

Phonics	Skills	Values
	<p><b>Listening:</b> identifying numbers (listening for specific information)</p> <p><b>Speaking:</b> <i>What's your name?</i> (asking and answering questions about names); <i>How old are you?</i> (asking and answering questions about age)</p>	Understanding that people belong to various groups and communities, such as family and school
<p><b>Initial sounds:</b> <i>a b c d</i> Aa: <i>apple</i> Bb: <i>bird</i> Cc: <i>cat</i> Dd: <i>dog</i></p>	<p><b>Reading:</b> a description (reading and understanding descriptions of objects; recognizing specific words)</p> <p><b>Listening:</b> identifying objects (listening for specific information)</p> <p><b>Speaking:</b> <i>What's this? It's...</i> (asking and answering questions)</p> <p><b>Writing:</b> identifying and counting words in a sentence; Workbook (WB) – writing about my school things (guided writing)</p>	<b>Helping in the classroom</b> (contributing to the life of the class)
<p><b>Initial sounds:</b> <i>e f g h</i> Ee: <i>egg</i> Ff: <i>fish</i> Gg: <i>goat</i> Hh: <i>hat</i></p>	<p><b>Reading:</b> a poem: 'My favourite...' (reading and understanding a poem)</p> <p><b>Listening:</b> identifying favourite things (matching people to their favourite things)</p> <p><b>Speaking:</b> <i>What's your favourite...?</i> (asking and answering questions about favourite things)</p> <p><b>Writing:</b> dividing sentences into words (identifying words within a sentence); WB – writing about my favourite toys (guided writing)</p>	<b>Be kind to people</b> (sharing and playing cooperatively) Helping each other at home
<p><b>Initial sounds:</b> <i>i j k l</i> Ii: <i>ink</i> Jj: <i>jam</i> Kk: <i>kite</i> Ll: <i>lion</i></p>	<p><b>Reading:</b> instructions for making a paper toy (reading and following instructions; reading a text and putting pictures in the correct order)</p> <p><b>Listening:</b> identifying different animals (listening and ordering pictures)</p> <p><b>Speaking:</b> describing an animal's features</p> <p><b>Writing:</b> identifying full sentences; WB – writing about my body (guided writing)</p>	<b>Take care in the sun</b> (dress appropriately, put on sun cream and drink water to stay safe)

### Project: a puppet

<p><b>Initial sounds:</b> <i>m n o p</i> Mm: <i>mom</i> Nn: <i>nurse</i> Oo: <i>orange</i> Pp: <i>pen</i></p>	<p><b>Reading:</b> an autobiography (reading and understanding a family description; developing inferring and comprehension skills)</p> <p><b>Listening:</b> identifying people by their jobs (listening for specific information)</p> <p><b>Speaking:</b> <i>Is he a doctor?</i> (asking and answering questions about jobs)</p> <p><b>Writing:</b> identifying capital letters and full stops; WB – writing about my family (guided writing)</p>	<b>People who help us</b> (helping others in need) Looking out for health and safety hazards at home
<p><b>Initial sounds:</b> <i>q r s t u</i> Qq: <i>queen</i> Rr: <i>rabbit</i> Ss: <i>sofa</i> Tt: <i>teddy</i> Uu: <i>umbrella</i></p>	<p><b>Reading:</b> a puzzle text (reading and understanding a text about a picture)</p> <p><b>Listening:</b> identifying objects by location (numbering things in a picture)</p> <p><b>Speaking:</b> <i>Where's the kite?</i> (asking and answering questions about where things are)</p> <p><b>Writing:</b> identifying capital letters at the start of names; WB – writing about the park (guided writing)</p>	<b>Take care in the park</b> (understanding what improves and harms your local, natural and built environments and about ways of looking after them)
<p><b>Initial sounds:</b> <i>v w x y z</i> Vv: <i>van</i> Ww: <i>window</i> Xx: <i>box</i> Yy: <i>yo-yo</i> Zz: <i>zebra</i></p>	<p><b>Reading:</b> a caption story (reading a text that describes pictures; finding specific information)</p> <p><b>Listening:</b> distinguishing details (identifying pictures from their descriptions)</p> <p><b>Speaking:</b> <i>Who's this?</i> (asking and answering questions about people)</p> <p><b>Writing:</b> identifying question marks and sentences; WB – writing about my family's things (guided writing)</p>	<b>My family</b> (family and friends should care for each other)

### Project: a park poster

## Lesson Two Grammar

Lesson 2 teaches and practises the grammar points presented in the story. The children also practise the language by acting out the story.

The children listen to the story again and now produce the language by repeating and then acting out the story (see TB page 9).



The children practise writing the grammar structure.

