

Phonics	Skills	Values
	<p>Reading: identifying people and objects from descriptions</p> <p>Listening: identifying numbers</p> <p>Speaking: asking and answering about birthdays</p> <p>Writing: writing the answers to sums</p>	<p>Greeting people politely</p> <p>Appreciating our family</p>
<p>Consonant blends:</p> <p>cr: <i>crayon</i></p> <p>dr: <i>draw, drink</i></p> <p>sp: <i>spoon</i></p> <p>sn: <i>snake</i></p> <p>pl: <i>play</i></p>	<p>Reading: a story: 'The Lazy Bear' (reading and understanding a story, reading for the main idea; understanding the sequence of events in a story)</p> <p>Listening: identifying details about age, birthday, country, and favourite season (understanding specific information to identify the correct picture)</p> <p>Speaking: asking and answering about age, country, and favourite season</p> <p>Writing: capitalizing proper nouns and sentence beginnings; Workbook – writing about myself</p>	<p>Values 1:</p> <p>Values at home</p> <p>(Helpful and safe behaviour)</p> <p>Helping around the house</p> <p>Being tidy in the home</p> <p>Taking care of personal belongings</p> <p>Being quiet and considerate near other people</p> <p>Closing doors behind you</p> <p>Being safe at home</p> <p>Asking for permission (e.g. <i>Can I watch television, please?</i>)</p>
<p>Magic e:</p> <p>a_e: <i>face, space</i></p> <p>i_e: <i>kite, bike</i></p> <p>o_e: <i>rope, stone</i></p> <p>u_e: <i>June, cube</i></p>	<p>Reading: a hobbies forum (reading and understanding a webpage; reading for specific details)</p> <p>Listening: identifying details about different penfriends (matching people and their hobbies)</p> <p>Speaking: choosing a penfriend (asking and answering questions about hobbies; suggesting a suitable penfriend for your partner)</p> <p>Writing: full forms and short forms of <i>be</i> and <i>have</i>; Workbook – writing an email about my hobbies</p>	
<p>Words with ar:</p> <p><i>car, park, shark, star, scarf</i></p>	<p>Reading: a school project (reading and understanding school projects about collections; finding specific details about people in a text)</p> <p>Listening: identifying details about collections (matching people and the things they collect)</p> <p>Speaking: talking about collections (asking and answering questions based on information in the listening text)</p> <p>Writing: punctuation marks: question marks, commas and full stops; Workbook – writing about a child's collection</p>	

Project: a project survey

Extensive reading: Swiss Family Robinson; Families around the world

<p>all endings:</p> <p><i>ball, mall, wall, tall, small</i></p>	<p>Reading: a holiday brochure (reading about a dolphin encounter holiday; understanding and using descriptive adjectives)</p> <p>Listening: identifying details about beach activities (listening and numbering pictures)</p> <p>Speaking: talking about what you like doing on the beach (asking and answering questions)</p> <p>Writing: spelling rules for the gerund form; Workbook – writing a postcard about my trip</p>	<p>Values 2:</p> <p>Values outside</p> <p>(Respecting nature)</p> <p>Being safe near animals</p> <p>Being kind to animals</p> <p>Putting litter in bins</p> <p>Closing gates behind you (so animals can't escape)</p> <p>Understanding that it is dangerous to play on gates</p>
<p>or and aw spellings:</p> <p>or: <i>fork, horse, corn</i></p> <p>aw: <i>straw, paw, yawn</i></p>	<p>Reading: a story: 'The Lion and the Mouse' (reading and understanding a story; reading and matching specific actions / descriptions with story characters)</p> <p>Listening: identifying different frames of a cartoon strip (understanding descriptions using the present continuous)</p> <p>Speaking: describing different frames of a cartoon strip (asking and answering questions)</p> <p>Writing: using speech marks; Workbook – writing about animals</p>	
<p>oy and oi spellings:</p> <p>oy: <i>boy, toy, oyster</i></p> <p>oi: <i>coin, oil, soil</i></p>	<p>Reading: a website about cyber school (reading and understanding a webpage; reading for specific information)</p> <p>Listening: identifying details about a student's day (listening and numbering pictures)</p> <p>Speaking: describing daily routine (asking and answering questions)</p> <p>Writing: proper nouns; Workbook – writing information about me</p>	

Project: a 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 page 9).

The children can then work on the Grammar Time material at the back of the Workbook.

The children practise reading the grammar structure.

The children practise writing the grammar structure.

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!

We **always** go to the playground on Saturdays.
 We **always** go to the sports centre.
 I **sometimes** go to the library.
 She **never** goes to the shopping mall.
 My birthday is **in** May.
 He plays football **on** Fridays.
 We get up **at** eight o'clock.

