piece of paper, a book and a rubber. Place a divider in front of the objects so students can't see them. Arrange the objects to illustrate *in*, *on* and *under*. Then tell the students to find out where the items are by asking questions such as *Is the paper under the book? Is the rubber on the book?* After students ask a few questions, ask them to guess where the items are. Then show the students the display. Continue the game by asking students to place these or other objects.

8 Look and listen. Say.



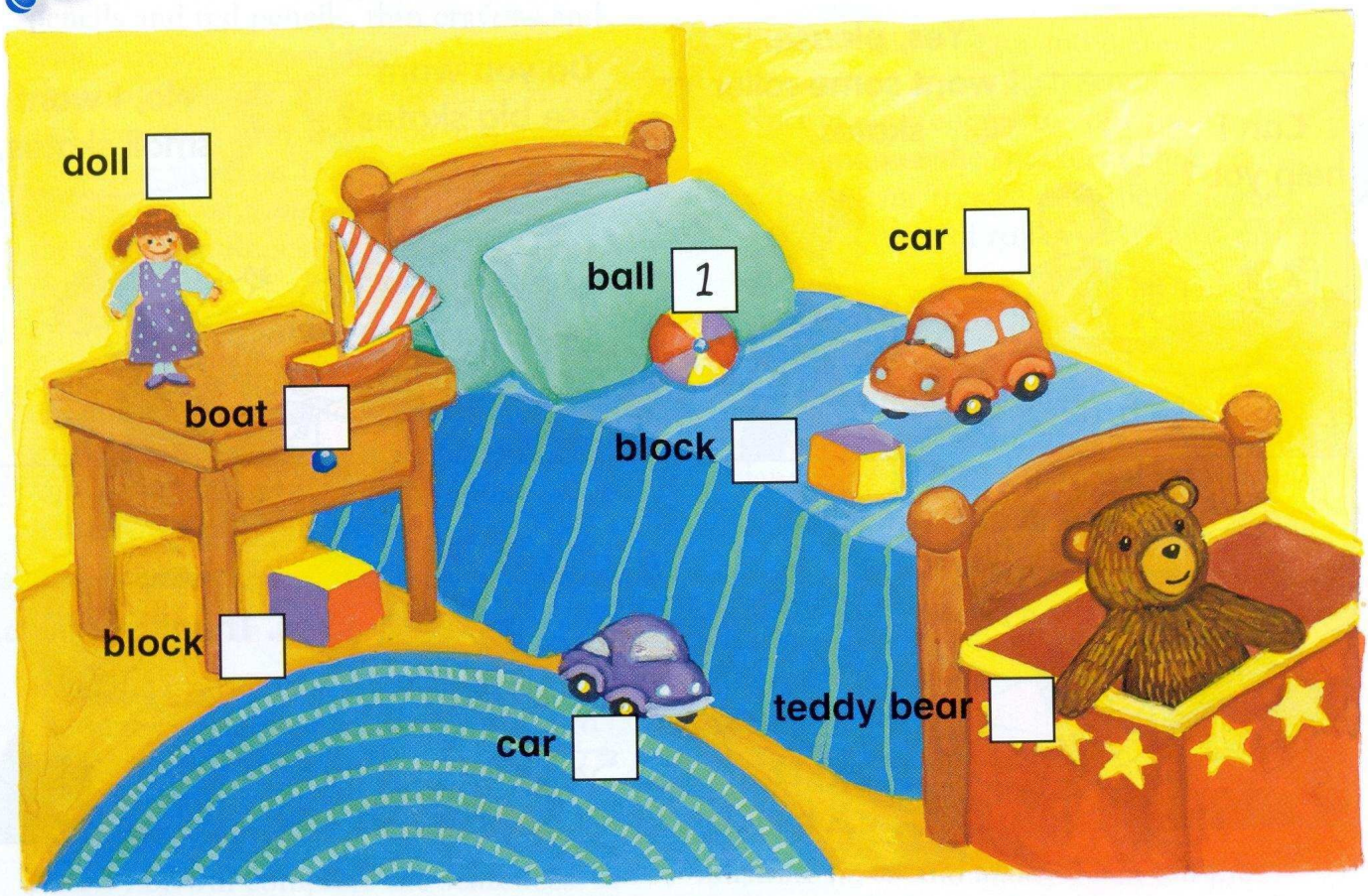
9 Write and draw.





The _____ is in the toy box. The _____ is on the toy box.

10 Look and listen. Write the number.



11 Listen and chant.

Where Is the Boat?

Where is the boat?
The boat is on the block.
The boat is on the block.

Where is the block?
The block is on the bike.
The block is on the bike.

Where is the bike?
The bike is rolling away!
Oh, no! Oh, no! Oh, no!



Objectives

- to identify toys and their locations
- to perform a chant
- to use stress, rhythm and intonation

Vocabulary

nouns: ball, bed, bike, block, boat, car, doll, table, teddy bear

verb: be (*are, is*)

prepositions: in, on, under

Materials

- cassette or CD player
- audio cassette/CD
- index cards
- box with lid
- block

Application

Activity 10 **Look and listen. Write the number.**

1. Draw students' attention to the picture. Point out the empty box next to each toy. Read the instructions and make sure students understand that they will listen to the audio and write numbers in the boxes based on what they hear. Play the audio or read the first item aloud and point out that the number 1 has been written in the box next to the ball on the bed as an example.
2. Play the audio or read the tapescript aloud. Make sure students are writing numbers in boxes as they listen.

   Tapescript: 1. The ball is on the bed. 2. The block is under the table. 3. The doll is on the table. 4. The teddy bear is in the toy box. 5. The car is on the bed. 6. The boat is on the table. 7. The block is on the bed. 8. The car is under the bed.
3. Ask students to compare their answers with partners. Then, to check students' work, you might call out a number and ask the class to recite a sentence that describes the toy's location. (Teacher: *Number 1.* Students: *The ball is on the bed.*)

Activity 11 **Listen and chant.**

1. Point to the picture and ask students to say what they can about the picture and what is happening. Read the title and ask students to tell you where the boat is.
2. Play the audio or read the chant. The first time ask students to just listen. The second time, ask students to point to the toys in the picture that are described in each verse.
3. The third time through, invite students to chant with the audio. Encourage them to copy the intonation and rhythm of each line.



Workbook page 75 may be set now. Instructions and answers are on page T8D.

Extension

Ask and tell. Ask students to refer to the picture in Activity 10. Ask partners to take turns asking and answering questions about the picture using *What.* For example:
What is on the bed? The car is on the bed.
What is under the table? The block is under the table.
What is in the box? The teddy bear is in the box.

Classroom chant. Write new verses for the chant by describing where classroom objects are. For example:
Where is the book?
The book is on the desk.
The book is on the desk.

Objectives

- to listen and read for enjoyment
- to summarise
- to make predictions
- to use context and picture clues
- to use prior knowledge

Vocabulary

nouns: bed, table, teddy bear

verbs: be (*is*), leave, look, see, want

prepositions: on, under

Materials

- cassette or CD player
- cassette or audio CD
- index cards

Summary

Where Is It?
Dad and big brother look all over for a missing teddy bear. Mum finds it in bed with Maria. Big brother lets Maria keep the bear with her.

Before Reading

1. Ask students to take out pages 93–94. Demonstrate how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Pretend to lose your book. Act as if you are very upset as you look for it and very happy when you find it. Explain the words *lost* and *looking for* to students. Use the language of the story as you look: *I want my book. Where is it?* Tell students that you are *looking for* your book. Ask the students to look at the pictures and tell you what they see and what they think the story is about.
3. Ask students to tell you words they expect to hear in the story. Write them on the board to review later.

During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Tell them that they can talk about the story and ask questions when you read it again. As you read, act out the story and point to the pictures to help students understand.
2. Read the story or play the audio a second time, following the text as you do so. This time, invite students to point to the pictures with you.

   If students interrupt frequently with questions about vocabulary, explain that they don't need to know every word to get the main idea. At the same time, encourage them to seek meaning from context, from accompanying pictures and from each other. Remind students that they can ask questions and talk about the story when you read it again.
3. Play the audio or read the story from the Student's Book a third time. Ask students to follow the conversation in their own books. Encourage students to chime in during the predictable text *(I want my teddy bear)*. Afterwards, invite them to ask questions.
4. **Echo read.** To help students develop oral reading skills, echo read the book with them. Play the audio or read the first sentence aloud. Ask students to repeat after you as they follow the text in the story. Repeat with each sentence. Guide students to copy the stress, rhythm and intonation patterns of each sentence.

I say, "Oh, I see.
Maria likes my teddy bear.
I think that I'll just leave him there."

© Pearson Education 2005

Where Is It?

by Yoko Mia Hirano

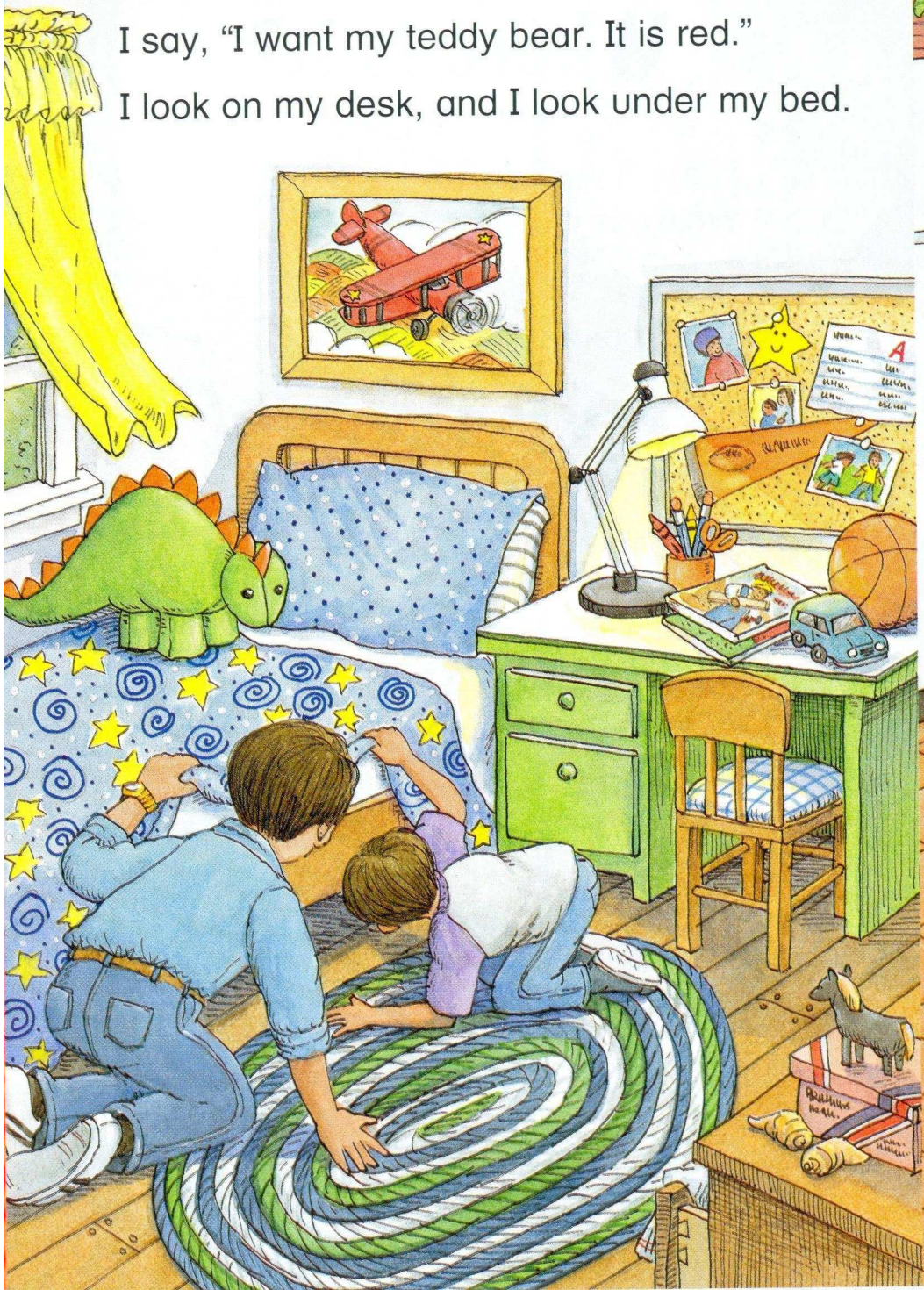
I say, "I want my teddy bear.
Where is it, Dad?"

He says, "We'll look for it.
Don't be sad."



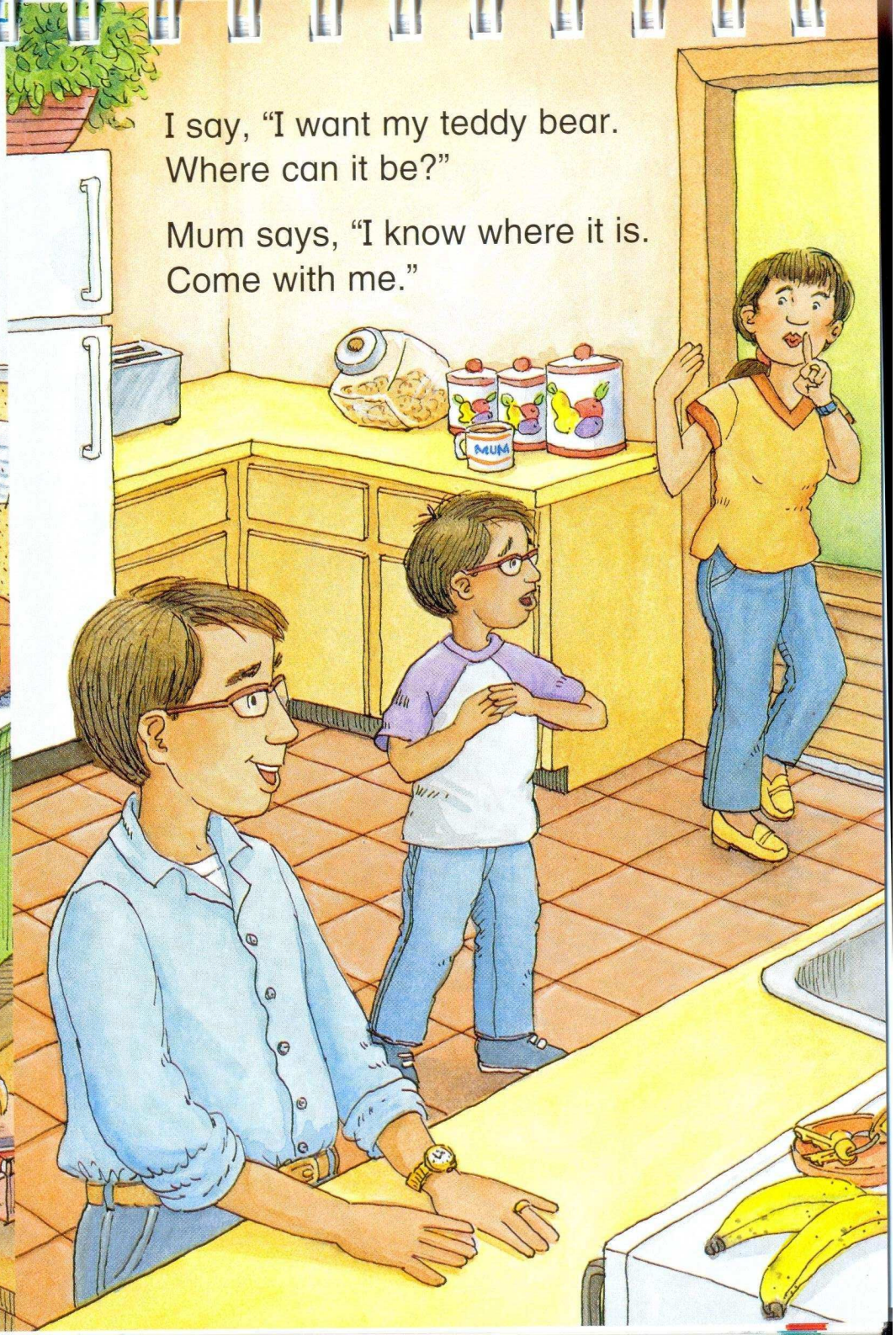
I say, "I want my teddy bear. It is red."

I look on my desk, and I look under my bed.



I say, "I want my teddy bear. Where can it be?"

Mum says, "I know where it is. Come with me."



5. **Read together.** To help students develop fluency in their oral reading, get the class to read the story aloud with you. Read expressively as you emphasise key words. Keep a pace that is comfortable for students. Ask students to follow the text as they read and listen for words they don't know. Above all, have fun!

After Reading

Check comprehension. Ask questions such as the following:

What does the boy want?

Is he happy?

Where does he look for the bear?

Where is the bear?

Does the boy take the bear?

Is he happy?

Is his sister happy?

Review the predictions students made before reading.

Reading strategy awareness: Use context and picture clues. Choose words that are new to the students, such as *leave* in the expression *leave him there*. Demonstrate the strategy by saying *I don't know what* leave *means, but I know the boy wants his bear. He sees the bear, but he isn't taking it. He looks happy. I think* leave *in this sentence means he isn't going to take the bear from his sister.*

Summarise the story. Put students in groups of four. Assign a page to each student. Ask each student to tell the group what he or she learns about the story through the pictures and the text on the page. Demonstrate this with a student first. Then invite groups to present their summaries to the class.

Home-school link. Encourage students to take their Little Books home and share *Where Is It?* with their families and friends. Tell students to use the language they have learned to explain the pictures and the story.