The children practise the unit's words along with the grammar structure in a speaking activity.

The children study the grammar structure that was presented in the story.

**Lesson Two Grammar**

**1 Listen to the story again and repeat. Act.**  
**2 Look and say.**

**Let's learn!**

I've got two sandwiches.

I haven't got my lunch box.

I've got an apple.

I've got = I have got  
 haven't got = have not got

**3 Write.**    **I've got    I haven't got**

I haven't got a drink.

\_\_\_\_\_ a lunch box.

\_\_\_\_\_ a sandwich.

\_\_\_\_\_ a banana.

\_\_\_\_\_ two drinks.

\_\_\_\_\_ an apple.

**4 Look at the pictures again. Say and answer.**

a sandwich    an orange    a drink    a lunch box    an apple    a banana

I've got two drinks.      **Number 5!**

I've got / I haven't got ... Unit 9 65

## Acting out the stories and teaching the grammar

### Story

- Display the Story poster to see what children can remember about the story from the previous lesson.
- Play the recording. Pause after each dialogue for the children to repeat.
- Play the recording again. This time ask the children to mime actions as they speak (there are suggested actions in the lesson notes). Allow the children to make suggestions and demonstrate the actions.
- Divide the class into groups, with each child having a different role in the story. Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

### Grammar

- Teach the grammar through example rather than explanation.
- Read the grammar examples. The class repeats chorally. Write them on the board. Reinforce meaning with actions.

- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Do the first question in each exercise with the class, then encourage them to work independently. Check answers with the whole class.
- Model the dialogue with one of the children, then let the class practise the dialogue in open pairs.

Children use the Student Website at home to practise the new grammar structures.

## Workbook

The children practise recognizing and writing the new grammar points from the lesson.

Lesson Two Grammar

**1 Read and number the pictures.**

1 I've got an apple and a banana.

2 I've got two sandwiches and two apples.

3 I haven't got my lunch box. I've got a drink.

4 I've got a sandwich and a biscuit.

5 I've got an apple.

6 I've got a banana.

7 I've got my lunch box. I haven't got a drink.

1

2

4

5

6

7

**2 Read the sentences again. Circle a and underline an.**

**3 Write.**    I've got    I haven't got

I've got \_\_\_\_\_  
 a sandwich.

I've got \_\_\_\_\_  
 a biscuit.

I've got \_\_\_\_\_  
 an orange.

I've got / I haven't got ... Unit 9 65



Online Practice allows children to practise the grammar structures in different contexts.

## Fluency Time! Everyday English

The *Fluency Time!* Lessons come after every three units and focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The children read and listen to the story for the first time. The key Everyday English phrases are highlighted in the text to focus attention on the phrases. The children listen again, repeating the dialogues with the recording.

The children look at the pictures, to help them understand the context, before they listen to a recording and complete the listening comprehension activity.

The children practise speaking in pairs, using the Everyday English phrases, in a context that is similar to the reading and listening activities above.

The children watch the corresponding *Fluency Time!* Lesson on the DVD, to consolidate the Everyday English phrases. First, actors act out the story from exercise 1. Then the language is extended to include the key Everyday English phrases, as well as additional 'passive' phrases, or recycled language from the preceding units.

**Fluency Time! 3**  
**Everyday English**

**1 Listen, read and say.** 100

**1** **2**

Mum: Get dressed, now! **Hurry up!**  
 Kate: OK, Mum.  
 Mum: **Put on your hat, please.**

Kate: Sorry I'm late.  
 Mrs. Smith: **Take off your hat, please.**  
 Kate: Yes, Mrs Smith.

**2 Listening** Listen and tick (✓) the correct picture. 100

**1** **2** **3**

**3 Speaking** Look at the clothes. Point and say.

Hurry up, please. Put on your hat.  
 Yes, OK.  
 Take off your hat.  
 OK.

70 *Fluency Time! 3 Getting dressed* Watch the DVD!

## Teaching Everyday English

### Story

- Focus on the pictures. Ask children to say where the people are (*at home / in a bedroom*) and who they think the girl/boy is talking to in each picture. Ask children what clothes they can see in the pictures.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs or groups.
- Ask groups of children to act out the dialogue for the class.

### Listening

- Show children the pictures and ask them to say who / what they can see in each picture. Explain that they need to listen and decide which picture matches each dialogue in the recording.
- The recording contains examples of the Everyday English phrases, and some additional 'passive' phrases, which simply set the context. Remind the children that they don't need to understand every word.
- Play the recording for the children to listen and tick the correct pictures.
- Ask children to point to the correct pictures and say what Grandma is saying in each picture.

### Speaking

Ask children to work in pairs.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the pictures of the clothes in the box and tell their partners to put them on / take them off.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

### Workbook

The children practise reading and writing the Everyday English phrases in a new context.

