

	Phonics	Skills	Values
		<p><b>Listening:</b> identifying people from their descriptions (listening for specific information)</p> <p><b>Speaking:</b> <i>She's got curly hair. His name's James. How many...? What colour...?</i> (describing people's appearance; introducing yourself and other people; talking about objects)</p>	Understanding and respecting differences between people
	Review of the alphabet and initial sounds	<p><b>Reading:</b> a description (reading a text describing pictures; reading for specific words)</p> <p><b>Listening:</b> identifying people and objects from their description (numbering items in the correct order)</p> <p><b>Speaking:</b> <i>How many...? There are...</i> (asking and answering questions about a picture)</p> <p><b>Writing:</b> capitalization; Workbook – writing about my classroom (guided writing)</p>	<p><b>Keep your classroom tidy</b> (contributing to keeping the classroom tidy)</p> <p>Understanding that it is important to look after possessions and the classroom</p>
	Review of digraphs: <i>ch sh th</i> <i>ch: chair teacher</i> <i>sh: shoes fish</i> <i>th: thumb bath</i>	<p><b>Reading:</b> a poem: 'My feelings' (reading and understanding a poem; matching words with information in the poem)</p> <p><b>Listening:</b> identifying feelings (numbering pictures of feelings in the correct order)</p> <p><b>Speaking:</b> <i>Is he sad? No, he isn't. He's...</i> (asking and answering questions about how people feel)</p> <p><b>Writing:</b> long and short forms; Workbook – writing about my feelings (guided writing)</p>	<p><b>Let's help each other</b> (finding ways to help people when they need it)</p> <p>Caring for other people</p>
	Review of CVC words: <i>a e i o u</i> <i>a: cat van</i> <i>e: peg bed</i> <i>i: bin fig</i> <i>o: mop dog</i> <i>u: bus jug</i>	<p><b>Reading:</b> information on a webpage (reading and understanding information on a webpage; choosing the correct information from the text)</p> <p><b>Listening:</b> identifying outdoor toys (numbering objects in the correct order)</p> <p><b>Speaking:</b> <i>Where's the skateboard? It's in front of the table.</i> (asking and answering questions about where things are)</p> <p><b>Writing:</b> using <i>a / an</i>; Workbook – writing about what I can and can't do (guided writing)</p>	<p><b>Sports and safety</b> (practising sports safely)</p> <p>Encouraging and helping people to be brave</p>

### Project: a school word wheel

<p><b>Consonant blends:</b> <i>gr br fr</i> <i>gr: grass grapes</i> <i>br: brush bread</i> <i>fr: frog frisbee</i></p>	<p><b>Reading:</b> a caption story (reading and understanding a caption story; finding specific information in a text)</p> <p><b>Listening:</b> identifying which food items are available in a shop</p> <p><b>Speaking:</b> <i>Have you got apples? Yes, we have.</i> (asking and answering questions about what someone has got)</p> <p><b>Writing:</b> question marks and full stops; Workbook – writing about my lunch (guided writing)</p>	<p><b>Healthy food</b> (understanding that some foods are healthy and others are unhealthy)</p>
<p><b>Consonant blends:</b> <i>dr tr cr</i> <i>dr: drum dress</i> <i>tr: truck tree</i> <i>cr: crayon crab</i></p>	<p><b>Reading:</b> a description on a webpage (reading and understanding a webpage; finding specific details in a text)</p> <p><b>Listening:</b> identifying school rooms from their descriptions (numbering pictures in the correct order)</p> <p><b>Speaking:</b> <i>What have we got in the art room? We've got...</i> (asking and answering questions about different rooms in a school)</p> <p><b>Writing:</b> capital letters; Workbook – writing about my school subjects (guided writing)</p>	<p><b>Safety at school</b> (noticing safety hazards in the classroom)</p> <p>Sharing with people at school</p>
<p><b>Consonant blends:</b> <i>fl pl bl</i> <i>fl: flower flat</i> <i>pl: plum plate</i> <i>bl: blanket blue</i></p>	<p><b>Reading:</b> information texts (reading and understanding a class poster; matching children with their after-school activities)</p> <p><b>Listening:</b> identifying after-school activities (choosing which activities children take part in)</p> <p><b>Speaking:</b> <i>I read a book. I don't ride a bike.</i> (talking about which after-school activities you do)</p> <p><b>Writing:</b> verbs; Workbook – writing about what I do after school (guided writing)</p>	<p><b>Help your family</b> (respecting the needs of others)</p>

### Project: a market stall

## 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!**

Where **does** he work?  
He works in a police station.

Does your mum work in an airport?  
No, she **doesn't**.

Does she work in a shop?  
Yes, she **does**.