If you feel that students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: 1) sentence by sentence, pausing for students to repeat each sentence; 2) one page at a time, pausing for students to repeat each page; 3) entirely without pausing.



Workbook pages 76 and 77 may be set now. Instructions and answers are on page T8D.

Objectives

- to identify toys
- to make a toy box

Vocabulary

nouns: balls, bikes, blocks, boats, cars, dolls, marbles, planes, roller skates, teddy bears, toy box, trains

verbs: be (*are*, *is*), have

preposition: in

Materials

- project label on page 125
- coloured paper
- tape
- crayons
- scissors
- plain brown boxes (bigger than shoe boxes) with separate covers
- various toys from home or the classroom

Application

Favourite toys. Ask students to turn to page 88. Invite them to underline their five favourite toys. Then ask them to compare their choices with a partner.

Project: Make a Toy Box.

1. Draw students' attention to the project title *Make a Toy Box*. Relate the project to the unit by rereading or replaying the opening song on page 86. Ask students to sing along.
2. Read the instructions aloud. Discuss the pictures at the top of the page to give students an overview of the project. Explain that each student will decorate a plain box with coloured paper. They will cut out and glue the *Toy Box* label to their boxes.
3. Ask students to cut out the label on page 125, cover and decorate their boxes, and stick the labels with their names onto their boxes.
4. Students can bring in their own toys, use those from the classroom or they can draw pictures to put in the boxes.
5. When the toy boxes are filled, demonstrate the dialogue in the speech bubbles using your own box with a toy in it. Say the dialogue with a student volunteer. Then ask two students to say the dialogue for the class.
6. Put students in pairs. Get partners to ask and answer the question *What's in your toy box?* Change partners and repeat as often as you wish.

Extension

Exchange toy boxes. Ask students to pass their toy boxes around the room so that each student has someone else's toy box, with the lid closed. Then get the first student to ask the question and the second student to act out playing with the toy instead of answering. The first student must guess what the toy is and ask *Is it (a plane)?* The student continues to ask questions until he or she guesses the correct toy. Then ask the students to swap roles and repeat the activity.

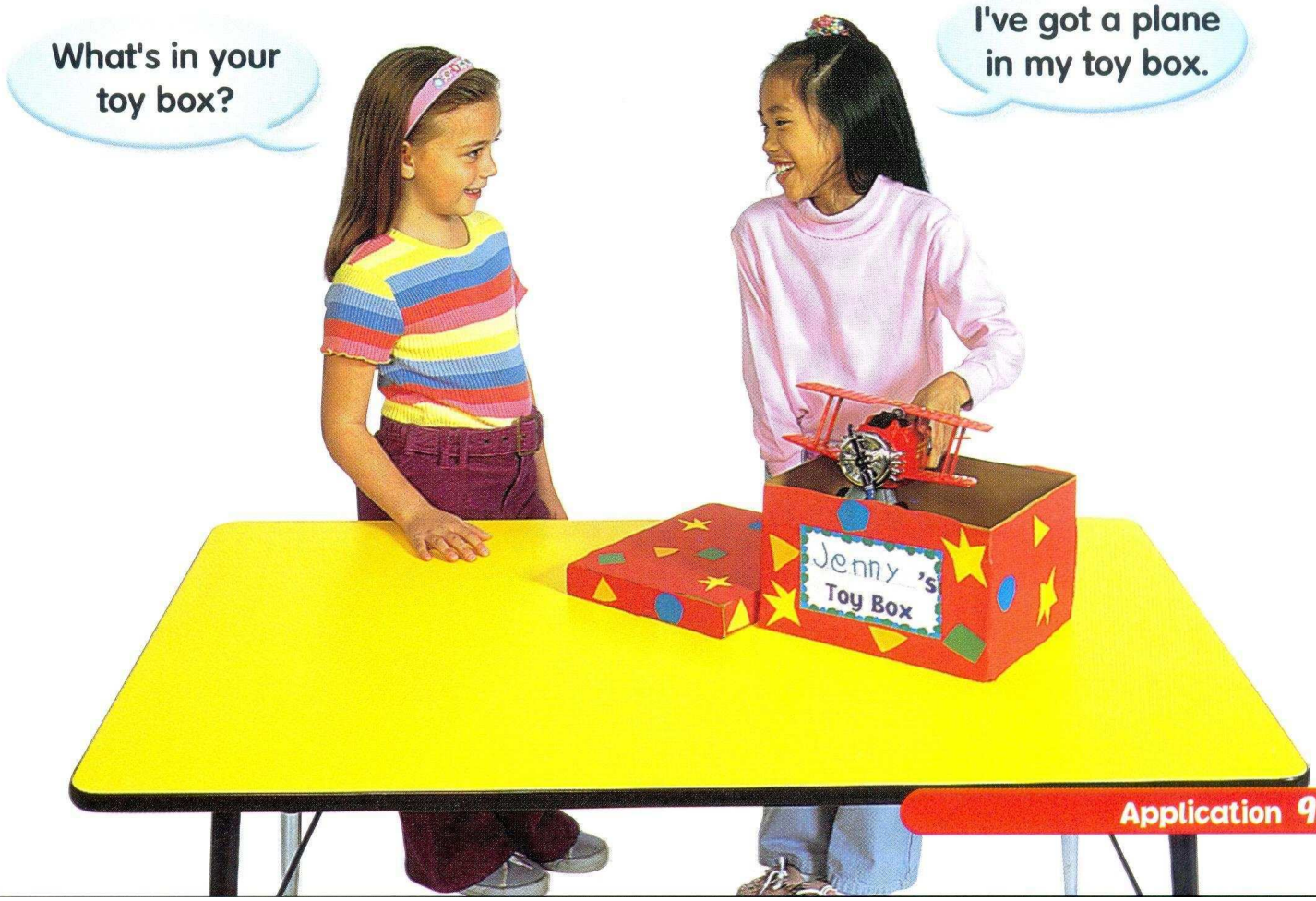
Project

Make a Toy Box.

Cut out the toy box label on page 125.

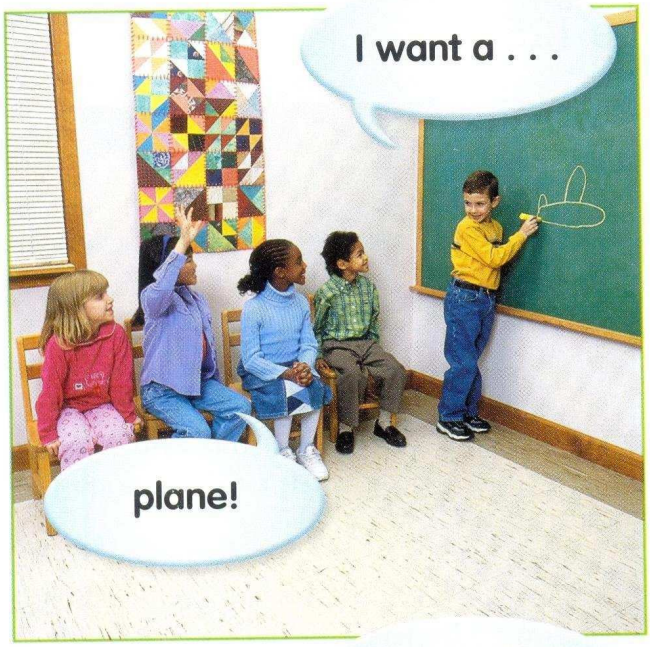


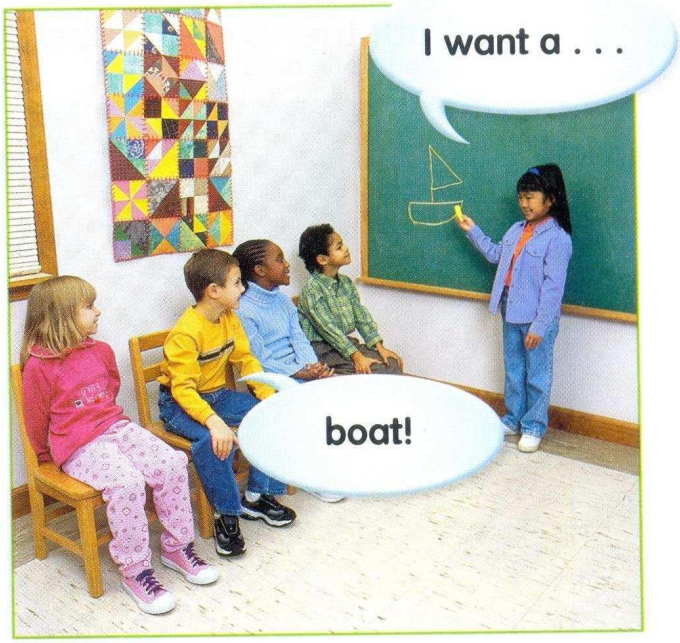




Play a Game!

Act out what you want.







KNOW IT? SHOW IT!

Say where each toy is.

Objectives

- to identify toys
- to ask and answer *What do you want?*
- to describe locations

Vocabulary

nouns: ball, bike, block, boat, doll, marble, plane, roller skate, teddy bear, toy, train

verbs: be (*are*, *is*), want

pronouns: I, you

prepositions: in, on, under

Materials

- drawing paper
- crayons
- bags
- flashcards of toys
- assorted toys, the same as those on the flashcards.

Assessment

Play a Game!

1. Ask students to look at the pictures to get an overview of the game. Explain that the children are playing a guessing game where one student thinks of a toy he or she wants, and then begins to draw it. The other students try to guess the toy first. The winner draws the next toy.
2. Form small groups. Provide each group with crayons and paper. Ask groups to play the game, taking turns to draw a toy and guess. Play until everyone in each group has had a turn drawing a toy.
3. Monitor students' language as they play. Assess their use of the target language and their ability to identify each toy. Make note of any errors to address later. Use the Oral Assessment Checklist as you observe students' oral performance.

Know it? Show it!

1. Direct students' attention to the picture at the bottom of the page. Explain that students will pick a flashcard of a toy from a bag and then find the toy in the room and say a sentence about it using the prepositions in the unit. Say the sample sentence as you point to the ball in the picture. Then ask students to repeat the sentence as they point to the ball.
2. Show students what they will do. Have props and flashcards of the toys ready. Put the flashcards in a bag and place the toys around the room illustrating the prepositions *in*, *on* and *under*. Demonstrate the activity by picking a card and asking *Where's the (kite)?* Point to the toy in the room and answer *The (kite) is (under the desk)*.
3. Invite students to pick cards and continue the activity by asking and answering. Monitor and assess students' ability to ask and answer *Where is the toy?*



Workbook page 78 may be set now, or after students complete the formal assessment on Student's Book page 97. Instructions and answers are on page T8D.

Extension

What is it? Form two teams. Place the flashcards of toys in a bag. Ask a student from the first team to pick a card and act out using the toy, without showing it to anyone. This student's team discusses what the toy might be and makes a guess. If correct, they get a point. Put the card back in the bag. Team 2 repeats the same activity. The first team with 5 points wins.

Objectives

- to identify toys
- to use prepositions of place
- to assess one's own progress

Vocabulary

nouns: bike, blocks, boat, doll, marbles, plane, train, toy box

verbs: be (*are*, *is*), have, want

prepositions: in, on, under

Materials

- unit assessment materials

Assessment

Listen and read. Circle.

1. Ask students to open their books at page 97. Read the instructions and make sure students understand that they will listen to the audio and circle a picture based on what they hear. To prepare for the activity, you might invite students to identify all the toys in the pictures.
2. Play the audio or read the tapescript. Ask students to circle the picture that corresponds to each sentence.

Tapescript: 1. I want a boat. 2. I've got a plane. 3. Sam has got seventeen marbles. 4. The doll is in the box. 5. The blocks are under the table.

Write.

Read the question aloud: *What do you want?* or invite beginner readers to read it with you. Explain that students should write the name of one toy that they want. Ask students to write the answer in a complete sentence.

Now I Know!

Ask students to colour in the large ticks when they are satisfied they have met the following targets: toy vocabulary; prepositions *in*, *on*, *under*; numbers 11 to 20. Students should also feel confident producing and responding to questions and statements based on the following language: *What does he want? Where are the balls?* If students need more work with a particular learning point, revise it with them until they can colour in that tick with confidence.



Workbook page 79 may be set now. Instructions and answers are on page T8D.

Unit Test

Ask students to complete the Unit 8 Test. See page xxxiv. Help students prepare for the test by revising the key activities from the Student's Book and Workbook, particularly those that were the most challenging for the class.

Extension

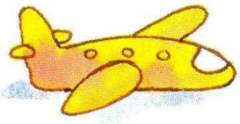
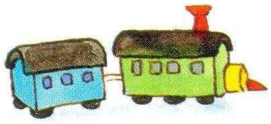
Talk about learning English. Ask questions such as *What did you like learning in this unit? What was easy to understand? What was hard to understand? Which activities helped you learn?*

Add a toy. Seat students in a circle. One student begins by saying *I want a (boat)*. The next student repeats that sentence and adds another toy: *I want a (boat) and a (doll)*. Continue around the circle. You may want to begin again after students have named five toys.

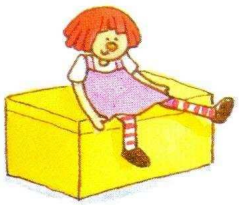
Number fun. Put students in pairs. Ask one partner to trace a number on the other partner's hand. The other partner guesses the number. Then they swap roles and repeat the activity. Continue until all the numbers have been traced. Demonstrate this with a partner first.

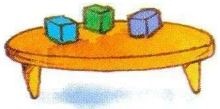
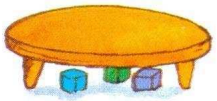
Listen and read. Circle.

1. I want a   .

2. I've got a   .

3. Sam has got   .

4. The doll is in the box.  

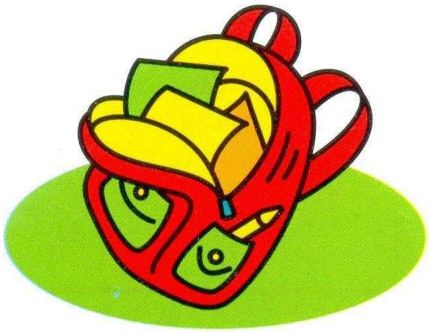
5. The blocks are under the table.  

Write.

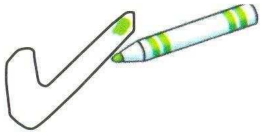
What do you want?

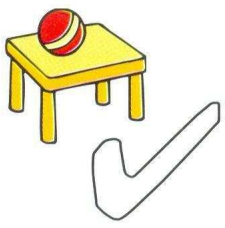
_____

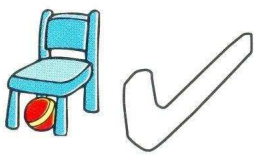
NOW I KNOW!





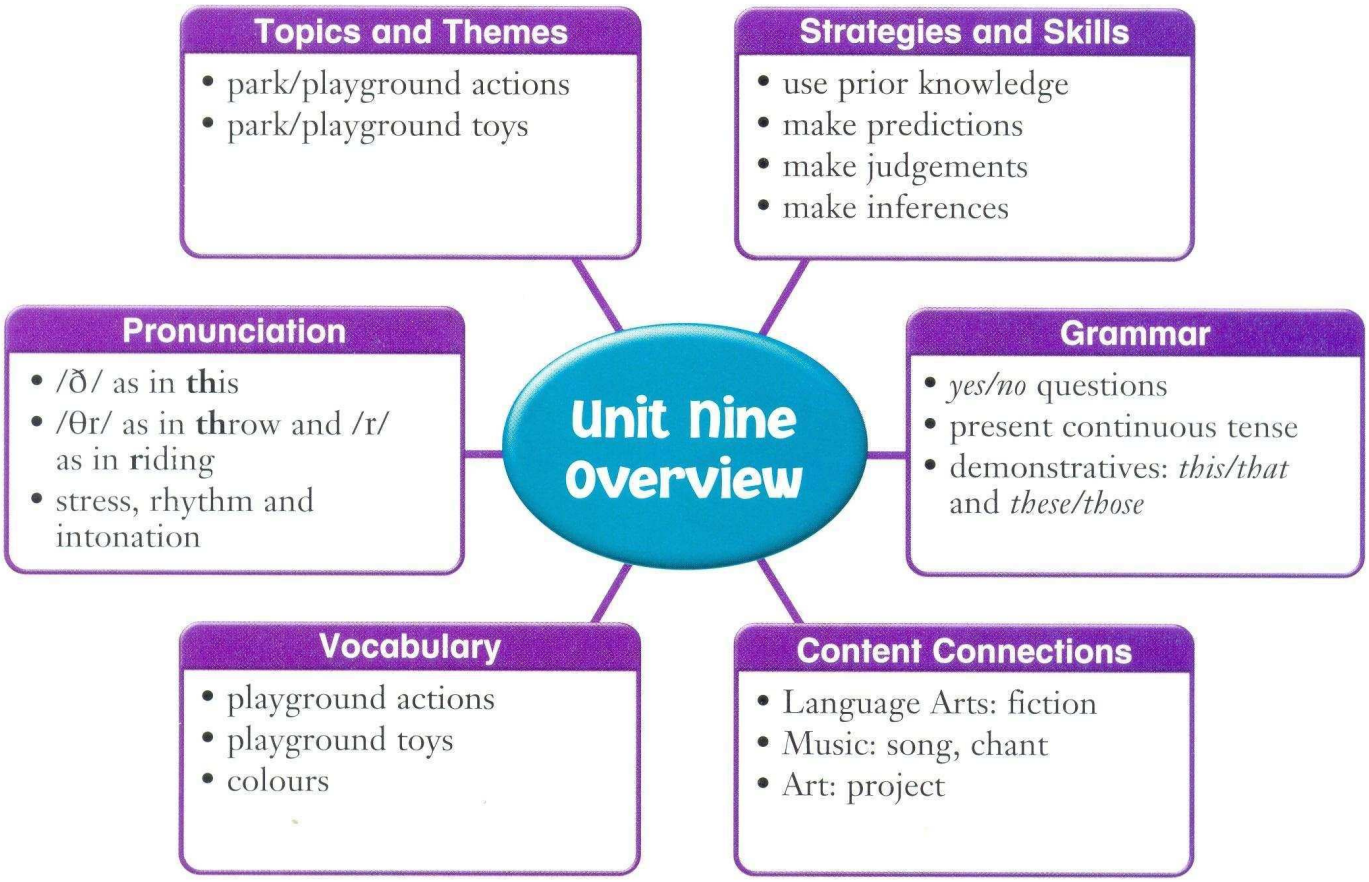






UNIT 9

In the Park



Key vocabulary

Nouns	Actions	
ball	catch	roller skate
bike	dance	sing
kite	fly (a kite)	skip
park	kick	slide
playground	play (a game)	swing
roller skate	read	take (a walk)
skipping rope	ride (a bike)	throw
train		yawn

General Preparation

Prepare before teaching the unit by reading through all the material and collecting the necessary supplies and components. Make sure audio and video equipment is in working order and ready to use.

