

NEW **Chatterbox**

2

Teacher's Book

**Richard Northcott
and Derek Strange**

OXFORD

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Richard Northcott
and Derek Strange

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New Chatterbox TB2 Language Coverage

Unit	Language (structures)	Topic and vocabulary	Skills and functions
1	Negative imperative: <i>Don't ...</i> <i>Where's ... ? Where are ... ?</i> Prepositions: <i>in, on, near, under</i> Adverbs of place: <i>here</i>	Animals Classroom objects (revision)	Talking about location Giving commands
2	<i>Is there a ... ? Where's ... ?</i>	Numbers 1–100 Classroom objects (revision) Places in a town (revision)	Counting Giving addresses of places in a town
3	<i>Can I have ... + plural nouns</i> <i>Have you got ... ?</i> <i>I've got ... (revision)</i> <i>Yes, I have./No, I haven't.</i>	Food and shopping <i>a bag of, a bottle of, a can of, a jar of, a piece of</i>	Asking for things
My World Food	Revision of language covered in Units 1–3	Food and recipes	Writing about a favourite dish Doing a survey and drawing a pie chart Making an advert
4	Present continuous: <i>She's playing the guitar.</i> <i>He isn't reading.</i> <i>They're not playing football.</i> <i>They're playing basketball.</i>	Leisure activities at home and outside	Describing on-going actions
5	Present continuous interrogative: <i>Is she wearing a hat?</i> <i>Yes, she is./No, she isn't.</i> Prepositions: <i>across, into, next to, out of, round</i>	The seaside Action verbs	Asking and answering about on-going actions Specifying direction and motion
6	<i>It's hot. It's windy. It's raining.</i> <i>Is it sunny in Spain today?</i> <i>Yes, it is./No, it isn't.</i>	Names of countries Holidays	Describing the weather Writing a postcard
My World Holidays	Revision of language covered in Units 4–6	England, Scotland and Wales <i>capital city, lake, mountain, river</i>	Writing an e-mail on holiday
7	Present simple: <i>I like ...</i> <i>I don't like ...</i> <i>Do you like ... ?</i> <i>Yes, I do./No, I don't.</i> <i>What's your favourite ... ?</i>	Sports and leisure activities The seasons and weather	Talking about likes and dislikes (first person)
8	Present simple: <i>It eats ...</i> <i>He doesn't like milk.</i> <i>Does she like milk?</i> <i>Yes, she does./No, she doesn't.</i>	Wild animals and pets	Describing animals Talking about likes and dislikes (third person)
9	<i>I live at ... She lives at ...</i> <i>Where do you live?</i> <i>Where does Ken live?</i> <i>There's ..., There are ...</i>	Rooms and furniture <i>north, south, east, west</i>	Asking for and giving addresses Saying where people are in a house
My World Pen-friends	Revision of language covered in Units 7–9	Canada Tourist attractions	Describing your city or region Writing to a pen-friend

Unit	Language (structures)	Topic and vocabulary	Skills and functions
10	Object pronouns: <i>me, him, her, us, them</i> <i>We can't find her. Ask them.</i>	Vocabulary revision (Bingo)	Classifying vocabulary by topic
11	Present simple for routine actions: <i>She gets up late.</i> <i>Do you get up late?</i> <i>Yes, I do./No, I don't.</i> Adverbs of frequency: <i>always, never, sometimes, usually</i> <i>What time ... ?</i>	Daily habits <i>in the morning, in the evening</i> Playground attractions	Describing daily routines Telling the time
12	Present simple for facts: <i>On Mondays she has Art at eleven o'clock.</i>	Days of the week School subjects British café food	Talking about a school timetable Describing weekly routines
My World School	Revision of language covered in Units 10–12	School life; after-school activities	Writing your school timetable Asking people their opinion (survey)
13	<i>What month is it? When is (Lucy's birthday)?</i> <i>It's on (the fifth of April).</i> Present continuous (revision) Past time adverb: <i>yesterday</i>	Months of the year Ordinal numbers and dates New Year celebrations in different countries	Asking for and giving dates Talking about special days
14	Past simple of <i>be</i> : <i>was/were</i> ; <i>there was/were</i> Past simple of <i>have</i> : <i>had</i>	Classroom objects and possessions (revision) Prepositions of place (revision) Prehistoric animals	Talking about the past Saying where things were and are
15	Revision: <i>was/were; had</i>	Parties Computers, e-mails and the Internet Review of Pupil's Book cartoon story	Remembering a story Classifying vocabulary
My World English-speaking world	Revision of language covered in Units 13–15	Australia, Britain, Canada, New Zealand, the USA Festivals and commemorations	Making a poster Giving information about your country
Festivals Bonfire Night	<i>banger, bonfire, Catherine wheel, firework, rocket, sparkler, volcano</i>		Learning about a British fireworks party
Festivals Pancake Day	<i>pancake, bowl, frying-pan, half a cup of ..., spoon</i> <i>cook, cover, mix, put, turn</i>		Following a recipe
Festivals Christmas	<i>calendar, Christmas card, cracker, present, star</i>		Learning about British Christmas celebrations
Festivals Easter	<i>butter (verb), golden-brown, hot cross buns, plate, toast (verb)</i>		Learning a traditional song for Easter
Class Play Max's Magic Mobile	Past tense (revision): <i>was/were/wasn't/weren't; had</i>	<i>barbecue</i>	Learning text by heart Acting a role Using expression and intonation