**Fluency Time! 3**  
**Everyday English**

**1 Complete and rewrite the sentences.**

Put on your **hat** \_\_\_\_\_  
 Put on your **shoes** \_\_\_\_\_  
 Take off your **shirt** \_\_\_\_\_  
 Put on your \_\_\_\_\_  
 Take off your \_\_\_\_\_

**2 Look and write** (hello, dressed, take off, hurry, put on, OK, cool)

1 get dressed now \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 Put on your \_\_\_\_\_  
 4 \_\_\_\_\_



Children do exercises to practise the Everyday English phrases in the Online Practice Fluency section.

Lesson One CB page 64

## Words

## Learning outcomes

Learning outcomes

To identify different foods in a lunch box

To understand a short story

## Language

Core: lunch box, sandwich, drinks, apple, banana, biscuit

Extra: lunch, lunchtime, choose, share, get

## Materials

CD 86, 91–93; Story poster 9; My lunch box flashcards 99–104; real food items from the vocabulary list (optional)

## Warmer 86

- Sing *Come into my house* from page 60.
- Ask children to tell you what they can remember about the previous story. Tell children that this lesson's story is about sharing. Talk about the importance of sharing.

## Lead-in

- Use flashcards 99–104 (or real food items) to elicit the vocabulary for this lesson. Hold up the flashcards / foods and ask *What's this?* Repeat in a different order.

## 1 Listen, point and repeat. 91

- Ask children to look at the pictures of different food items. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.

## Transcript

## Listen and point.

lunch box, sandwich, drinks, apple, banana, biscuit

drinks, sandwich, apple, biscuit, lunch box, banana

## Listen and repeat.

lunch box, sandwich, drinks, apple, banana, biscuit

## 2 Listen and chant. 92

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words.
- Put the flashcards around the room. Children point to the correct flashcards as they hear the words. Repeat.

## Transcript

lunch box, lunch box, lunch box

sandwich, sandwich, sandwich

drinks, drinks, drinks

apple, apple, apple

banana, banana, banana

biscuit, biscuit, biscuit

# 9 Lunchtime!

Lesson One Words

1 Listen, point and repeat. 91

lunch box sandwich drinks apple banana biscuit

2 Listen and chant. 92

lunch box sandwich drinks apple banana biscuit

3 Listen and read. 93

1

Oh no! I haven't got my lunch box.

2

I've got two sandwiches and two drinks. Here you are.

Thank you, Tim.

3

I've got an apple. And I've got a banana. Choose one.

Thanks. The apple, please.

4

Look! Now I've got ten sandwiches and six drinks. Please share my lunch!

64 Unit 9 My lunch box

## 3 Listen and read. 93

- Use Story poster 9 to present the story. Ask children to name as many things in the picture as they can. Talk about each frame. Ask *What's happening in the story?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble you hear the text.
- Ask comprehension questions, e.g. *Where are Rosy and Tim? What time is it? Has Rosy got her lunch box? Who helps Rosy? Is there enough for Rosy?*
- Ask children to open their Class Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Draw the outline of a big lunch box on the board. Invite individual children to come to the front to fill it with different things. Say, e.g. *Draw three bananas.* Continue until the lunch box is full.
- Point to the different foods in the box for children to say them aloud, e.g. *two sandwiches, five drinks...*

## Further practice

Workbook page 64

Student Website • Unit 9 • Words

Online Practice • Unit 9 • Words

**Song**

**Learning outcomes**

- To identify shapes
- To use shapes in the context of a song

**Language**

- Core: *square, circle, triangle, rectangle, diamond*
- Extra: *side, the same, smooth, round, just*

**Materials**

CD 105–106; Shapes flashcards 116–120; one piece of paper for each pupil; a selection of coloured shapes and glue for each group of children (optional)

**Warmer**

- Play *Simon says* ... (see Teacher's Book page 23) using instructions children have already learnt.

**Lead-in**

- Hold up flashcards 116–120 and say the words for children to repeat.
- Draw one of the shapes on the board, with part of the shape un-drawn. Ask a child to draw the missing part. The class calls out the name of the shape. Repeat with rest of shapes

**1 Listen, point and repeat.** 105

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up the flashcards, for individual children to say the words.
- Play the recording again. Children draw the shapes in the air as they hear them.

**Transcript**

**Listen and point.**

square, circle, triangle, rectangle, diamond  
rectangle, diamond, triangle, square, circle

**Listen and repeat.**

square, circle, triangle, rectangle, diamond

**2 Listen and sing.** 106


- Ask children to look at the pictures. Point to the shapes in the pictures one at a time and ask children *What's this?*
- Play the recording for children to point to the pictures when they hear the new words. Then play it again as they follow the words in their Class Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing along.