Teaching Checklist

Component	☑ I Plan to Use
1. Workbook, Unit 9	☐
2. Flashcards	☐
3. Video, Unit 9	☐
4. CD-ROM, Unit 9	☐

Noticeboard Ideas

Call the noticeboard display *Playtime*. Help students find or draw pictures of playground toys such as a *bike*, *ball*, *kite*, *roller skates* or *skipping rope*. Display pictures at the top of the noticeboard. Display action words on the bottom half of the noticeboard. Each day, ask volunteers to choose an action word, match it to an item on the top half, then act out the action (flying a kite, throwing a ball, catching a ball, roller skating, riding a bike or skipping).

For a different noticeboard display, stick the title *In the park* (or *At the Playground*, as appropriate) and subtitles below it, *With Family* and *At School*. Ask students to cut out or draw pictures of things they do at a park or playground with family members and at school. Note: they can also use their *Home-school link* drawings. Help students make comparisons.

You can also use students' work from the sorting activity on Workbook page 89 as a noticeboard display.

Home-school link

Ask students to work with a family member to make a drawing showing the two of them playing in a park together. Students can bring in their pictures and share them with the class. Help students write captions for their pictures, such as *We're playing a game.*

Little Book: *Tony Is Reading*

Summary: Tony wants to read and he wants to go to the park. He does both. He reads his book while he swings, slides and catches a ball.

Workbook Tapescripts

Page 81: 1. Listen and cut. Match and glue. (Play the song.)

Page 85: 4. Listen and match. Draw a line. (Play the chant.)

Page 86: 6. (Read *Tony Is Reading.*) What is Tony doing? Listen and circle.

1. Is Tony reading?
2. Is Tony skipping?
3. Is Tony riding a bike?
4. Is Tony catching a ball?

Page 88: 9. Listen. Read and circle.

1. Is Jack kicking a ball?
2. Is Jack throwing a ball?
3. Is Annie skipping?
4. Is Annie sleeping?

PREPARATORY NOTES

Workbook Instructions and Answers

Page 81

Act 1: Students listen to the song and cut out the pictures. They match and stick each picture above the words from the song it matches: the children kicking the ball; the children having a snack and talking; and the children flying a kite.

Page 83

Act 2: Students colour the pictures based on the descriptions in the sentences.

Page 84

Act 3: Students draw themselves doing something in the park. They write a title, such as "I'm kicking a ball." Responses and pictures will vary.

Page 85

Act 4: Students listen to the chant and draw a line to match each verse to a picture: the first to the picture of the boy kicking a ball; the second to the picture of the girl singing a song; the third to the boy roller skating.

Act 5: Students should circle the words in the puzzle.

Page 86

Act 6: Students listen to the questions and circle the answers: 1. yes 2. no 3. no 4. yes

Act 7: Students draw a face to show how they liked the story. Responses will vary.

Page 87

Act 8: Students use their imagination to continue the story. Pictures will vary.

Page 88

Act 9: Students listen to the questions and circle answers based on the pictures. 1. No, he isn't. 2. Yes, he is. 3. Yes, she is. 4. No, she isn't.

Act 10: Students look at the picture and circle the word (*This* or *That*; *These* or *Those*) that describes it. Then they colour the picture based on the sentence: This kite is purple. (Students colour the kite purple.) Those books are brown. (Students colour the books brown.)

Page 89

Cut-out activity: Sorting.

Partners sort their two sets of word cards into the following categories: school; family; parts of the body; clothing; rooms in the house; animals; food; toys. They can stick these to pieces of paper, illustrate them and add other words they know.


UNIT 9
In the Park
1 Listen and sing.
Having Fun
We're in the park.
We're kicking a ball.
We're dancing around.
Come and join us all!
We're taking a walk.
We're having a snack.
We're stopping to talk.
Put down your backpack!
We're singing a song.
We're flying a kite.
We're marching along
from morning 'til night!

Objectives

- to identify playground actions
- to sing a song
- to use stress, rhythm and intonation

Vocabulary

nouns: backpack, ball, kite

verbs: dance, have, fly, kick, march, sing

Materials

- cassette or CD player
- audio cassette/CD
- flashcards of park/ playground activities

Warm Up

Creating Interest

Do one or both of the following to build students' curiosity about the unit.

Mime actions. Stick flashcards of playground activities on the noticeboard. Pretend to swing on the swings as you say *I'm swinging on the swings*. Repeat for other activities, such as kicking a ball, sliding down the slide, or skipping. Point to the pictures on the board and ask *What am I doing?*. Invite students to mime other playground activities.

Make a word map. Write the words *Park/Playground* in the centre of a large piece of paper. Add flashcards representing different playground activities students know, such as skipping, swinging on the swings, sliding on the slide and kicking a ball. Invite students to name any activities they can. Add these words to the word map. As the students learn new vocabulary during the unit, add it to the word map.

Activity 1 Listen and sing.

1. Before students open their books at page 98, teach or revise the park/playground activities named in the song. Pretend to kick a ball and invite the class to join you as everyone chants *We're kicking a ball.* Repeat for dancing around, taking a walk, having a snack, stopping to talk, singing a song, flying a kite and marching along.
2. Keeping the books closed, play the song once so that students can listen. Then draw students' attention to the pictures on page 98. Ask them to say all they can about the pictures. Listen to the song a second time, use gestures to clarify meaning and ask students to find children in the picture doing activities that are named in the song.
3. Play the song a third time. Encourage students to sing along. You may wish to assign each verse to a different group of students. Ask each group to sing and act out its verse. Swap verses and repeat until all groups have sung and acted out each verse.



Workbook page 81 may be set now. Instructions and answers are on page T9D.

Objectives

- to identify toys
- to identify colours
- to pronounce and identify /ð/ as in **th**is
- to use *this, that, these, those*

Vocabulary

nouns: ball, bicycle, book, kite, teddy bear

verb: be (*are, is*)

adjectives: assorted colours

demonstratives: that, these, this, those

Materials

- cassette or CD player
- audio cassette/CD
- stickers for Unit 9
- coloured crayons

Presentation

Activity 2 Look and listen. Point and say.

1. Tape a pencil and two markers onto the blackboard, far away from the students. Ask all students to place a pencil and two markers on their desk. Teach the following chant and ask students to join in when they feel ready:

   This is this. (Point to the pencil on your desk.)
   And that is that. (Point to the pencil on the board.)
   This! That! This! That! (Point, point, point, point.)
   Everybody swing a bat. (Pretend to swing a bat.)
   These are these. (Point to the markers on your desk.)
   And those are those. (Point to the markers on the board.)
   These! Those! These! Those! (Point, point, point, point.)
   Everybody touch your toes. (Touch your toes.)

2. Ask students to look at the pictures in Activity 2. Play the audio or read the tapescript as students point to each person who is talking.

   Tapescript: This bicycle is red. That bicycle is blue. These books are yellow. Those books are green.

3. Read or play the audio again. This time ask students to repeat each sentence as they point to the picture it describes.

Activity 3 Listen and stick.

1. Draw students' attention to the pictures in Activity 3. Point to each one and read the sentence. Ask students to repeat. Distribute the stickers and ask students to identify the toy on each one.
2. Read the instructions. Students will listen to a description for each sticker, and then match the sticker to the picture, based on what they hear. Play the audio or read the tapescript.

   Tapescript: 1. This teddy bear is brown. 2. That ball is orange. 3. These books are purple. 4. Those kites are pink.

3. Walk around and ask individual students to point to each sticker and say the sentence. Review errors with them later.



Workbook page 83 may be set now. Instructions and answers are on page T9D.

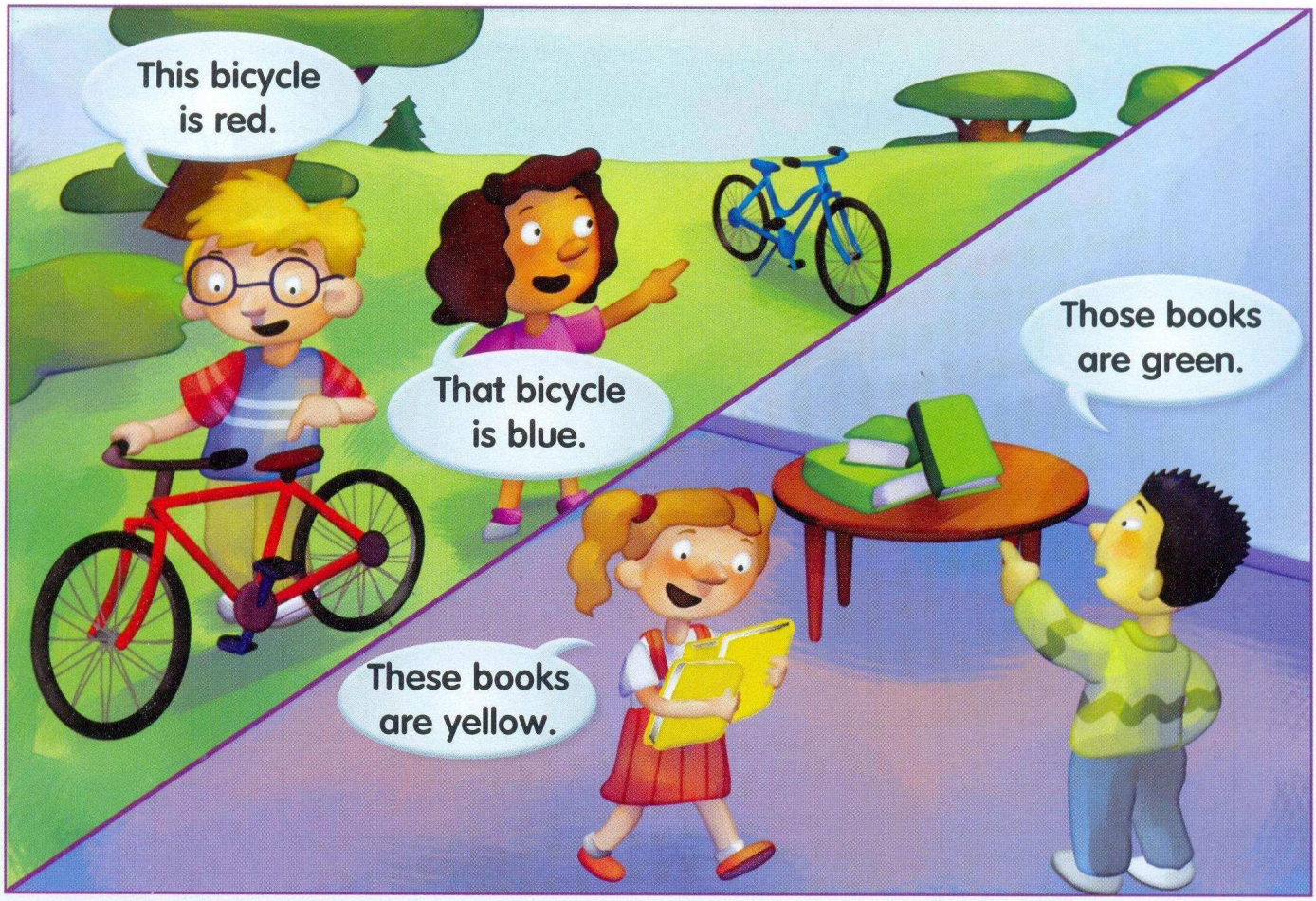
Extension

Pronunciation: /ð/ as in *this*. Write the chant below on the board. Point out the *th* in the words. Play the audio or say the text. Ask students to repeat it.

/ð/	/ð/	/ð/	
this	that	these	those
this book	that book	these books	those books

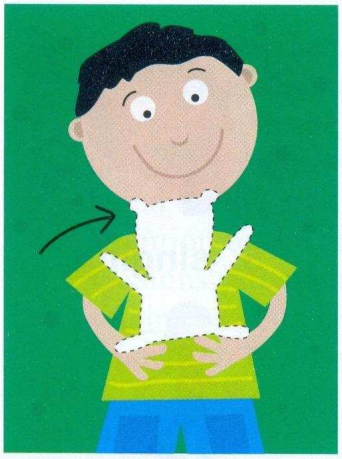
There are many books in the classroom. (Repeat.)

2 Look and listen. Point and say.



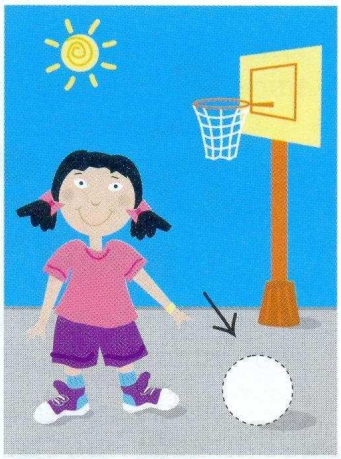
3 Listen and stick.

1.



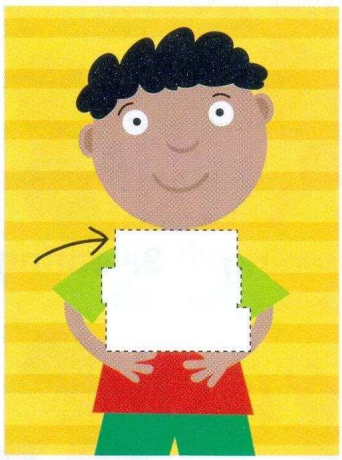
This teddy bear is brown.

2.



That ball is orange.

3.



These books are purple.

4.



Those kites are pink.

4 Listen and point.



1. catching



2. dancing



3. eating



4. kicking



5. singing



6. throwing



7. skipping



8. playing a game



9. riding a bike



10. roller skating

Objectives

- to identify playground actions
- to ask and answer *yes/no* questions
- to use the present continuous tense
- to identify and pronounce /θr/ as in **thr**owing and /r/ as in **r**iding

Vocabulary

nouns: ball, bike, game, rope, skate

verbs: catch, dance, eating, jump, kick, play, ride, sing, skate, throw

pronouns: he, she, they

Materials

- cassette or CD player
- audio cassette/CD

Presentation/ Practice

Warm up

On the board, make a list of the actions that students know from Units 5 and 6 and from the song on page 98. Invite a boy to stand and act out one of these actions without saying what it is. Ask the class *Is he (eating)?* Prompt them to respond *yes* or *no*. Continue with other students and actions.

Activity 4 Listen and point.

1. Draw students' attention to the picture on pages 100 to 101. Ask them to identify whatever they can – games, clothing, colours, actions.
2. Point out the picture dictionary at the bottom of page 100. Play the audio or read the tapescript a few times, and ask students to point to each picture as they repeat the words.

   Tapescript: 1. catching 2. dancing 3. eating 4. kicking 5. singing 6. throwing 7. skipping 8. playing a game 9. riding a bike 10. roller skating
3. Then ask students to find each action in the big picture on pages 100–101. Guide them to use the correct pronoun to describe each picture: *He is* ____. *She is* ____.

Activity 5 Look at the picture. Point. Ask and answer.

1. Read the instructions aloud. Make sure students understand that they will point to a person in the picture and ask questions about what he or she is doing based on the example. Draw students' attention to the first dialogue. Demonstrate pointing to the boy who is singing as you play the audio or read the tapescript. Invite students to repeat this.

   Tapescript: Is he skipping? No, he isn't.
2. Draw students' attention to the second dialogue. Continue pointing to the singing boy. Play the audio or read the tapescript, and invite students to repeat it.

   Tapescript: Is he singing? Yes, he is.
3. Then choose two students to demonstrate both exchanges again for the class. Make sure they are pointing to the picture of the singing boy as they do so.

4. Divide the class into pairs. Ask students to ask and answer questions about the picture following the examples on page 101. Make sure students point to a child in the picture when they ask and answer *Is (he) (singing)? (No), (he)(isn't)*. You may get one partner to ask about all the images in the picture and the other one to answer, and then swap roles. Alternatively, you may want the students to swap roles after each picture.