3 Read and circle. ✓ = always ✓ = sometimes ✗ = never

1 Billy **never** / **always** rides his bike to school. ✓

2 They **never** / **sometimes** watch TV. ✗

3 Tom **sometimes** / **always** takes photos. ✓

4 Mum **sometimes** / **never** listens to music. ✓

4 Write. **on in at**

1 Emma's birthday is **in** March.
 2 I always have lunch **at** one o'clock.
 3 Dad never works **on** Saturdays.
 4 We sometimes go to the beach **in** August.
 5 You never watch TV **on** Mondays.
 6 The children always go to bed **at** nine o'clock.

Acting out the stories and teaching the grammar

Story

- Ask children what they can remember about the story from the previous lesson.
- Play the recording. Pause after each line for the children to repeat.
- Divide the class into groups, with each child having a different role in the story.
- As a class, decide on actions for the story. Allow the children to make suggestions and demonstrate the actions.
- 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 in the speech bubbles in the grammar box. Ask the class what is happening. Then ask some children to act out the frame.
- Then read the other sentences in the grammar box. The class repeats chorally. Write them on the board. Reinforce

meaning with actions. (If there is a tip box, read it to the class and write some examples on the board.)

- 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.

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 using the reference tables in the Grammar Time section at the back of the Workbook to help them.

Lesson Two Grammar

1 Look at these dialogues. Circle **always**, **sometimes** or **never**.

1 The teacher **always** goes to the library on Thursdays.
 2 The teacher **sometimes** always goes to the library on Thursdays.
 3 The teacher **never** sometimes goes to the shopping mall on Thursdays.
 4 The teacher **sometimes** always goes to the sports centre on Thursdays.
 5 The teacher **always** sometimes goes to the sports centre on Thursdays.

2 Complete the sentences about Tom with **on**, **in** or **at**.

1 He always gets up **at** eight o'clock.
 2 He never goes to school **in** holidays.
 3 She sometimes rides her bicycle **on** Fridays.
 4 She sometimes goes to bed **at** half past nine.
 5 She always has a dinner **at** ten o'clock.
 6 She never comes to school **in** August.

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 read the sentences, 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.

Teaching Everyday English

Story

- Focus on the pictures. Ask children to say where the people are (*in a street / town*). Ask children what they think is happening 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 the children the sentences and explain that they need to listen and complete the sentences with the words in the box.
- 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 first part of the recording and focus on the example.
- Play the recording, pausing after each item for children to write their answers.
- Ask children to read out the completed sentences.

Speaking

- Ask children to work in pairs.
- Show children the arrows in the box, and ask them to say what each arrow represents (*left/right/straight on*).
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose prompts from the box to make new dialogues.
- 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.



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

Skills Time!

Skills development

Reading: read and understand a recipe; read for specific information about ingredients and instructions

Language

Core: *potato, butter, cheese, salt, pepper, peas*

Recycled: vocabulary and structures seen previously

Extra: *dish (crocery), tell, a piece of, milk, a lot of, mash (v), pot, hot, put, mix, mashed potatoes, on top, oven*

Materials

CD 77–78; Food flashcards 111–116; several plastic shopping bags with holes cut in them (optional)

Warmer

- Divide the class into groups and give each group the name of a fruit, e.g. *apples, oranges, pears, melons, lemons*.
- Play *Do it!* (see page 25). Give instructions for each group, e.g. *Apples – touch your nose. Oranges – stamp your feet.*

Lead-in

- Use flashcards 111–116 to elicit the vocabulary for the food. Model any words the children don't know.
- Ask children which two words rhyme (*cheese* and *peas*).
- Check that children have understood *salt* and *pepper* if these illustrations may not be clear for your children.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 77

- Ask children to open their Class Books and look at the pictures in Exercise 1. Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

potato, butter, cheese, salt, pepper, peas
salt, cheese, peas, butter, pepper, potato

Listen and repeat.

potato, butter, cheese, salt, pepper, peas

2 What food can you see in the pictures below?

- Say *My favourite dish is* (something you like). Check children understand *dish* and ask a few children what their favourite dish is. They should give the local name, not try to describe it, e.g. *My favourite dish is koshary / som tam / borscht.*
- Focus on the pictures. Ask *What is the text about? (how to cook a dish / cooking a fish)* Ask *What do you need to cook the dish? (salt, pepper, fish, potatoes, butter, milk, and peas).*

3 Listen and read. 78


- Play the recording. Children listen and follow in their books. Ask them to point to the ingredients as they hear them.
- Ask comprehension questions, e.g. *How many potatoes do you need? What do you cook in milk?*


Skills Time!