3 Write. Yes, she does. No, she doesn't. Yes, he does. No, he doesn't.

1 Does he work in a hospital?  
No, he **doesn't**.

2 Does she work in a shop?

3 Does he work in an airport?

4 Does she work in a school?

5 Does he work in a fire station?

6 Does she work in a police station?

4 Point, ask and answer.  
Where does he work? He works in a ...  
Where does she work? She ...

Does he / she work in a ...? 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

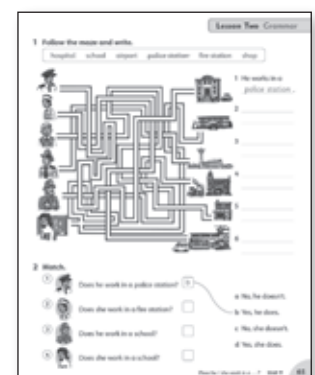
- Teach the grammar through example rather than explanation.
- Read the grammar examples. The class repeats chorally. Write them on the board. Reinforce meaning with actions.

- 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.



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.**

Are you free after school today?  
 Sorry, I'm not free today.  
 How about on Tuesday?  
 Yes, that's fine.

We can play with my dolls house.  
 Great. I'll ask my mum. Oops!  
 Oh! ... Thank you, Ellie.  
 Sorry, Mrs Smith.

**2 Listening Listen and number.**

**3 Speaking Ask and answer.**

Monday Tuesday Wednesday  
 mum dad grandma grandpa

Are you free after school on Tuesday?  
 Sorry, I'm not free on Tuesday.  
 How about Wednesday?  
 Yes, that's fine. I'll ask my dad.

70 Fluency Time! 3 Making plans Watch the DVD!

## Teaching Everyday English

### Story

- Focus on the pictures. Ask children to say where the people are (*at school / in the playground*) and who they think the girls are talking to in each picture.
- 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 number the correct pictures.
- Ask children to point to the correct pictures and say what the boys are 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 make plans with their partners using the words in the boxes.
- 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 Look and write.**

Are you free after school today?  
 Sorry, I'm not free today.  
 How about on Tuesday?  
 Yes, that's fine.

**2 Order the words.**

Are you free after school?  
 I'll ask my mum.  
 I'll ask my dad.  
 I'll ask my grandma.



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

## Lesson One CB page 64

### Words

#### Lesson objectives

- To identify different places
- To understand a short story

#### Language

Core: *hospital, school, airport, police station, fire station, shop*

Extra: *work (v), fantastic*

#### Materials

CD 84, 90–92; Story posters 8 and 9; Places flashcards 91–96

### Warmer 84

- Sing *What do you do in the morning?* from Class Book page 60.
- Use Story poster 8 to retell the Unit 8 story with the class. Ask *Where are Rosy and Alice? Why is Dad in bed? How do the girls listen to music?*

### Lead-in

- Use flashcards 91–96 to elicit the vocabulary for this lesson. Hold them up one at a time for children to name the places. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 90

- Ask children to look at the pictures of the different places in their books.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- 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.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript

#### Listen and point.

hospital, school, airport, police station, fire station, shop  
police station, school, hospital, fire station, shop, airport

#### Listen and repeat.

hospital, school, airport, police station, fire station, shop

### 2 Listen and chant. 91

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

## 9 Where does she work?

**Lesson One Words**

**1 Listen, point and repeat. 90**





**2 Listen and chant. 91**





**3 Listen and read. 92**

1



My dad's a policeman.

2

Where does he work?



He works in a police station.

3

Does your grandma work?



No, she doesn't.

4

Does your mum work?



Yes, she does. She works in a shop.

5

There are lots of cakes here, Tim.



Yes, I know. My mum works in a cake shop!

6

Have a cake, boys.



Oh, thank you. Fantastic!

64 Unit 9 Places

### Transcript

hospital, hospital, hospital  
school, school, school  
airport, airport, airport  
police station, police station, police station  
fire station, fire station, fire station  
shop, shop, shop

### Optional activity

- Children play a miming game in pairs. Give flashcards 91–96 to six different pairs. Allow a few moments for children to think about their mimes.
- Invite pairs to come to the front of the class. They pretend to be in the place shown on their card for the class to guess, e.g. if they have the *shop* card, one might be serving the other at the cash desk.

### 3 Listen and read. 92

- Use Story poster 9 to present the story. Talk about each frame and encourage predictions about the story.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Where are the boys? Does Tim's mum work? Where does she work?*
- Ask children to find words from Exercise 1 in the story.

### Further practice

Workbook page 64

Student Website • Unit 9 • Words

Online Practice • Unit 9 • Words

# Lesson Three CB page 76

## Song


### Learning outcomes

- To identify different weather activities
- To use weather words in the context of a song

### Language

- Core: *fly a kite, make a snowman, wear coats, go outside, go ice skating*
- Extra: *high up*
- Recycled: weather words

### Materials

- CD  105–106; Weather flashcards 102–107; Weather activities flashcards 108–112

### Warmer

- Play *Slow reveal* (see page 23) using flashcards 102–107 to revise the vocabulary children have learned so far in this unit.