5. Students' questions will vary, but they should follow a pattern like the following:

Is he skipping? No, he isn't.
Is he singing? Yes, he is.
Is he eating? No, he isn't.
Is he catching (a leaf)? Yes, he is.
Is he/she catching (a ball)? No, he/she isn't.
Is he/she dancing? Yes, he/she is.
Is he kicking (a ball)? No, he isn't.
Is he eating (ice cream)? Yes, he is.
Is he singing? No, he isn't.
Is he kicking (a ball)? Yes, he is.
Is he skipping? No, he isn't.
Is he throwing (a ball)? Yes, he is.
Is she playing a game? No, she isn't.
Is she skipping? Yes, she is.
Is he/she riding a bike? No, he/she isn't.
Is he/she playing a game? Yes, he/she is.
Is he roller skating? No, he isn't.
Is he riding a bike? Yes, he is.
Is she dancing? No, she isn't.
Is she roller skating? Yes, she is.

Walk around the room and listen to the students as they work. Review errors with them later.

Extension

Pronunciation: /θr/ as in *throwing* and /r/ as in *riding*. Write the target vocabulary from the tapescript below on the board and say the words with students. Point out or elicit the letters which make the target sounds. Play the audio or say the text. Ask students to repeat after you. Repeat as necessary.

/θr/	/θr/	/θr/
throwing	He's throwing.	She's throwing a ball.
/r/	/r/	/r/
riding	riding	He's riding a bike.
roller skating	roller skating	She's roller skating.
running	running	He's running.
Running, riding, roller skating.		
What do you want to do?		
Walking, jumping, throwing, catching.		
Let's play a game, too.		

Grammar work. If you wish, you may ask students to produce questions with *they* in Activity 5:

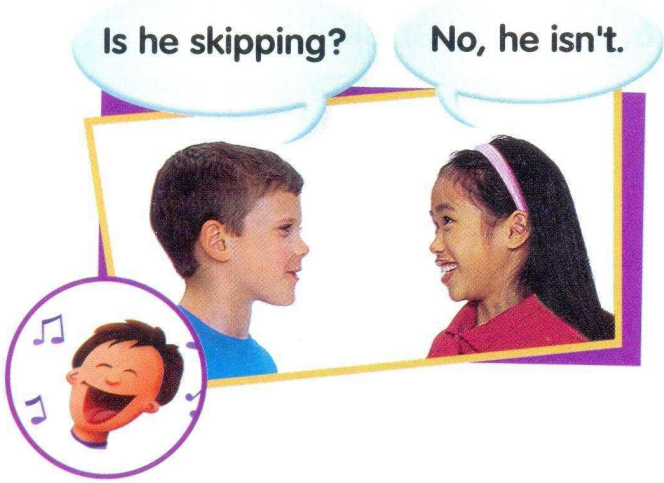
Are they roller skating? No, they aren't.

Are they dancing? Yes, they are.

You may also use this opportunity to review questions with *what*:

What's he doing? He's riding a bike. What's she doing? She's roller skating. What are they doing? They're dancing.

5 Look at the picture. Point. Ask and answer.





Grammar

Is she **dancing**?
Yes, she **is**.

6 Look and listen. Read and circle.

1. Is she catching a ball?



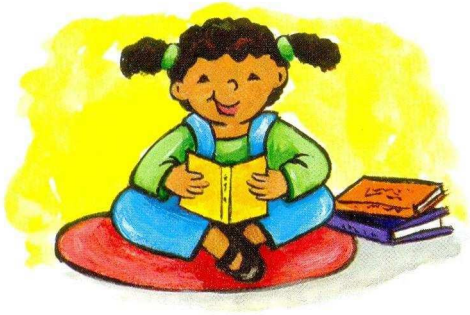
Yes, she is. (No, she isn't.)

2. Is he kicking a ball?



Yes, he is. No, he isn't.

3. Is she sleeping?



Yes, she is. No, she isn't.

4. Is she skipping?



Yes, she is. No, she isn't.

5. Is he throwing a ball?



Yes, he is. No, he isn't.

6. Is he roller skating?



Yes, he is. No, he isn't.

Objectives

- to identify actions
- to ask and answer *yes/no* questions
- to use the present continuous tense

Vocabulary

nouns: ball, rope

verbs: catch, kick, roller skate, run, skip, sleep, throw

pronouns: he, she

Materials

- cassette or CD player
- audio cassette/CD

Language Practice

Activity 6 **Look and listen. Read and circle.**

1. Invite a student to act out one of the actions they have learned. Ask the class *Is (she) (throwing a ball)?* Lead the class in responding together either *Yes, she is* or *No, she isn't.* Repeat with a few other volunteers.
2. Draw the students' attention to the grammar box at the top of page 102. Read the exchange aloud and ask students to repeat it. Explain that they will listen to similar questions in the next activity, but they will provide the answers themselves, based on the pictures.
3. Read the instructions aloud. Make sure students understand that they will circle an answer based on what they hear, read, and see. Play the audio or read the tapescript aloud for the first item. Point out the sample circled response. Then play the audio for the remaining items and ask students to circle the correct answer for each one.
4. Play the audio or read the tapescript aloud two or three times for each item. Ask students to read along with each question, then circle the answer before going on to the next question. Then check students' work.

Tapescript: 1. Is she catching a ball? (*No, she isn't.*) 2. Is he kicking a ball? (*Yes, he is.*) 3. Is she sleeping? (*No, she isn't.*) 4. Is she skipping? (*Yes, she is.*) 5. Is he throwing a ball? (*Yes, he is.*) 6. Is he roller skating? (*Yes, he is.*)

Extension

What's your favourite? Grammar note: sometimes, verbs ending in *-ing* are used as nouns (gerunds). For example, in the sentence "I like skipping," *skipping* is a noun. Display a chart with some activities listed in the first column. Ask students to raise their hand to vote for their favourite. Use tally marks to record the data. For example:

Activities	Votes
skipping	///
roller skating	////
playing chess	//
catching a ball	////

Then help students make sentences about the chart. *Four students like roller skating. Three students like skipping.*

Activity 7 Look and listen. Say.

1. Draw students' attention to the cartoon for Activity 7. Help them understand that the children are playing a mime game. Play a quick mime game if students do not remember the game.
2. Read the instructions aloud and make sure students understand that they will listen to the audio while they look at the pictures, and then they will repeat the dialogue themselves. Play the audio or read the tapescript as students point to each person who is talking.

Tapescript: Are you catching a ball? Yes, I am. Are you running? Yes, I am. Are you singing? No, I'm not. I'm yawning. I'm tired.

3. Play the audio again as students look and listen. This time ask students to repeat each sentence as they point to the person who is talking. Finally, ask students to work in groups of four to act out the scene. Remind them to use the audio as an example for the correct intonation of questions.

Activity 8 Listen and draw.

Read the instructions aloud. Make sure students understand that they will listen to the audio and draw a park or playground scene based on what they hear. Beginner readers may be able to follow the written instructions without hearing the audio. Play the audio or read the tapescript several times so students know what to draw.

Tapescript: Draw a boy skipping. Draw a girl kicking a ball.



Workbook page 84 may be set now. Instructions and answers are on page T9D.

Extension

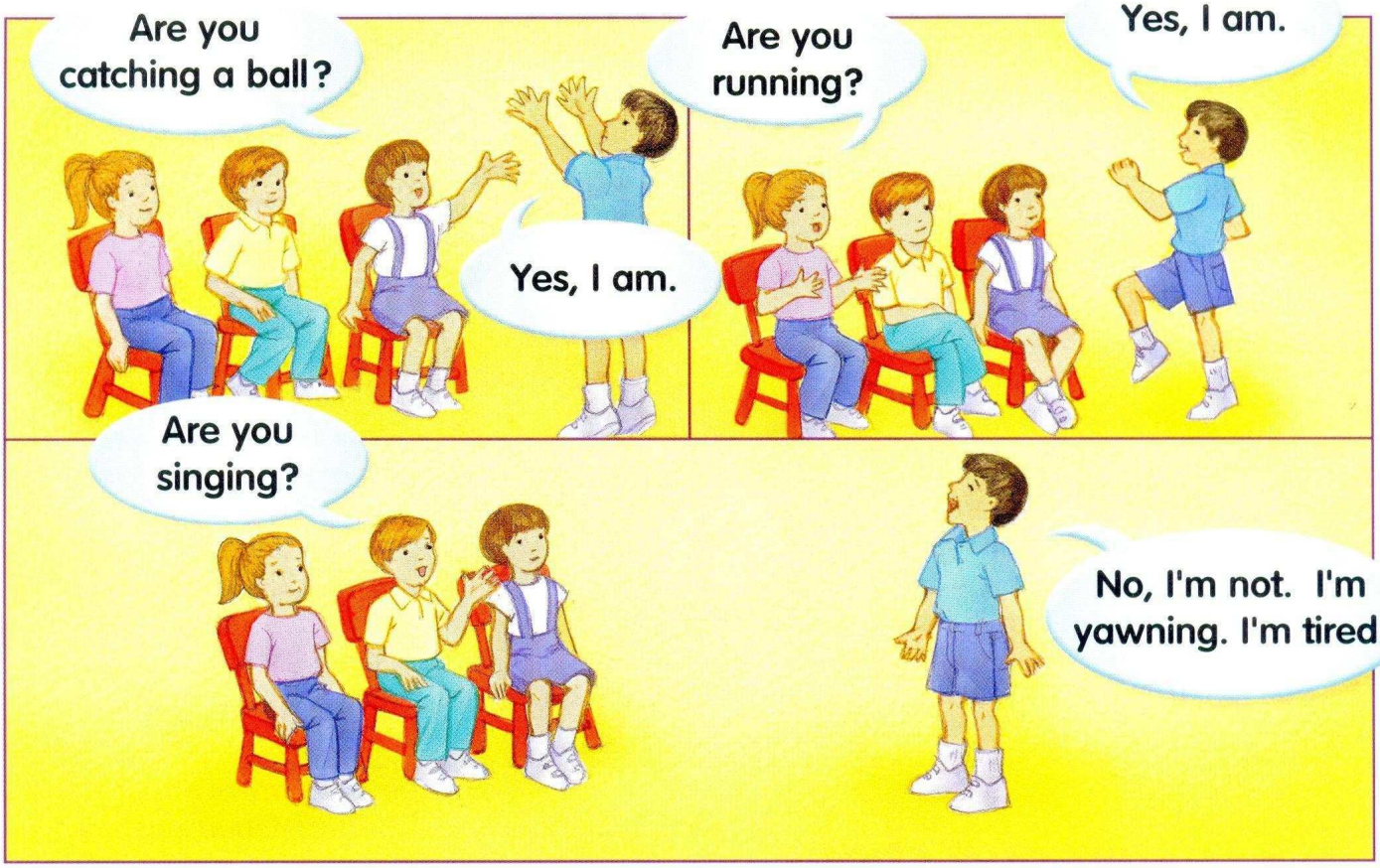
Play Simon Says. To play Simon Says, "Simon" (the leader) gives the players a command: *Simon says (dance).* The players do whatever Simon says. If "Simon" gives a command but doesn't say *Simon says*, then anyone who follows the command is out. For example:

Simon says dance. (Everyone dances.)
Simon says walk. (Everyone walks.)
Sing. (Anyone who sings is out.)
Simon says sing. (Everyone sings.)

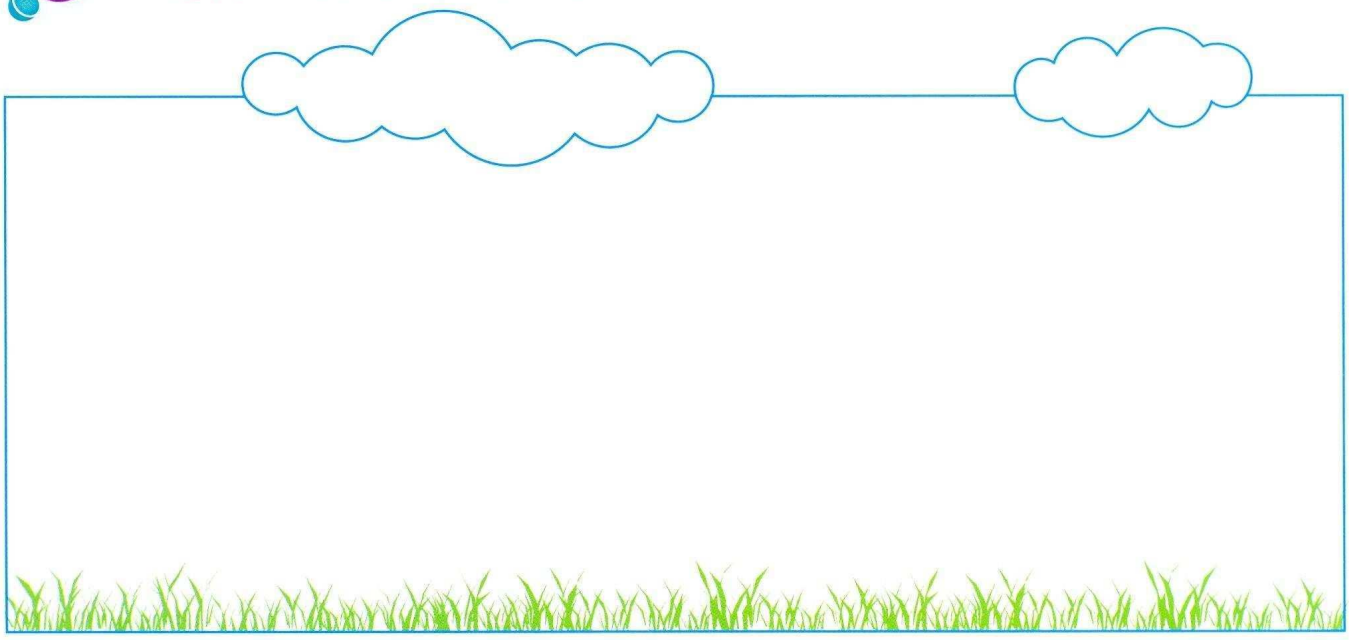
To begin the game, the teacher should be "Simon". Once students understand how the game is played, you might invite more advanced students to take turns being "Simon".

Colour revision. List *red*, *blue*, *green*, *yellow*, *pink* and *purple* on one set of index cards and *ball*, *roller skates*, *skipping rope*, *bike* and *train* on another set. Make sure there are enough cards in both sets for each student to have one. Make more than one set to accommodate a large class. Place both sets face down. Ask students to pick a card from each set. Help them read the words, and then ask them to draw a picture to show both cards. For example, a student who picks *red* and *ball* draws a red ball. Students can share and talk about their pictures when these are finished.

7 Look and listen. Say.



8 Listen and draw.



Draw a boy skipping.
Draw a girl kicking a ball.

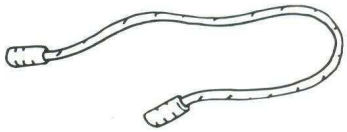
9 Listen. Draw a line. Colour.

1. She's kicking a ball.
2. He's skipping.
3. She's riding a bike.
4. He's throwing a ball.

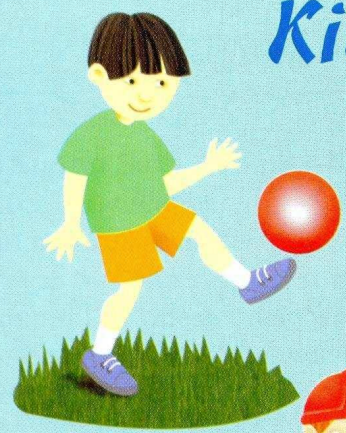









10 Listen and chant.



Kicking, Singing, Skating

He's kicking.
He's kicking.
He's kicking a ball.

She's singing.
She's singing.
She's singing a song.

He's skating.
He's skating.
Watch out. Don't fall!




Objectives

- to identify actions
- to identify playground objects
- to perform a chant
- to use stress, rhythm and intonation
- to use gestures

Vocabulary

nouns: ball, bike, song
verbs: kick, ride, sing, skate, skip, throw
pronouns: he, she

Materials

- cassette or CD player
- audio cassette/CD
- playground objects, such as a ball, rope, roller skates, bike

Application

Activity 9 Listen. Draw a line. Colour.

1. Draw students' attention to the playground objects shown in Activity 9. For each object, ask *What's this?* After students have identified each one, invite a student to choose one and act out how he or she would play with it. Ask the class *What is he doing?* Help them respond appropriately: *He's (kicking a ball).* Repeat with some other volunteers.
2. Read the instructions and make sure students understand that they will listen to the audio and draw a line from each child on the left to the toy he or she is using on the right, based on what they hear. Then they will colour in the toys.
3. Play the audio or read the following sentences aloud. As students work, walk around and make sure they are drawing lines to the correct pictures. When they have finished, invite everyone to colour in the toys.

Tapescript: 1. She's kicking a ball. 2. He's skipping. 3. She's riding a bike. 4. He's throwing a ball.

Activity 10 Listen and chant.

1. Draw students' attention to the title of the chant. Read the title aloud and demonstrate each action if necessary. Point out the pictures and ask students to name what each child is doing.
2. Play the audio or chant as students listen with their books closed. Then ask students to open their books and point to each picture as they join in with the chant. Perform the chant at least twice to provide practice in stress, rhythm and intonation.

WB Workbook page 85 may be set now. Instructions and answers are on page T9D.

Extension

What's NOT happening? Ask partners to take turns pointing to one of the pictures on page 104 and identifying something each child is not doing. For example, *She's riding a bike. She's not roller skating.*

Add verses. Provide the following template and guide the class to create additional verses to the chant. Groups can act out the chant, including the new verses.

He's ____.	*She's* ____.
He's ____.	*She's* ____.
He's ____ *a* ____.	*She's* ____ *a* ____.