**3 Sing and do.** 106

- Ask children to look at the pictures and decide what the actions should be (see suggestions below). Practise the actions with the class.
- Play the song for children to sing along and do the actions.

**Lesson Three Song**

**1 Listen, point and repeat.** 105



**2 Listen and sing.** 106      **3 Sing and do.**


**Let's sing!**

**It's a square!**  
It's got four sides.  
They're all the same.  
It's got four sides.  
They're all the same.  
It's a square!

It hasn't got sides.  
It's smooth and round ...  
It's a circle!

It's got four sides.  
Two long, two short ...  
It's a rectangle!

It's got three sides.  
Just one, two, three ...  
It's a triangle!



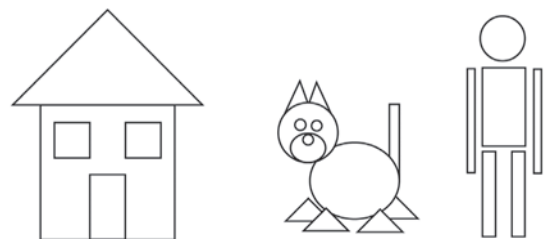
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**Song actions**

- It's got three / four sides: Hold up correct number of fingers.
- It hasn't got sides: Shake heads.
- It's a square / circle / rectangle / triangle!: Draw shapes in the air.

**Optional activity**

- Tell children they are going to make pictures out of the shapes in this lesson. Divide the class into groups. Give each child a piece of plain paper and each group a selection of coloured shapes and glue.
- Children make pictures by sticking the shapes onto their piece of paper, as in these examples:



- Children can write about the shapes they have used, e.g. *This is a house. It's a square and a triangle. The windows are squares and the door is a rectangle. My cat has got two (pink) circles, four (blue) triangles and an (orange) rectangle. This is a man. His head is a circle. His body is a rectangle. His legs and arms are rectangles too.*

**Further practice**

- Workbook page 76
- Picture dictionary, Workbook page 121
- Extra writing worksheet 10, Teacher's Resource Centre
- Student Website • Unit 10 • Words, Song
- Online Practice • Unit 10 • Song

Lesson One CB page 86

## Words

## Learning outcomes

- To identify more types of food
- To understand a short story

## Language

- Core: *rice, meat, carrots, yogurt, fish, bread*
- Extra: *dinnertime, finished*

## Materials

- CD 95, 120–122; Story poster 12; Food flashcards 132–137

## Warmer 95

- Sing *Open my lunch box!* from Class Book page 66.
- Ask *What other food words do you know?* Make a list on the board.

## Lead-in

- Hold up flashcards 132–137 and ask *What's this?*
- Hold up the flashcards in a different order and repeat.

## 1 Listen, point and repeat. 120

- Ask children to look at the different food items. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put the flashcards around the room. Say the words for children to point to the correct flashcards and repeat.

## Transcript

## Listen and point.

rice, meat, carrots, yogurt, fish, bread  
fish, rice, yogurt, bread, meat, carrots

## Listen and repeat.

rice, meat, carrots, yogurt, fish, bread

## 2 Listen and chant. 121

- Play the recording for children to listen to the chant. They can clap the rhythm as they listen.
- Play the chant for children to say the words. They can point to the correct flashcard as they hear the word. Repeat.

## Transcript

rice, rice, rice  
meat, meat, meat  
carrots, carrots, carrots  
yogurt, yogurt, yogurt  
fish, fish, fish  
bread, bread, bread

# 12 Dinnertime!

## Lesson One Words

**1 Listen, point and repeat.** 120

rice    meat    carrots    yogurt    fish    bread

**2 Listen and chant.** 121

rice    meat    carrots    yogurt    fish    bread

**3 Listen and read.** 122

1 Rice, meat and carrots for Billy. Do you like carrots, Billy?

No, I don't. No carrots for me!

2 What do you like, Billy? Do you like yogurt?

Yes, I do!

OK. First your carrots and then a yogurt.

3 Finished!

Good boy. Here's your yogurt.

Mmm. I like yogurt.

4 Oh no!

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## Optional activity

- Play the chant again. When children hear the name of a food they like, they rub their tummies. When they hear the name of a food they don't like, they shake their heads.

## 3 Listen and read. 122

- Use Story poster 12 to present the story. Ask children what foods they can see in the pictures.
- Talk about each frame. Ask *Where are the family? What's happening?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Does Billy like carrots? Does Billy like yogurt? Does Billy eat his carrots? Where does the yogurt go?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Further practice

Workbook page 86

Student Website • Unit 12 • Words

Online Practice • Unit 12 • Words