### Lead-in

- Use flashcards 108–112 to introduce the new vocabulary for weather activities. Hold up the cards one at a time and say the phrases for children to repeat.
- Hold up the cards in a different order for children to repeat again.

### 1 Listen, point and repeat. 105

- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the phrases.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 108–112 one at a time for individual children to say the phrases.

### Transcript

#### Listen and point.

*fly a kite, make a snowman, wear coats, go outside, go ice skating*  
*make a snowman, go ice skating, go outside, wear coats, fly a kite*

**Listen and repeat.**  
*fly a kite, make a snowman, wear coats, go outside, ice skating*

#### Optional activity


- Put the weather flashcards 102–107 in a column on the left side of the board and the weather activities flashcards 108–112 in a column on the right side of the board.
- Point to the first weather flashcard. Ask a child *What do you do when it's sunny?* The child replies, using one of the weather activities on the right, e.g. *I go outside.*

### 2 Listen and sing. 106

- Ask children to look at the pictures. Point to the different pictures for children to say what the weather is like and name the activities. Ask children to predict what the song is about (*what you can do in different kinds of weather*).

**Lesson Three Song**


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



fly a kite



make a snowman




wear coats



go outside




go ice skating

**2 Listen and sing.**  106

**3 Sing and do.**

**Let's sing!**



**What's the weather like today?**

What's the weather, what's the weather,  
 What's the weather like today?  
 Is it cold or is it sunny?  
 Can we go outside to play?

When it's windy, when it's windy,  
 We go outside, we fly our kite.  
 The kite goes high up in the sky  
 And we play until it's night.

When it's snowing, when it's snowing,  
 We make a snowman in the snow.  
 We wear our coats and play together,  
 until it's time to go.

When it's sunny, when it's sunny,  
 We wear our hats and go outside.  
 We play together at the park,  
 And have a fun time on the slide.

What's the weather, what's the weather ...

76 Unit 10 Weather activities

- Play the recording all the way through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see suggestions below).
- Play the recording for children to listen and do their actions.

### Song actions

*What's the weather...* sway from side to side

*When it's windy...* fill cheeks with air and blow

*When it's snowing...* imitate snow falling with fingers

*When it's sunny...* point to sun in sky

*We fly our kite* – hold ropes and look up at kite

*We make a snowman* – build a snowman

*We play together in the park* – throw a frisbee

### Further practice

**Workbook page 76**

**Picture dictionary, Workbook page 130**

**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 words related to weddings
- To understand a short story

#### Language

- Core: *wedding, guests, cake, bride, band, invitation*
- Extra: *watch (v), video (n), dance (v), sleep*

#### Materials

- CD 116, 122–124; Story posters 11 and 12;
- Celebrations flashcards 123–128; a wedding magazine or photos of a wedding (optional)

### Warmer 116

- Sing *Here comes the train!* from Class Book page 82.
- Use Story poster 11 to retell the Unit 11 story with the class. Ask *Where are Rosy, Tim and Grandma? Can Tim see his aunt and cousins? How does Grandma find them?*

### Lead-in

- Use flashcards 123–128 to elicit the celebrations vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 122

- Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the flashcard as each word is said.
- 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.

wedding, guests, cake, bride, band, invitation  
bride, wedding, cake, invitation, guests, band

#### Listen and repeat.

wedding, guests, cake, bride, band, invitation

#### Optional activity

- If you have a wedding magazine or photos of a wedding you have been to, you could show children some of the pictures and ask what they can see.

### 2 Listen and chant. 123

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

## 12 You're sleeping!

### Lesson One Words

**1 Listen, point and repeat.** 122



**2 Listen and chant.** 123



**3 Listen and read.** 124

1 We're watching a video of our wedding.  
Can we watch too?  
OK.

2 Look. The band is playing music.  
And I'm dancing with my friends.

3 Look at Grandma. What's she doing?  
she's eating the wedding cake.

4 Look at Mum and Aunt Jane. They're talking.

5 Look at the little baby. It's you, Milly.  
Oh, I'm so little. And now I'm ten!

6 Everyone is singing and talking. And you're sleeping!

86 Unit 12 Celebrations

### Transcript

wedding, wedding, wedding  
guests, guests, guests  
cake, cake, cake  
bride, bride, bride  
band, band, band  
invitation, invitation, invitation

### 3 Listen and read. 124

- Use Story poster 12 to present the story. Talk about each frame with the class and encourage predictions.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *What are Mum and Dad watching? Who is at the wedding? What is Milly doing?*
- Ask children to find Exercise 1 words in the story.

#### Optional activity

- Assign different celebrations words from the vocabulary set to each child. Read the following story, pausing between each sentence:  
*Today there's a wedding in our town. I've got an invitation. The bride is my sister. There are lots of guests. There's a big cake. There's a great band. We all dance.*
- Children stand up when they hear their words.

#### Further practice

Workbook page 86

Student Website • Unit 12 • Words

Online Practice • Unit 12 • Words