Objectives

- to listen and read for enjoyment
- to predict
- to make inferences
- to make judgements

Vocabulary

nouns: fun, park

verbs: catch, go, have, read, slide, swing

Materials

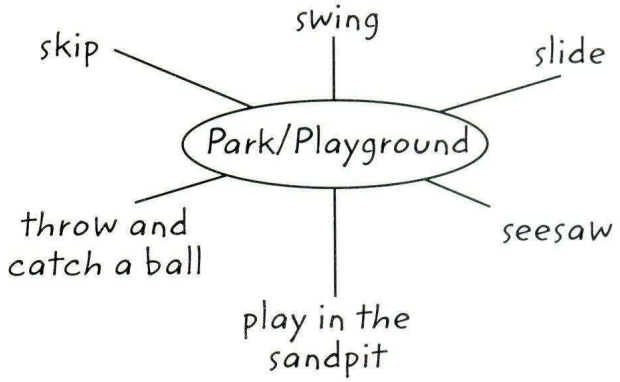
- cassette or CD player
- cassette or audio CD

Summary

Tony Is Reading: Tony wants to read and he wants to go to the playground. He does both. He reads his book while he swings, slides and catches a ball.

Before Reading

1. Ask the students to take out pages 105–106. Demonstrate how to make a Little Book by folding the page in half. Make sure all the books are ready before continuing.
2. Revisit the word map you began during Creating Interest to show what to do in the park or at the playground. See the sample word map to the right.
3. Draw students' attention to the first page of the book and read the title aloud. Preview the pictures and ask students to say what they can about each one. Prompt them by asking *What's he doing? What's she doing?*
4. Ask students to predict what they think the story will be about. For example:



During Reading

1. Invite students to relax and listen quietly as you play the audio or read the story aloud to them. Tell them that they can talk about the story and ask questions when you read it again. As you read, use gestures and point to the pictures to help students understand.
2. Read the story or play the audio a second time, following the text as you do so. Encourage students to point to any words they know in the text. Afterwards, write the words *catching*, *park*, *reading*, *sliding* and *swinging* on the board and ask students to find the words in the story.
3. Ask students to listen as you play the audio or read the story from the Student's Book a third time. Invite them to ask questions.
4. **Echo read.** To help students develop oral reading skills, echo read the story with them. Please see page T10 for an explanation of this technique.
5. **Read together.** To help students develop fluency in their oral reading, ask the class to read the story aloud with you. Read expressively as you emphasise key words. Keep a pace that is comfortable for students. Ask students to follow the text as they read and listen for words they don't know. Above all, have fun!

Tony is catching a ball in the park.

And he's reading, too.

He's having fun!



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Tony is Reading

by Penny Young



Tina says, "Tony, let's go to the park."

Tony says, "I'm reading."

Tina says, "You can read in the park."



Tony is swinging in the park.

And he's reading, too.

Tony is sliding in the park.

And he's reading, too.



After Reading

Confirm or correct predictions. Draw students' attention to the predictions they made about the story before the reading. Help students confirm or correct their predictions.

Check comprehension. Assess students' comprehension with questions like the ones below. Remind students to use the illustrations and any familiar words to help them answer the questions. Make sure you point to a picture when you ask a question, and ask students to point when they answer.

What is Tony doing?

What does Tina want?

What is Tony doing in the park?

Is Tony having fun?

Reading strategy awareness: Make inferences. Ask students to look back at the pictures. Discuss the following question: *Does Tina have fun with Tony in the park?* Encourage students to answer and give reasons for their answers.

Make judgements. Discuss Tony's actions in the park. Ask questions such as *Is it a good idea for Tony to read and swing? Why or why not? Do you want to play with Tony in the park? Why or why not?*

Home-school link. Encourage students to take their Little Books home and share *Tony Is Reading* with their families and friends.

If you think students would like to read the story but need more support, record the story for them. To help students of all abilities, record the story: 1) sentence by sentence, pausing for students to repeat each sentence; 2) page by page, pausing for students to repeat each page; 3) entirely without pausing.

Write about it. Brainstorm a list of other things Tony can do in the park while reading, such as throwing a ball, flying a kite or kicking a ball. Ask students to write about Tony reading and doing one of these actions. Ask them to draw a picture to illustrate their sentence. For example, *Tony is reading and flying a kite. Tony is reading and throwing a ball.*

Grammar connection. Ask students to choose one page of the story. Provide sentence frames for them to complete with *is* and *isn't* to describe the actions on that page. For example, *Tony* ____ *reading. Tony* ____ *riding a bike.*



Workbook pages 86 and 87 may be set now. Instructions and answers are on page T9D.

Extension

Act and guess. Ask students to take turns miming an event from the story as others guess which event they are acting out.

Two at a time. Ask partners to try doing two things at once, then talk about which two things they can do together and which they cannot. Ask them to share their findings. For example, *I can draw and sing at the same time.*

Objectives

- to draw and talk about playground activities
- to draw and talk about playground objects
- to use the present continuous tense
- to make action puzzles

Vocabulary

nouns: ball, bike, game, roller skate

verbs: catch, dance, eat, kick, play, ride, sing, roller skate, skip, throw

pronouns: he, she, they

Materials

- simple puzzles
- pictures of familiar objects
- paper plates
- crayons and markers
- scissors

Application

Puzzle play. Have a variety of puzzles available for students to take apart and put together to familiarise them with how puzzle pieces work.

Picture parts. Fold in half pictures of familiar objects, such as bikes, roller skates, and other objects students have learned about. Show students half of the picture. Ask them to guess what the picture is, then open it up to confirm or correct their guesses.

Project: Make Action Puzzles

1. Point out the project title *Make Action Puzzles*. Relate the project to the rest of the unit by pointing out that the class has learned the names of actions you do in the park and now they are going to make puzzles showing these actions.
2. Read the instructions and make sure students understand that they will each draw an action scene of a child doing something at the playground. Discuss the pictures on page 107 so students get an overview of the project. Suggest they use pictures in the unit to help them decide what to draw.
3. Give students paper, crayons, markers, scissors and paper plates. Ask them to work independently as they draw their pictures. Then ask students to cut each plate into two pieces by cutting a jagged line down the middle. Encourage them to talk about their drawings by asking each other *What is (she) doing? Is (she) (riding a bike)?* Walk around the room and listen to the students as they work. Review errors with them later.
4. Form small groups. Ask students in each group to mix up their puzzle pieces. Then the groups must work together to reassemble their puzzles and describe what each shows.
5. Ask students to present their reassembled puzzles to the class and say what each child is doing.

Extension

More cuts. Ask students to cut their puzzles once more, to make four pieces. Students can work in pairs to reassemble their puzzles.

Puzzle memory game. Place pieces of puzzles upside down. Ask students to play a puzzle memory game by taking turns picking a pair of pieces to find those that match. As they play, students should say what they think each piece of the puzzle shows. For example, *(She) is (throwing a ball)*. The player with the most completed puzzles wins the game.

Project

Make Action Puzzles.

Draw and cut. Show and say.

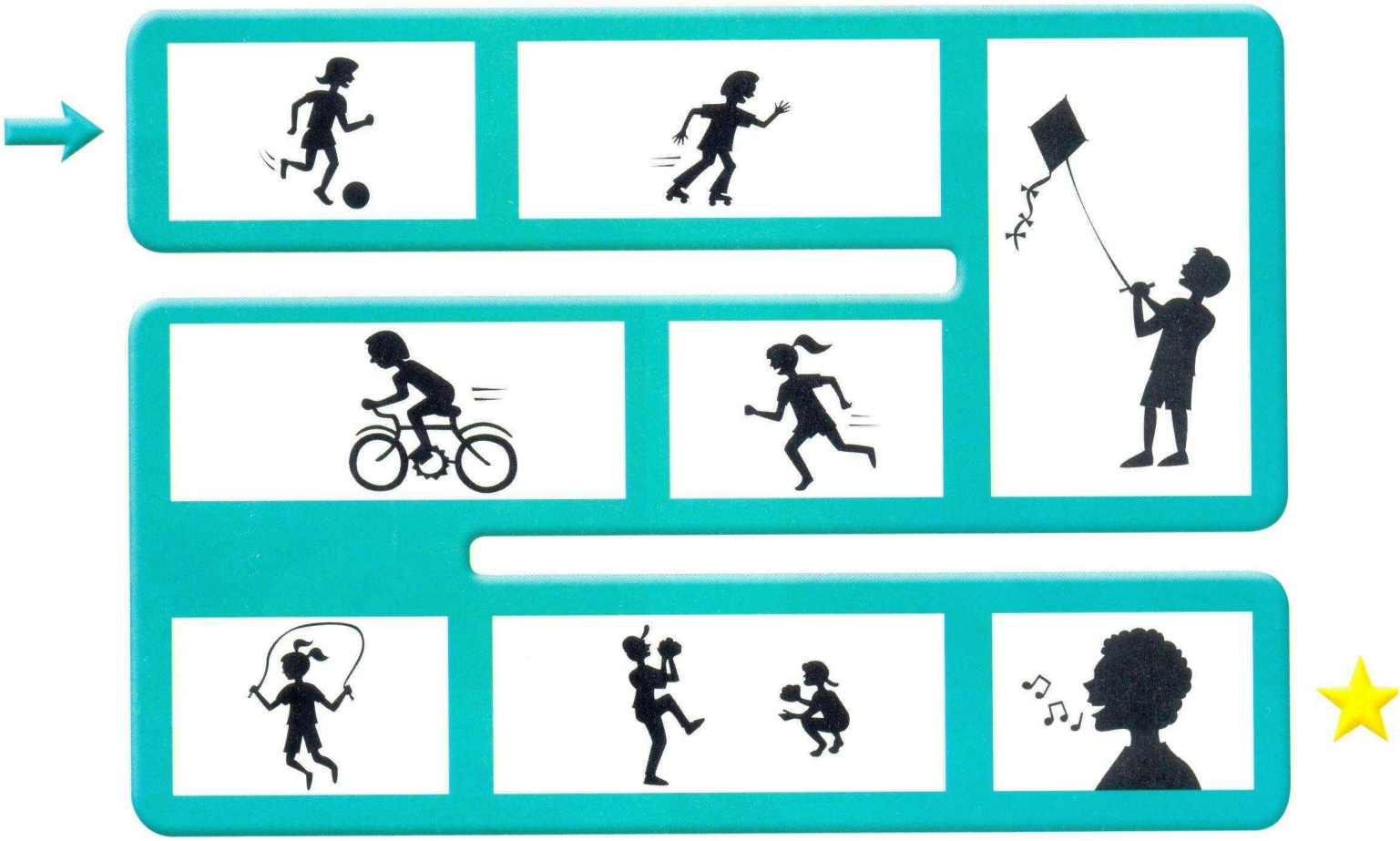






Play a Game!

Look and say.

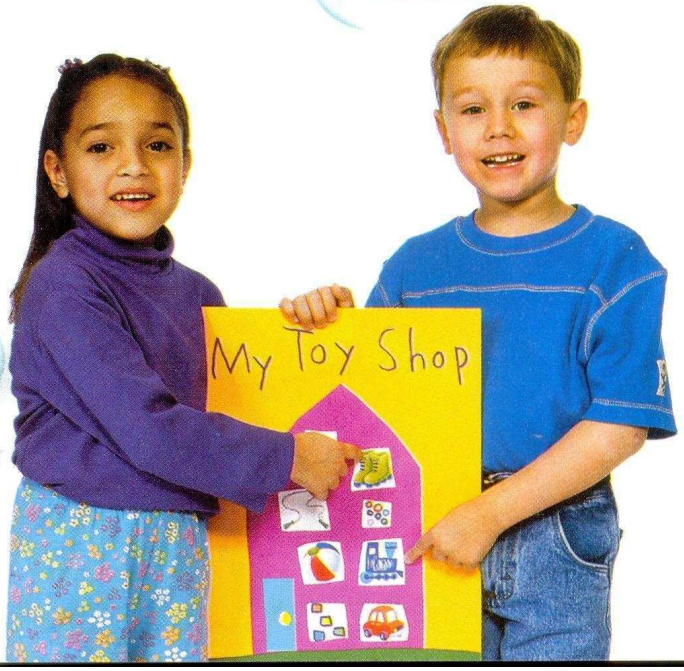


KNOW IT? SHOW IT!

Use the cut-outs on page 125.

This train is blue. I want this train.

Those roller skates are green. I want those skates.



Objectives

- to identify actions
- to use the present continuous tense
- to identify playground toys and equipment
- to identify colours

Vocabulary

nouns: ball, bike, jump rope, kite, roller skates, train

verbs: flying, skipping rope, kicking a ball, riding, running, throwing, singing, skating

demonstratives: that, these, this, those

Materials

- drawing paper
- crayons and markers
- scissors
- coins
- game markers
- cut-outs on page 125

Assessment

Play a Game!

1. Draw students' attention to the game board on page 108. Revise the actions shown in each picture. Read the instructions aloud. Make sure students understand that they will look at each picture and say what they see.
2. Each pair of students will use one game board. Ask partners to take turns flipping a coin. Heads means move one space, tails means move two spaces.
3. Player 1 flips the coin, moves his or her marker, and then names the action in the picture. If correct, the player stays there. If not, he or she returns to the last stop. Then Player 2 takes a turn. The first player to land on and name the action in the last box wins.
4. As students play the game, walk around the room and monitor their language. Assess students' use of the target language. Also assess their ability to correctly identify each action.
5. Use the Oral Assessment Checklist as you observe students' oral performance. Note any errors to address after the game is finished.

Know it? Show it!

1. Revise the use of *this*, *that*, *these* and *those* by singing the chant from page T99.
2. Draw students' attention to the picture at the bottom of the page. Explain that the children have made a "Toy Shop". Read the instructions and make sure students understand that they will create a big poster of a "Toy Shop" where they can buy imaginary toys to use at play time. They will decorate their posters with the cut-outs from page 125 and with their own drawings.
3. Ask students to draw the outline of a toy shop on a poster or large sheet of paper. Then ask them to cut out the toys on page 125 and draw pictures of three other toys they like. Students colour each toy a different colour and stick them all to their toy shop outlines.
4. Read the example dialogue at the bottom of page 108 aloud. Ask partners to follow the example and say which toys they want. Monitor and assess students' ability to use demonstratives and identify different playground activities and equipment.



Workbook page 88 may be set now, or after students complete the formal assessment on Student's Book page 109. Instructions and answers are given on T9D.

Objectives

- to identify actions
- to identify playground toys and equipment
- to use *this*, *that*, *these*, *those*
- to assess one's own progress

Vocabulary

nouns: ball, bike, hat, kite, pencil, roller skate

verbs: dance, fly, kick, ride, roller skate

demonstratives: that, these, this, those

Assessment

Count. Write the actions.

1. Before the final assessment, revise the key vocabulary and grammar targets for the unit. Ask students to name toys and equipment they use in the park or playground. List them on the board. Then ask students to name and act out the action that goes with each. For example, *bike: He's riding a bike.*
2. Ask students to open their books at page 109. Read the instructions and make sure students understand that they will count how many children are doing each action and then write the action that correctly completes each sentence.

   Answers: 1. kicking a ball 2. dancing 3. riding a bike 4. roller skating 5. flying a kite

Look and check.

1. Revise the use of *this*, *that*, *these*, and *those* by pointing to objects in the room and asking questions, such as *Is this book yellow? Is that book green?*
2. Read the instructions and make sure students understand that they will look at each picture and tick the phrase that matches it.

   Answers: 1. those kites 2. this pencil 3. that bike 4. these hats

Now I Know!

Ask students to colour in the large ticks when they are satisfied they have met the following targets: playground actions; playground toys and equipment; the use of demonstratives *that*, *these*, *this*, *those*. Students should also feel confident producing and responding to questions and statements based on the following language: *Is he singing?* If students need more work with a particular learning point, revise it with them.



Workbook page 89 may be set now. Instructions and answers are on page T9D.

Unit and Revision Tests

Ask students to complete the Unit 9 Test. See page xxxv. Help students prepare for the test by revising the key activities from the Student's Book and Workbook.

Then ask students to complete the Units 7–9 Revision Test. See pages xl and xli.

Extension

Talk about learning English. Ask questions such as *What did you like learning in this unit? What was easy to understand? What was hard to understand? Which activities helped you learn?*

These and those. Ask one group to act out a playground activity at the back of the room and another group to act out an activity at the front of the room. Ask a volunteer to describe what each group is doing, using *these* and *those*. For example, *These students are flying kites. Those students are roller skating.* Repeat by getting one student to act out an activity at the front and another at the back. Volunteers use the words *this* and *that*. For example, *This student is flying a kite. That student is roller skating.*

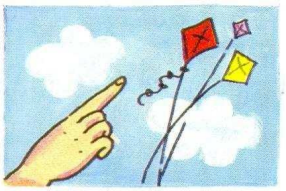
Count. Write the actions.

dancing
flying a kite
kicking a ball
riding a bike
roller skating

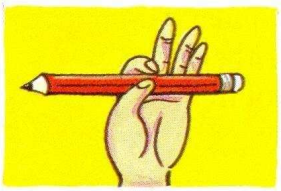


1. Two children are kicking a ball.
2. Six children are _____.
3. Four children are _____.
4. Five children are _____.
5. Three children are _____.

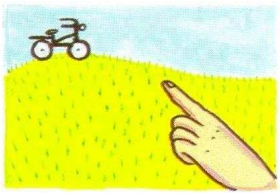
Look and check.

1. 

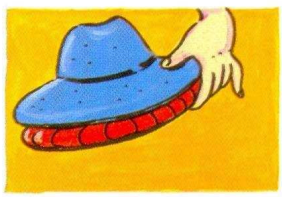
- ☐ these kites
- ☐ those kites

2. 

- ☐ this pencil
- ☐ that pencil

3. 