Lesson Five


Reading


1 Listen, point and repeat. 77



potato


butter


cheese


salt



pepper


peas

2 What food can you see in the pictures below?

3 Listen and read. 78

My Favourite Dish



Today I want to tell you,
How to make my favourite dish.
You need two big potatoes,
And you need a piece of fish.

You need some milk and butter,
And you need a lot of cheese.
You need some salt and pepper,
And you need some nice fresh peas.

You cook the two potatoes,
And you mash them in a pot.
You cook the peas in water,
And you make them nice and hot.

You cook the fish in milk now,
And you put it in a dish.
You take the peas and butter,
And you mix them with the fish.

You add the mashed potatoes,
And you put the cheese on top.
You cook it in the oven,
When it's brown on top, you stop!

4 Read again and write T (true) or F (false).

1 You need two small potatoes. <u>F</u>	2 You need a piece of meat. <u> </u>
3 You need some butter. <u> </u>	4 You cook the peas in milk. <u> </u>
5 You put the fish in a dish. <u> </u>	6 You put the cheese on top. <u> </u>

66 Unit 8 Food Reading a recipe

- Answer any questions children have and check they understand the words *mash* (to crush and break up vegetables like potatoes), *pot*, and *oven*.
- Play the recording a second time and ask children to circle the words from Exercise 1 in the text.

4 Read again and write T (true) or F (false).

- Explain that children are going to read sentences about the dish and decide if they are true or false.
- Look at the example, then allow time for children to read the text again and write *T* or *F* for the sentences.

ANSWERS

1 F 2 F 3 T 4 F 5 T 6 T

Optional activity

- Play *What's in my shopping bag?* Choose four of the flashcards from this lesson and four from Lesson 1 and put them into two plastic shopping bags with a few holes cut in them.
- Tie the top of the plastic bags, making sure you can untie them again. Pass the shopping bags around the class. Tell children to move the cards around inside the bags and try to see what they are, then pass the bag on.
- When children call out a word that they can see, untie that bag and put that card on the board.
- Give the bag back to the children for them to pass it to another desk.

Further practice

Workbook page 62

Extra writing worksheet, Unit 8, Teacher's Resource Centre

Student Website • Unit 8 • Words 2

Online Practice • Unit 8 • Reading

Lesson One CB page 80

Words

Learning outcomes

To identify different things in a park
To understand a short story

Language

Core: *path, grass, flowers, bin, trees, playground, fountain, litter*
Extra: *pick, catch*

Materials

CD 92–93; *In the park* flashcards 131–138, paper and coloured pencils; Values 4 poster and worksheets, Teacher's Resource Centre (optional)

Warmer

- Mime some action verbs and elicit the words. Include some mimes that use the vocabulary from Unit 9, e.g. *walk on the bridge, climb the mountain, swim in the lake*.
- Ask children to copy your actions and call out the words.

Lead-in

- Use the *In the park* flashcards 131–138 to elicit the places in a park vocabulary. Hold the flashcards up one at a time and model any words children don't know.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 92

- Play the first part of the recording for children to listen and point to the appropriate pictures of places in a park.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words in chorus.

Transcript

Listen and point.

path, grass, flowers, bin, trees, playground, fountain, litter
playground, flowers, bin, grass, litter, fountain, trees, path

Listen and repeat.

path, grass, flowers, bin, trees, playground, fountain, litter


Optional activity


- Tell children to think about a local park and write things they can see there, using the words from Exercise 1.
- Ask children if they can remember any other things in a park. Ask them to think about the playground and elicit *swing, slide, seesaw, and pool* from Level 1, Unit 5.
- Write *My park is...* and *My park has got a / some...* on the board and say a few things about your park.
- Ask children to write three sentences about their local park. Ask some children to read out their sentences.


10 In the park!


Lesson One Words


1 Listen, point and repeat. 92



path



grass



flowers


bin


trees



playground


fountain


litter


2 Listen and read. 93

1




Amy This is a beautiful park.
Max Yes, it is. I love it here.
Holly Oh, look at the flowers!
Leo Holly, you mustn't pick the flowers.
Holly Oh, OK.

2




Holly Oh, look at the little trees!
Max You mustn't walk on the grass here, Holly.
You must walk on the path.
Holly Oh, OK.

3



Amy Holly! Let's play with this ball.
Max No, you mustn't play here.
Amy Well, let's go to the playground. We can play there. Catch the ball, Max!

4



Holly Oh, Max! You mustn't play in the fountain!
Max Ha ha. Very funny.