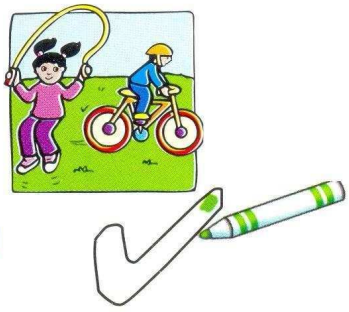
- ☐ this bike
- ☐ that bike

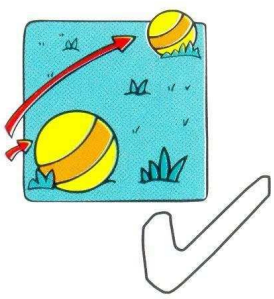
4. 

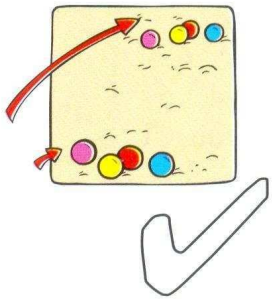
- ☐ these hats
- ☐ those hats

NOW I KNOW!









Word List

(Numbers indicate the unit in which an item first appears)

a/an 1
am 2
animal 6
arm 3

baby 2
backpack 1
balloon 1
ball 8
bathroom 5
bedroom 5
big 3
bike 8
bicycle 9
bird 6
birthday 7
black 4
block 8
blue 1
boat 8
book 1
brother 2
brown 3
burger 7

cake 7
car 8
cat 6
catch 9
celebrate/
celebration 7
chair 1
circle 5
climb 6
clothes 4
colour 1
come 2
cook 5
cow 6
crawl 6
crayon 1

dance 9
day 7
desk 1
dining room 5
do 2
does 3
dog 6
doll 8
dress 4
duck 6

ear 3
eat 5
eight 1
eighteen 8
eleven 8
eye 3

family 2
farm 6
farmer 6
father 2
favourite 4
fifteen 8
fish 7
five 1
fly 6
four 1
fourteen 8
Friday 7
frog 6

got 2
glove 4
grandfather 2
grandmother 2
green 1

hair 3
hand 3
has 3
hat 4
have 2
he 2
head 3
horse 6
how 2
how old 7
I 1
ice cream 7
in 5
is 1
it 1

jacket 4
jump 6

kick 9
kitchen 5

leg 3
lemonade 7
like 4
little 3
living room 5
long 3

many 2
marble 8
marker 1
milk 7
Monday 7
mother 2
mouth 3
my 1

name 1
nine 1
nineteen 8
no 1
nose 3
not 3

old 7
on 8
one 1
orange 3

paper 1
parent 2
park 9
party 7
pen 1
pencil 1
pink 4
pizza 7
plane 8
play a game 9
purple 3

read 5
rectangle 5
red 1
rice 7
ride a bike 9
roller skate 9
run 6

salad 7
sandwich 7
Saturday 7
school 1
seven 1
seventeen 8
she 2
sheep 6
shirt 4
shoe 4
short 3
sing 9
sister 2
six 1
sixteen 8
skate 8
skip 9
skirt 4
sleep 5
small 3
sock 4
square 5
Sunday 7
swim 6

Word List, *continued*

table 1
talk 6
teddy bear 8
ten 1
that 9
the 4
there is/are 4
these 9
they 2
thirteen 8
this 1
those 9
three 1
throw 9
Thursday 7
toe 3
toy 8
toy box 8
train 8
trainers 4
triangle 5
trousers 4
Tuesday 7
twelve 8
twenty 8
two 1

under 8

walk 6
want 8
watch TV 5
we 2
wear 4
Wednesday 7
what 1
when 7
where 5
white 4
who 2
worm 6

yellow 3
yes 1

you 1
your 1

Lists of Flashcards

The Backpack Flashcards consist of 46 cards providing 92 full-colour images, which can be used for language development activities. They illustrate several concepts and themes (such as animals, food and action verbs).

In the flashcard pack, the cards are presented alphabetically. The categories below list words (as numbered in the pack) which represent the primary target vocabulary. Those followed by an asterisk (*) are additional, and may be taught when presenting/using the cards.

Activities

cook (15)*
draw (27)
fly*
  [bird (7), kite (57)]
jump (53)
  [frog (39)]
kick (55)
listen (59)
play a game (41)
play catch (66)
play on swings (67)
read (70)
ride bikes (71)
run (72)
sing (79)
skate (80)
slide (83)
talk (86)
computer (16)*
walk (91)
watch TV (60, 92)
write (23)*

Animals

bear (4)
bird (7)
cows (17)
crocodile (19)
dog (25)
duck/s (29)
elephant (32)
frog (39)
giraffe (44)
hippo (49)
horse (50)
kangaroo (54)
lioness (58) *
monkey (62)
seal (74)

Body

arm (9)*
foot (9)*
hand (9)*
leg (9)*

Classroom

backpack (1)
chair (13)
computer (16)
draw (27)
pencil (27)*
paper (27)*
read (70)

Clothing

cardigan (12)
dress (28)
gloves (45)
hats (48)
jacket (52)
shirt (75)
shoes (76)
shorts (78)
skirt (81)
socks (84)
trainers (87)
trousers (88)
umbrella (89)

People at work

chef (15)
dentist (21)
doctor (24)
farmer (36)
firefighter (37)
nurse (63)
policeman (68)
shopkeeper (77)

Daily routines

do homework (23)
eat breakfast (30)
eat lunch (31)
get dressed (42)
get up (43)
go to bed (46)
go to school (47)
sleep (82)

Desserts*

biscuits (8)
cake (11)
fruit (40)
ice cream (51)

Face

ear (33)*
eye (33)*
mouth (33)*
nose (33)*

Family

brother (22, 34, 56)
father (22, 34)
grandfather (22)
grandmother (22)
mother (22, 34, 56)
sister (5, 22, 34, 56)

Food

apple (40)*
banana (40)*
biscuits (8)
bread (31)*
burger (10)
cake (11)
cheese (14)
crisps (18)
cucumber (73, 90)*
fizzy drink (38)
fruit (40)
green/red pepper (73, 90)*
ice cream (51)
lettuce (31, 73)*
milk (61)
onion (73, 90)*
pear (40)*
pizza (64)
popcorn (69)
salad (73)
sandwich (31)*
tomato (10, 73, 90)*
vegetables (90)

Fruit

apple (40)*
banana (40)*
pear (40)*

Furniture

bed (5)
bedside table (5)
chair (5, 13, 22, 60)
clock (5)
coffee table (60)
cupboards (56)
curtains (3, 5)
desk (5)
dressing table (5)
lamp (5, 60)
phone (5)
picture (22)
plant (22)
rug (22, 60)
shelves (60)
sofa (60)
table (22, 60, 85)
TV (60, 92)

Home

bathroom (3)
  bath (3)
  comb (3)
  curtains (3, 5)
  hairbrush (3)
  mirror (3)
  shower (3)
  toilet (3)
  toothbrush and toothpaste (3)
  towels (3)
bedroom (5)
  [furniture]
dining room (22)
  [furniture]
kitchen (56)
  cooker (56)
  cupboards (56)
  fridge (56)
  sink (56)
  tea towels (56)
living room (60)
  [furniture]

Places

bank (65)
cinema (65)
countryside (35)*
farm (35)
fire station (37)
greengrocer's (65)*
hospital (24, 65)
museum (65)
police station (65)
post office (65)

Playtime

ball (2)
bike (6)
dance (20)
doll (26)
football (2, 55)*
game (41)
kick (55)
kite (57)
play catch (66)
ride bikes (71)
run (72)
sing (79)
skate (80)
skipping rope (53)*
slide (83)
swings (67)
walk (91)
watch TV (92)

Snacks

biscuits (8)
cake (11)
cheese (14)
crisps (18)
fizzy drink (38)
ice cream (51)
milk (61)
pizza (64)
popcorn (69)

Toys

ball (2)
bike (6)
computer (16)
doll (26)
football (2, 55)*
game (41)
kite (57)
roller skates (80)
skipping rope (53)*
teddy bear (5)*

Transport

bike (6)
taxi (65)*

Suggested activities for using the flashcards

This section contains simple activities that are helpful to use as students are being introduced to words that describe the flashcards. They can be used with any group of flashcards, such as toys, animals, clothing or people at work.

Teacher-directed/Class activities

What's missing?

Display flashcards of five different objects. Ask the students to name the objects several times, going in order from left to right. Then pick up all the cards, mix them up and remove one. Display the remaining cards. Students should name the object on the missing card. As students become more proficient in the game, add more cards.

Mimes for action cards

Ask individual students to come to the front of the class and look at a flashcard. The rest of the class should not see the card. Ask the students to mime what is on the card, for the rest of the class to guess. For example, a student could mime roller skating, jumping, running, etc.

Memory game

Ask four or five students to line up in front of the class. Give each one a flashcard. Ask each student to name the object on his or her card and show it to the class. Then get the students to put their cards behind their backs so that the class cannot see them. They should then change the order in which they are standing. Prompt the class to say the name of the flashcard that each student has, by asking questions such as "What has (Maria) got?", with the class responding with the name of the object.

Which go together?

Display cards from various categories. Tell the students to name all the words in a category: all the foods, all the animals, all the toys, etc. You may want to write the category names on the board and ask the students to place the cards under the correct category name.

Reading/Writing activities

Holding up matching words

Write four or five words on the board. Ask students to copy each word on a separate piece of paper. Show a flashcard which matches one of the words. Students should hold up the same word as that shown on the flashcard.

Word families

Display ten flashcards, at least six of which belong to the same category (e.g. animals, clothing). The students decide on the category and write the names of the objects that belong in it. To make the game more interesting for younger students, ask them write the words inside an outline of one of the objects, for example, in the outline of an elephant for animal words.

Spelling bee

Show the students various flashcards and ask them to spell the words after you. After you have done this several times, hold a spelling bee. Divide the class into two teams. Show a flashcard and ask a member of one team to spell the word. Alternate giving words to teams and team members. A team gets one point for each correctly spelled word. The team with the most points at the end of the game wins.

Pair or small group activities

Most of the class activities described above can be adapted to pair or small group work, such as "Which go together?" Here are some additional activities that can be used by pairs or small groups.

Picking and naming

Choose flashcards for at least ten words that the students know, and place in a large box or bag. In pairs or small groups, students take turns picking out cards at random and naming the object on the card. To make this into a game, the students keep the cards that they can identify. The student with the most cards after all the cards have been picked out wins the game.

Word matching

Write the names of the objects from a set of flashcards on separate pieces of paper. Give pairs or small groups the cards and pieces of paper. Students should match the words to the flashcards.

Individual activities

Most of the class activities described above can be adapted to individual work, such as "Word families". Here is an additional activity that can be used by students working on their own.

Draw the setting

Show the students a flashcard. Indicate the word for them to focus on. Ask them to draw another setting for the object. For example, the monkey (Card 62) could be drawn in the rain forest. Ask the students to label their pictures.

Backpack 1 Scope and Sequence

Unit	Theme	Communication Objectives	Language Objectives	Learning Strategies/ Thinking Skills
1. Ready for School	classroom objects	• greetings • colours • to count how many • to identify classroom objects	• numbers *one* to *ten* • simple present tense • questions with *what* • pronoun: *it*	to use prior knowledge, to associate, to classify, to compare and contrast, to sequence, to use charts, to use context clues, to use music and rhyme, to listen for gist and details
2. People We Love	family members	• to identify and talk about family members • to count how many	• questions with *who*, *how many* • pronouns: *he/she*; *I*, *you* • *this is/that is* • simple present tense	to use prior knowledge, to use context clues, to rank, to sequence, to compare and contrast, to use charts, to use music and rhyme, to listen for gist and details
3. Head to Toes	parts of the body	• to identify and talk about parts of the body • to use descriptive adjectives • to count how many	• adjectives: *small*, *big*, *short*, *long* • *yes/no* questions with *does* • *have/has* • pronouns: *he/she/it* • simple present tense	to use prior knowledge, to make connections to real life, to make associations, to classify, to identify details, to use charts, to use music and rhyme, to listen for gist and details
4. Things I Wear	clothes	• to identify and talk about clothes • to talk about likes and dislikes • to use adjectives	• questions with *what* • present continuous tense • simple present tense	to use prior knowledge, to use visual clues, to follow directions, to use music and rhyme, to listen for gist and details

Unit	Theme	Communication Objectives	Language Objectives	Learning Strategies/ Thinking Skills
5. At Home	rooms and actions in the house	• to identify and talk about rooms in a house • to talk about actions that take place in a house • to identify shapes	• questions with *where*, *what*, *how many* • shapes: *circle*, *rectangle*, *square*, *triangle* • rooms in a house • household activities	to use prior knowledge, to classify, to compare and contrast, to make connections to real life, to use charts, to use music and rhyme, to listen for gist and details
6. On the Farm	farm animals	• to identify farm animals and what they do • to describe animals	• present continuous tense • action words • questions with *what*	to use prior knowledge, to compare and contrast, to sequence, to infer, to use charts, to use music and rhyme, to listen for gist and details
7. Celebrations	birthdays	• to talk about birthdays and when they take place • to talk about celebrations and food • to talk about likes and dislikes	• questions with *when* • *How old are you?* • days of the week • foods • *does/do* • *have got/has got*	to use prior knowledge, to associate, to compare and contrast, to classify, to reason deductively, to use a Venn diagram, to use music and rhyme, to listen for gist and details
8. Play Time	toys	• to identify and talk about toys • to talk about what people want • to describe location	• numbers *eleven* to *twenty* • questions with *where* • *want* • prepositions of place: *in*, *on*, *under* • *yes/no* questions	to use prior knowledge, to classify, to compare and contrast, to use visual clues, to use charts, to use music and rhyme, to listen for gist and details
9. In the Park	leisure activities	• to talk about fun activities • to describe location	• present continuous tense • action words • *these/those*, *this/that* • *yes/no* questions	to use prior knowledge, to compare and contrast, to use music and rhyme, to listen for gist and details

Time Guidelines

	Two lessons per week (50–60 minutes)	Three lessons per week (40–60 minutes)
Week 1	**Warm Up and Presentation** • One page per lesson • Corresponding Workbook pages at end of session	**Warm Up and Presentation** • One page per lesson • Corresponding Workbook pages on 3rd lesson
Week 2	**Presentation/Practice** • One page per lesson • Corresponding Workbook pages at end of lesson • Flashcards or pictures etc.	**Presentation/Practice** • One page per lesson • Corresponding Workbook pages on 3rd lesson • Flashcards or pictures etc.
Week 3	**Language Practice, 1st Application, and Reading** • 1st lesson for two Language Practice pages and Listening • 2nd lesson for Chant, Little Book, and corresponding Workbook pages • Flashcards or pictures etc. • CD-ROM or video	**Language Practice, 1st Application, and Reading** • 1st lesson for two Language Practice pages and Listening • 2nd lesson for Chant and Little Book • 3rd lesson for corresponding Workbook pages • Flashcards or pictures etc. • CD-ROM or video
Week 4	**2nd Application and Assessment** • 1st lesson for Project • 2nd lesson for Workbook and Student Book Assessment pages or Unit Test from TE • CD-ROM or video • Flashcards or pictures etc. for preassessment review	**2nd Application and Assessment** • 1st lesson for Project • 2nd lesson for Workbook Assessment pages • 3rd lesson for Student Book Assessment pages or Unit Test from TE • CD-ROM or video • Flashcards or pictures etc.

Time Guidelines, *continued*

	Four lessons per week (40–50 minutes)	Five lessons per week (40–60 minutes)
Week 1	**Warm Up and Presentation** • One page per lesson • Corresponding Workbook pages on 3rd lesson • 4th lesson for oral or written practice • Flashcards or pictures etc.	**Warm Up and Presentation** • One page per lesson • Corresponding Workbook pages on 3rd and 4th lesson • 5th lesson for oral and written practice • Flashcards or pictures etc.
Week 2	**Presentation/Practice** • One page per lesson • Corresponding Workbook pages on 3rd lesson • 4th lesson for oral or written practice • Flashcards or pictures etc. • Video	**Presentation/Practice** • One page per lesson • Corresponding Workbook pages on 3rd and 4th lesson • 5th lesson for oral and written practice • Flashcards or pictures etc. • Video
Week 3	**Language Practice, 1st Application, and Reading** • 1st lesson for first Language page • 2nd lesson for second Language page and Listening • 3rd lesson for Chant and Little Book • 4th lesson for corresponding Workbook pages • Flashcards or pictures etc.	**Language Practice, 1st Application, and Reading** • 1st and 2nd lesson for Language pages and Listening • 3rd lesson for Chant and Little Book • 4th lesson for corresponding Workbook pages • 5th lesson for oral and written practice • Flashcards or pictures etc.
Week 4	**2nd Application and Assessment** • 1st lesson for Project • 2nd lesson for Workbook Assessment pages • 3rd lesson for first and second Assessment pages • 4th lesson for Unit Test from TE • Flashcards or pictures etc. • CD-ROM or video	**2nd Application and Assessment** • 1st lesson for Project • 2nd lesson for Workbook Assessment pages • 3rd lesson for first Assessment page • 4th lesson for second Assessment page • 5th lesson for Unit test from TE • Flashcards or pictures etc. • CD-ROM or video

The International Phonetic Alphabet

IPA Symbols

Consonants

/p/ **p**en, **p**aper ma**p**
/b/ **b**ack, **b**aby, clu**b**
/t/ **t**en, ma**t**erial
/d/ **d**own, **d**ay, sa**d**
/k/ **k**ey, cho**c**olate, bla**ck**
/g/ **g**ood, be**g**in, do**g**
/f/ **f**un, pre**f**er, lau**gh**
/v/ **v**ery, tra**v**el, o**f**
/θ/ **th**ing, hea**lth**y, ba**th**
/ð/ **th**is, mo**th**er, ba**th**e
/s/ **s**alt, medi**c**ine, bu**s**
/z/ **z**oo, cou**s**in, always
/ʃ/ **s**ugar, spe**c**ial, fi**sh**
/ʒ/ plea**s**ure, mea**s**ure
/h/ **h**ome, be**h**ind
/x/ lo**ch**
/tʃ/ **ch**eck, wa**tch**
/dʒ/ **j**ob, oran**g**e
/m/ **m**ay, wo**m**an, swi**m**
/n/ **n**o, opi**n**ion
/ŋ/ a**ng**ry, lo**ng**
/w/ **w**ay, any**o**ne
/l/ **l**ate, po**l**ice
/r/ **r**ain, pa**r**ent
/j/ **y**es, o**n**ion

Vowels

/ɪ/ **i**n, b**i**g
/e/ **e**gg, s**a**ys, l**ea**ther
/æ/ **a**nd, c**a**sh
/ɒ/ **o**n, h**o**t
/ʌ/ y**ou**ng, s**u**n
/ʊ/ p**u**t, c**oo**k, w**ou**ld
/ə/ **a**bout, penc**i**l, moth**er**, Sat**ur**day, doct**or**
/i/ **i**n, b**i**g
/u/ act**u**ality
/iː/ **e**ven, sp**ea**k, tr**ee**
/ɑː/ f**a**ther, l**augh**
/ɔː/ d**augh**ter, p**oor**, f**our**
/uː/ b**oo**t, d**o**, thr**ough**
/ɜː/ **ear**th, b**ir**d, b**ur**n, h**er**

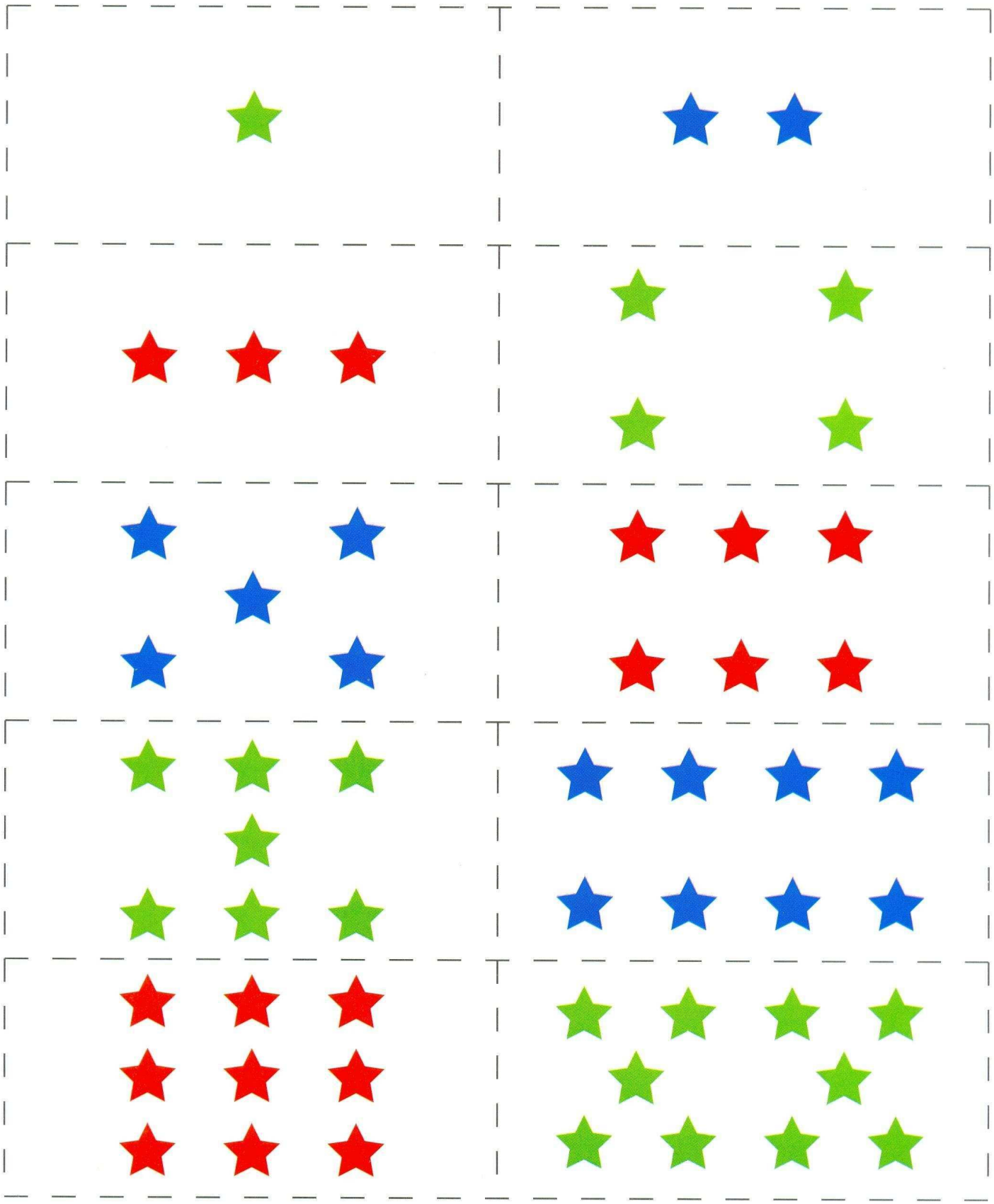
Diphthongs

/eɪ/ **A**pril, tr**ai**n, st**ay**, m**a**ke
/aɪ/ **i**ce, st**y**le, l**ie**
/ɔɪ/ **oi**l, n**oi**se, b**oy**
/əʊ/ **o**pen, cl**o**se, sh**ow**
/aʊ/ **ou**t, d**ow**n, h**ow**
/ɪə/ re**a**l, cle**ar**
/eə/ h**air**, **air**, st**a**re
/ʊə/ s**ure**
/uə/ act**ua**l
/iə/ pecul**iar**

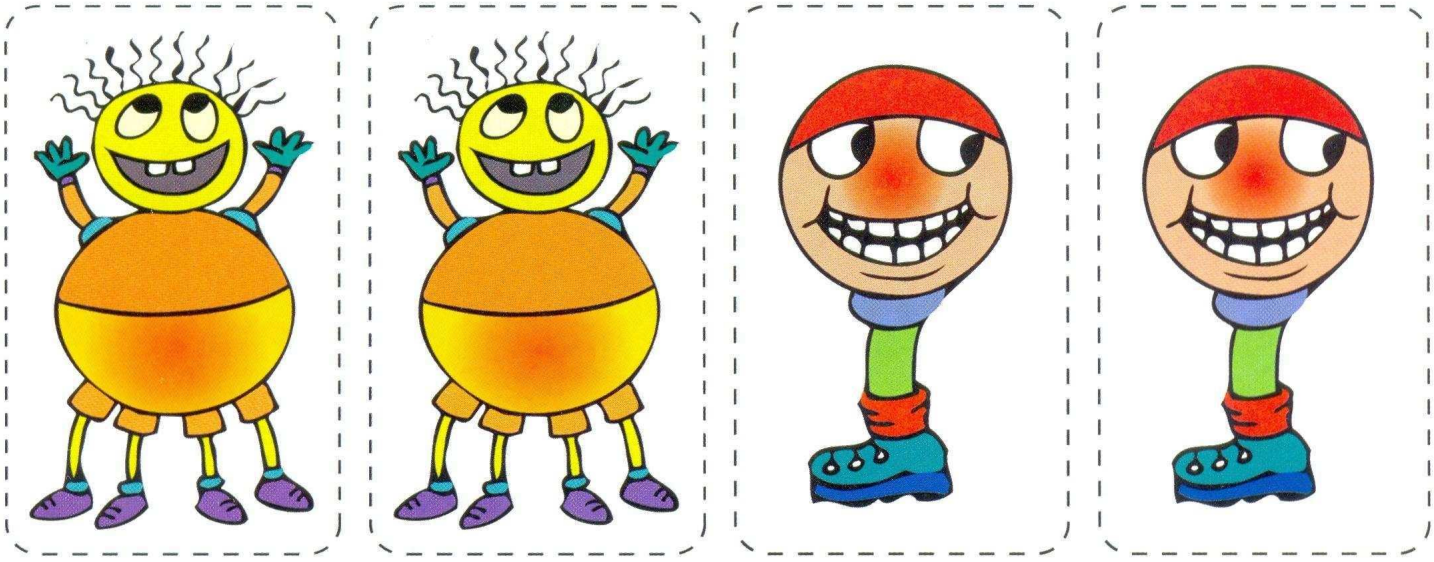
The English Alphabet

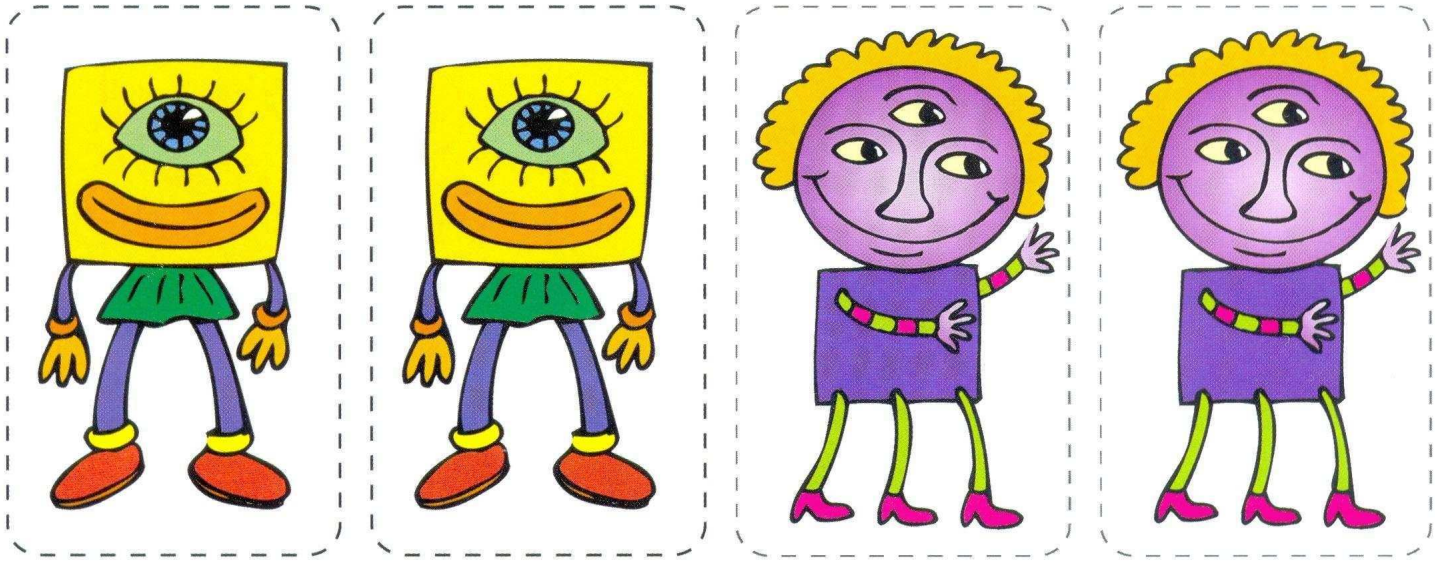
Here is the pronunciation of the letters of the English alphabet, written in International Phonetic Alphabet Symbols.

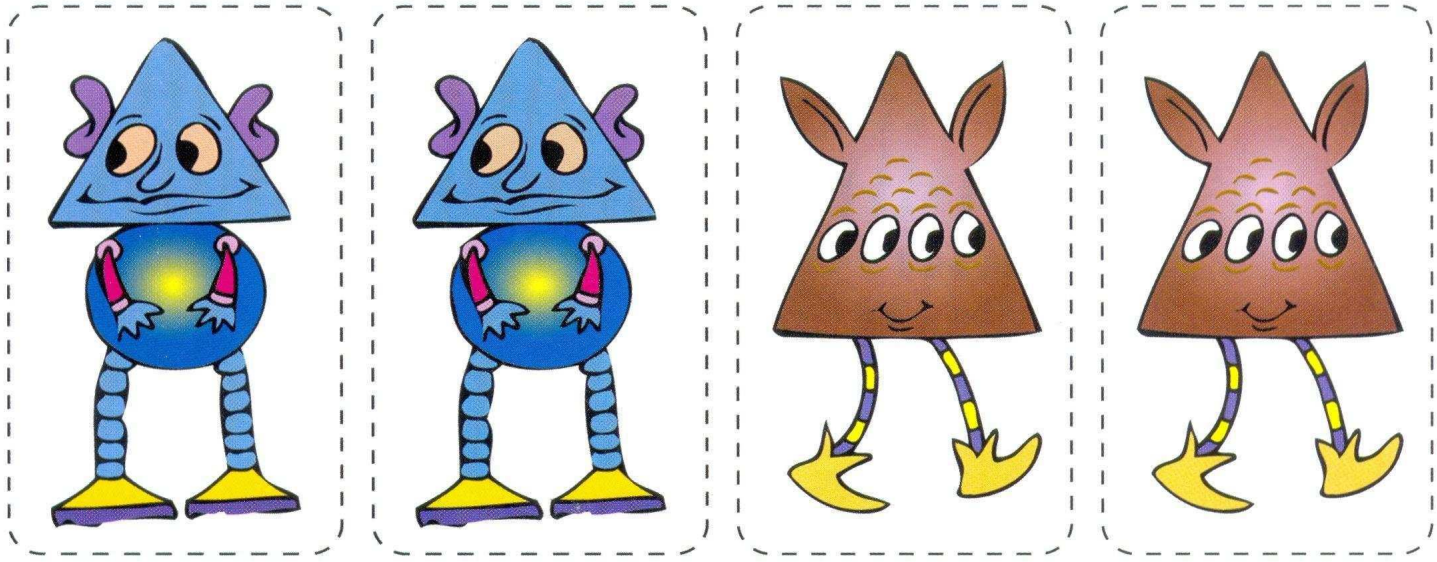
a /eɪ/
b /biː/
c /siː/
d /diː/
e /iː/
f /ef/
g /dʒiː/
h /eɪtʃ/
i /aɪ/
j /dʒeɪ/
k /keɪ/
l /el/
m /em/
n /en/
o /əʊ/
p /piː/
q /kju/
r /ɑː/
s /es/
t /tiː/
u /ju/
v /viː/
w /ˈdʌbəl.ju/
x /eks/
y /waɪ/
z /zed/