80 Unit 10 In the park

2 Listen and read. 93

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Where are the children? What has Leo / Max got? What is Holly looking at? Who is on the grass? Who is playing with a ball? Where is Max? Encourage predictions about the story.*
- Play the recording for children to listen and follow the words of the story in their books.
- Ask comprehension questions, e.g. *What does Holly want to pick? Where does Amy want to go? Who falls into the fountain?*
- Check children understand the phrase *pick flowers* by miming the action.
- Play the recording again. Children follow in their books.
- Ask children to find the words from Exercise 1 that appear in the story (*flowers, trees, grass, path, playground, fountain*).

Optional activity: Values 4

- Ask children to look at the story and tell you the things you mustn't do in the park (*pick the flowers, walk on the grass, play ball / play in the fountain*).
- Look at the Values 4 poster and the Values worksheets (for materials see Teacher's Resource Centre, for instructions see Teacher's Book page 155).

Further practice

Workbook page 74

Values 4 worksheets, Teacher's Resource Centre

Student Website • Unit 10 • Words

Online Practice • Unit 10 • Words

Skills Time!

Skills development

Reading: read and understand a history poster; read for specific information

Language

Core: along, through, in the middle of, at the top of, between, inside

Recycled: vocabulary and structures seen previously

Extra: *hidden, rocky, desert, capital city, explorer, wonder (n)*

Materials

CD 102, 105–106; *Prepositions* flashcards 153–158

Warmer 102

- Ask children to turn to page 88 in their Class Books and look at the song. As a class, remember the actions or think of new actions for the song.
- Play and sing the song *Our town has a history* to energize the children and prepare them for the topic.

Lead-in

- Tell the children they are going to learn words to talk about where things are.
- Use flashcards 153–158 to introduce the prepositions of movement and place.
- Say the words for the children to repeat, using gestures were appropriate to reinforce the meanings of the words.
- Hold the flashcards up in a different order and repeat.
- Show the children the flashcards at random and ask them to say the words.

1 Listen, point and repeat. 105

- Focus on the pictures in Exercise 1. Play the recording for the children to listen and point to the pictures, then listen and repeat the words, first chorally, then individually.

2 Look at the text. What do people call Petra today?

- Ask the children to look at the pictures and say what kind of text it is (*a history poster*) and what place it is about (*Petra*).
- Ask questions to help the children to make predictions about the text, e.g. *What kind of place do you think this is? Where do you think the city is? Where are the houses?*
- Ask children to quickly look through the text and find what people call Petra today (*The Rose-Red City*). Ask children why they think people call Petra this (*because of the colour of the stone*).

3 Listen and read. 106

- Play the recording for children to listen and follow the text silently in their books, then play it a second time and answer any questions the children have.
- Ask comprehension questions, e.g. *Who made Petra? Where are the buildings? Who was the first European visitor to Petra? How did Petra become famous?*

Skills Time!

Lesson Five

Reading

1 Listen, point and repeat. 105

along

through

in the middle of

at the top of

between

inside

2 Look at the text. What do people call Petra today?

3 Listen and read. 106

Petra
The Hidden City

Petra in Jordan is an old, hidden city in the middle of a rocky desert. To find the hidden city, visitors walk along a path between high rock walls in the mountains. At the end of the path, there is a wonderful view.

A group of people called the Nabateans built Petra about 2,500 years ago. For about 500 years, Petra was a capital city and there were a lot of people. The buildings were inside the rocks. They were like big, beautiful caves.

Years later, the Nabateans left Petra. For hundreds of years, the city was empty. But in 1812, a Swiss explorer called Johann Ludwig Burckhardt was the first European visitor to the city.

In 1989, Petra was in the film *Indiana Jones and the Last Crusade*. After that, the city was famous all over the world.

Today, some people call Petra the Rose-Red City. As you walk through the city, you can still see the beautiful buildings. Petra is one of the seven wonders of the world. Lots of people visit the city every year.

4 Read again and write. buildings visitors city view desert capital

1 Petra is a city in Jordan. 2 Petra was a capital city for many years.

3 The buildings were inside the rocks. 4 Petra is in the middle of a desert.

5 The view from the path is amazing. 6 There are a lot of visitors every year.

90 Unit 11 Prepositions Reading: a history poster

4 Read again and write.

- Explain that children are going to complete the sentences about the text with the words in the box.
- Look at the example and ask the children to find the relevant part of the text.
- Allow time for the children to complete the activity in their Class Books, then check answers as a class.

ANSWERS

1 city 2 capital 3 buildings 4 desert
5 view 6 visitors

Optional activity

- Put the prepositions flashcards up around the classroom. Play the recording of the text again. The children listen and point to the correct flashcards when they hear the prepositions.

Optional activity

- Play *Where was it?* with the *Prepositions* flashcards (see page 24).

Further practice

Workbook page 84

Extra writing worksheet, Unit 11, Teacher's Resource Centre

Online Practice • Unit 11 • Reading