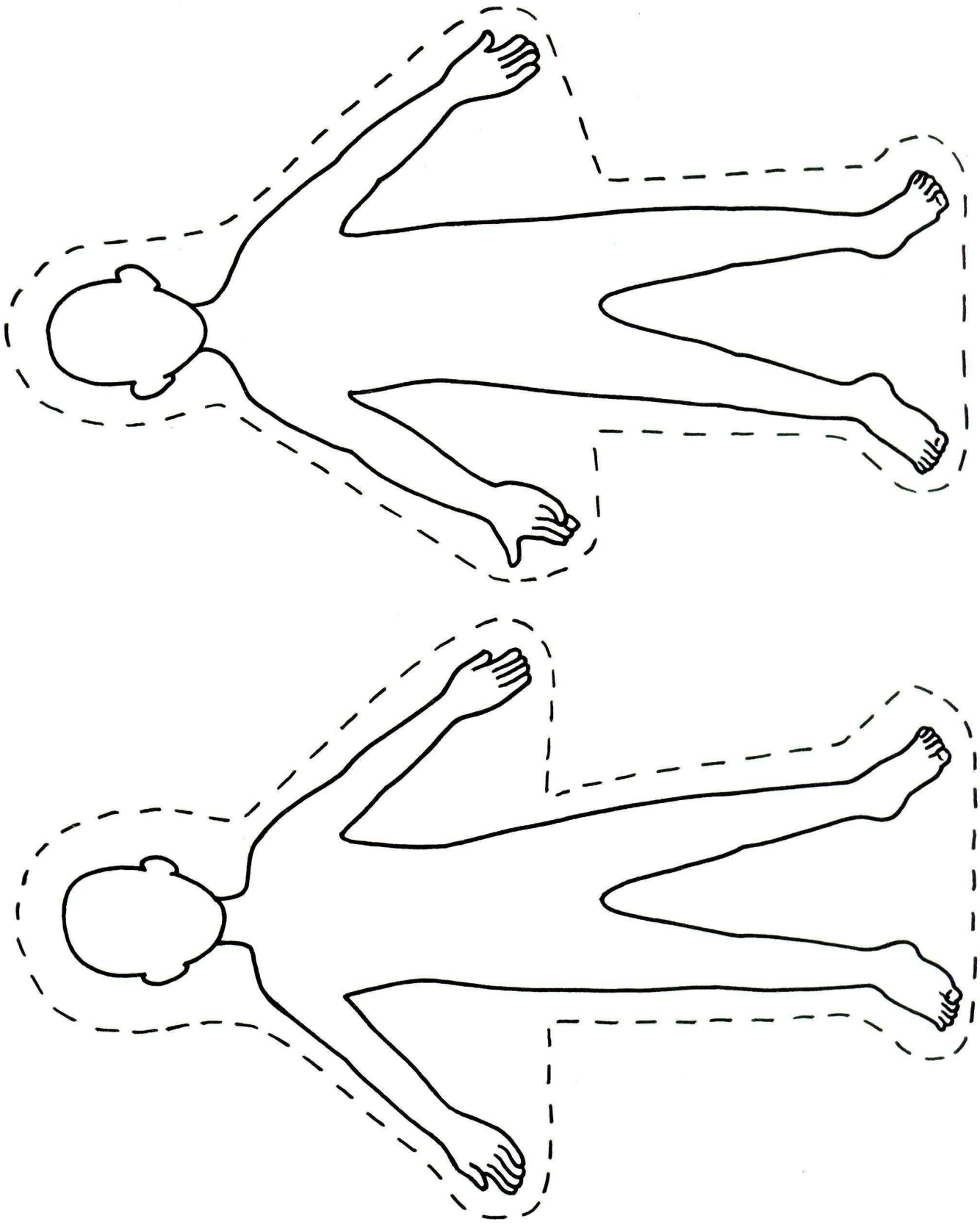


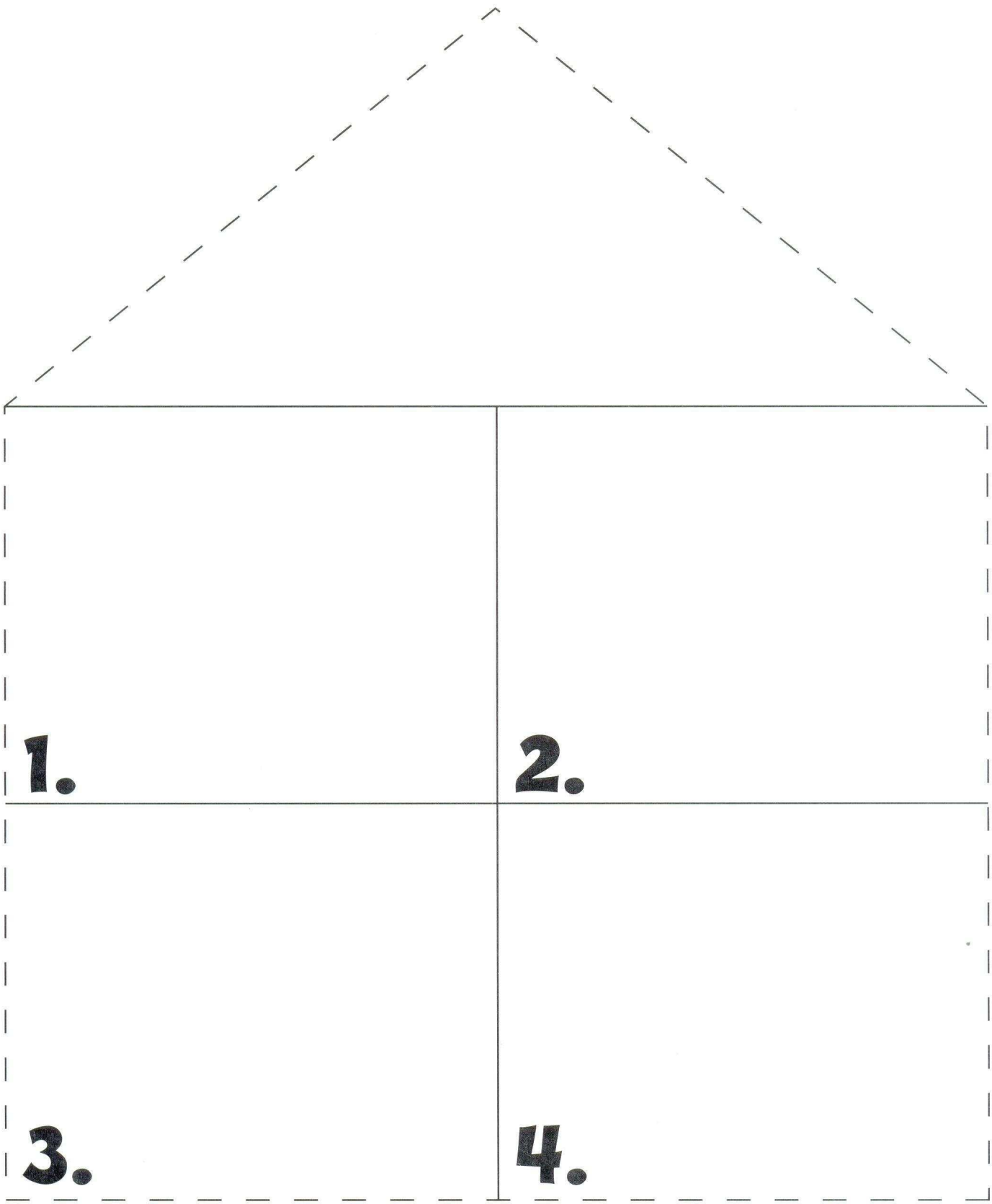








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2.
3.
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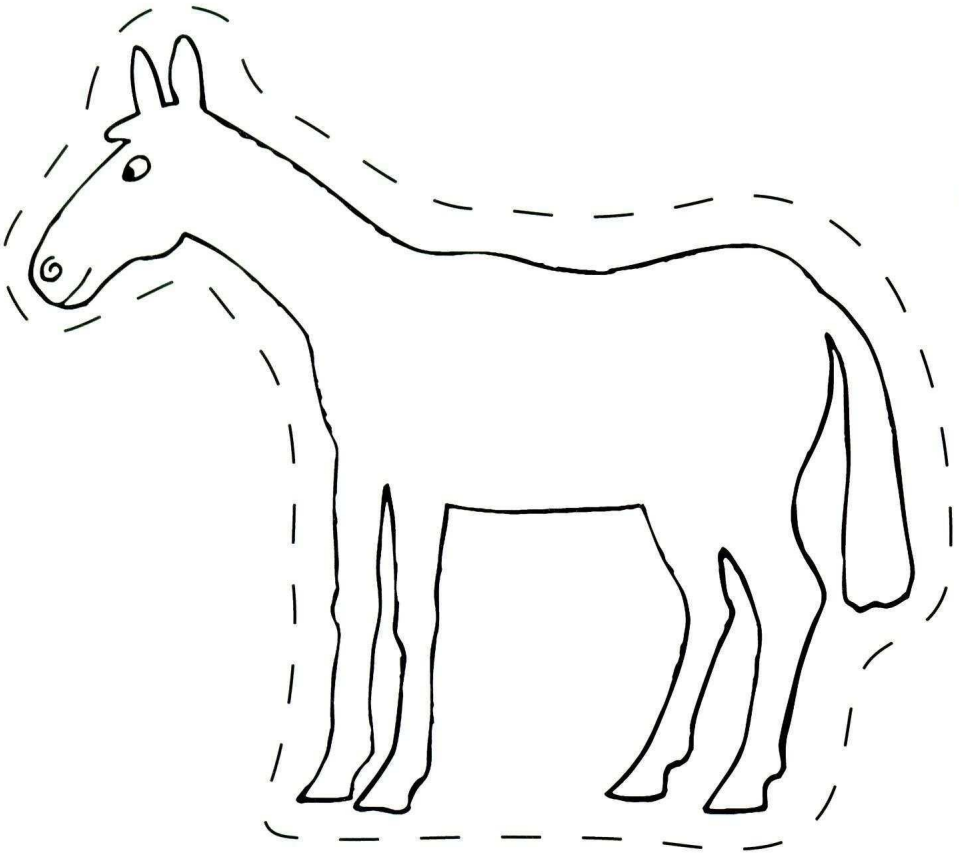
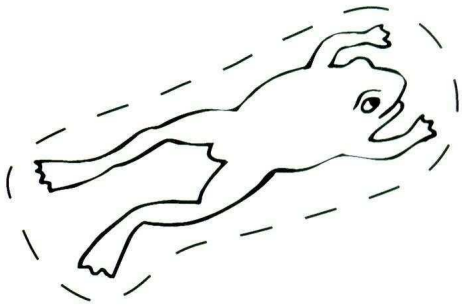
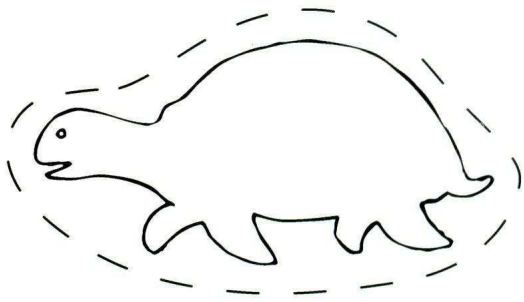
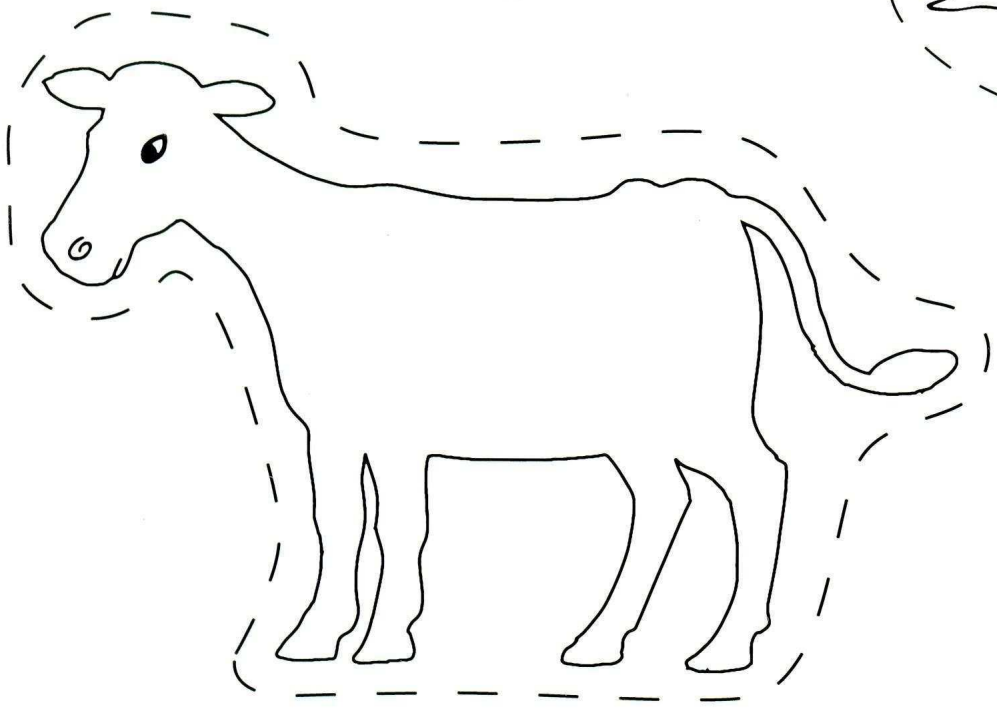
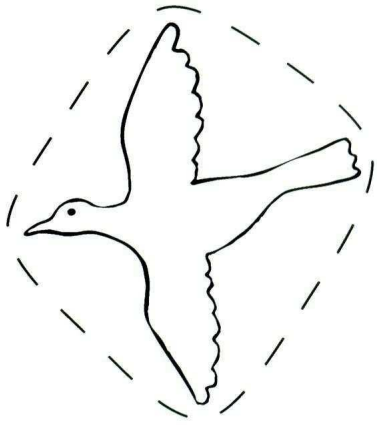
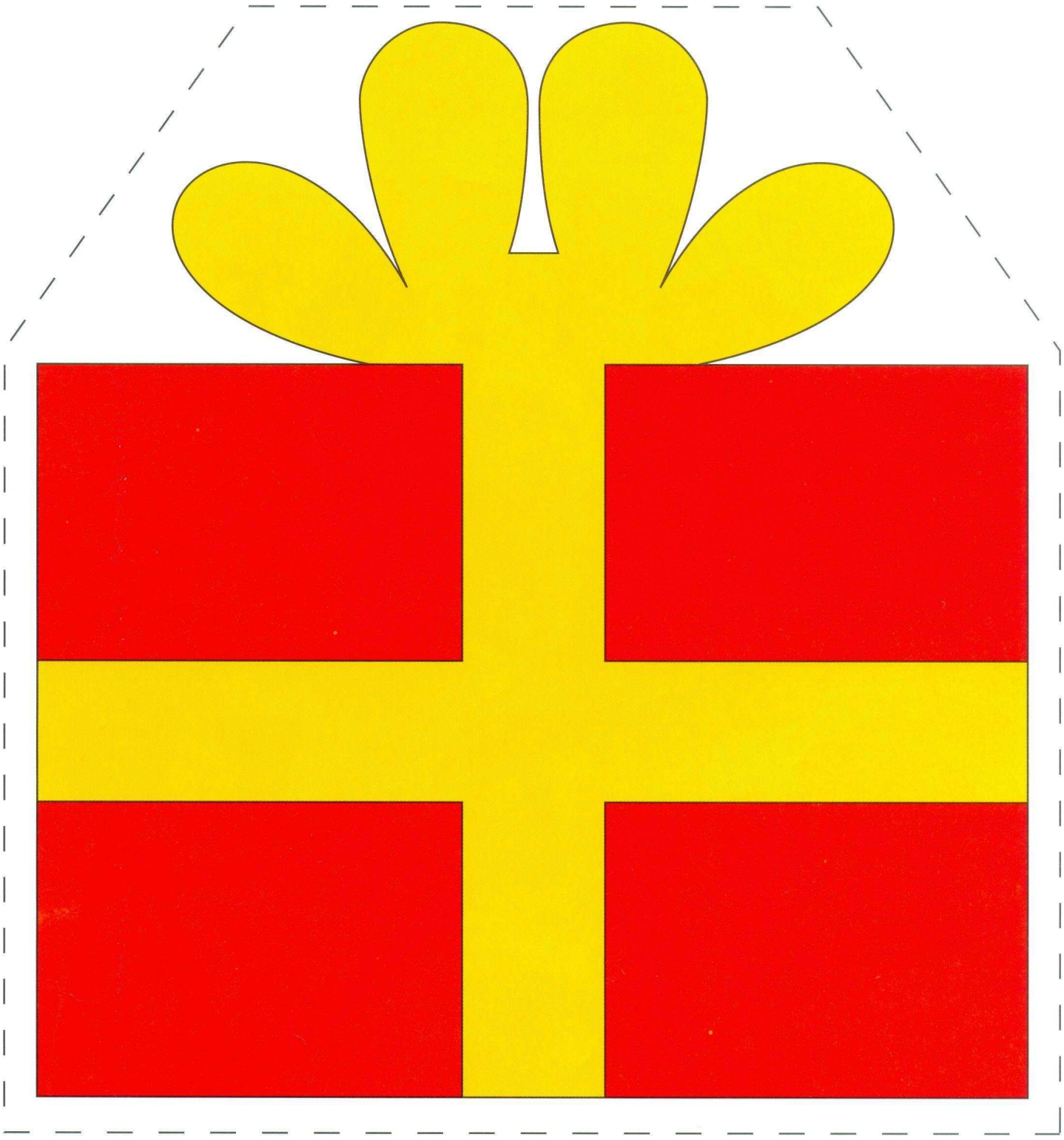












UNIT 8

_____ 's

Toy Box

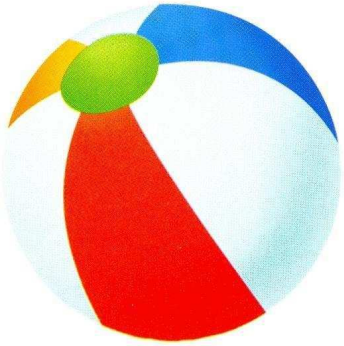
UNIT 9

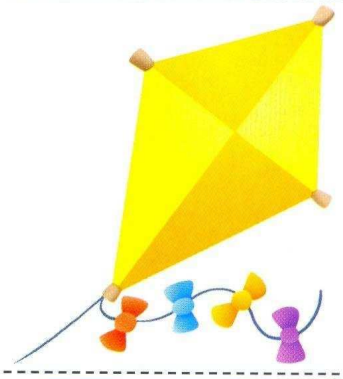












BACKPACK

Reach into *Backpack* and discover a course packed full of exciting activities and bursting with opportunities to learn and use English.

This 7-level course focuses on getting young learners to enjoy communicating in English and takes a highly integrated approach to developing grammar, vocabulary and all four language skills.

Throughout *Backpack* there is a lively mix of illustrations, photography, chants, songs, games, TPR and project work. Teachers will find it clear and logical to teach with, and learners will love its exciting and dynamic activities.

- **Enjoyable topics and activities** involve learners straightaway
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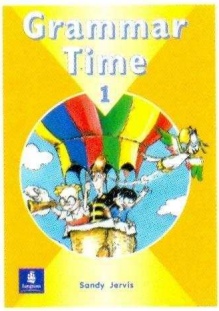
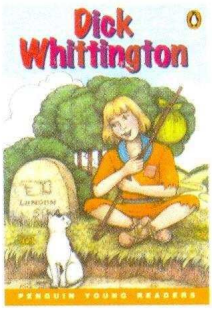
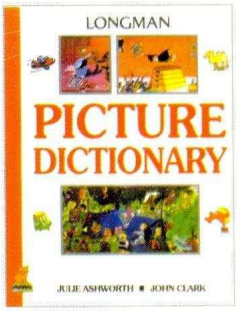
- Pull-out **Little Books** (Starter to level 3) and themed-based **Magazine pages** (levels 4-6) provide motivation for enjoyable reading
- **Workbooks** and **Flashcards** provide opportunities for extra practice and reinforcement
- **Videos** and **CD-Roms** offer variety and additional input
- The **Teacher's Book** includes tests and extra ideas and the **Audio material** features all the dialogues, chants and pronunciation activities







We recommend *Grammar Time 1*, *Penguin Young Readers Level 1* and the *Longman Picture Dictionary* to accompany this course.

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