Introduction

General description of the course

New Chatterbox is a three-level course for children of primary school age who are learning English for the first time. There are twelve units in the Starter level and fifteen units in Levels 1 and 2. A Level 2 unit contains materials for three lessons of 45 minutes each, with additional material for extra work in class and for homework. There is also an extra project for each unit in the Photocopy Masters Book in the Teacher's Resource Pack. This provides material for one extra lesson per unit.

The components at each level are:

Starter – a Pupil's Book, an Activity Book, a Teacher's Book, a CD or cassette and a Resource Pack containing two posters, 80 flashcards and a Photocopy Masters Book.

Levels 1 and 2 – a Pupil's Book, an Activity Book, a Teacher's Book, a CD or cassette and a combined Resource Pack containing two posters, 96 flashcards and a Photocopy Masters Book.

For Level 2 ...

The Pupil's Book presents new words, grammar structures and functions in imaginative and clear contexts. A continuing adventure story, featuring ace detective, Captain Shadow, and a variety of songs, rhymes and games are used to practise new language in an enjoyable way.

The Activity Book consolidates the language points of the Pupil's Book and can be used in class or for homework. It has follow-up activities for all the Pupil's Book lessons and a Picture Dictionary at the end for revision.

The Teacher's Book gives step-by-step lesson plans and answers, and extra ideas for classroom activities. At the end of the Teacher's Book there is a Reading Bank for extra reading practice, and an assessment section including five tests and a portfolio of self-assessment activities.

The Teacher's Resource Pack contains a Photocopy Masters Book with an extra activity for each unit, an extra play, and a poster. Teaching notes for the activities and posters are at the front of the Photocopy Masters Book.

New Chatterbox 2 – new features

- New stories and pictures throughout.
- Additional cultural material – the 'My World' scrapbook – one page after every three units in the PB. In these pages, pupils are guided by their British counterparts through various aspects of British culture appropriate for the age group. Pupils then compare cultures by reviewing aspects of their own culture through the follow-up Activity Book 'My World' spreads.
- Additional revision games after every three units which provide an extra opportunity for pupils to

practise and consolidate the new language learned in the previous three units.

- New Festivals pages about Bonfire Night, Pancake Day, Christmas and Easter. These give pupils an insight into how these festivals are celebrated in Britain and provide an opportunity for cultural comparison as well as creative work.
- A new class play – *Max's Magic Mobile*. This provides pupils with an opportunity for practising the language they have learned and developing their speaking skills. Additional plays, which may be acted in class, or used with the Oxford Puppet Theatre, can be found in the Photocopy Masters Book.

Together these features enable *New Chatterbox* to offer a package that provides a sound and comprehensive introduction to English. It makes the learning experience more fun and allows teachers to use different teaching approaches.

Aims and syllabus

The three main aims of *New Chatterbox* are:

- to help pupils understand and use some basic structures of English grammar correctly in a variety of purposeful communicative activities.
- to help pupils develop confidence in listening, speaking, reading and writing in English, using a good basic range of vocabulary.
- to make learning English an enjoyable and meaningful experience through an exciting story, songs, rhymes, games and puzzles.

The syllabus of *New Chatterbox* is based on graded structures and vocabulary. Language items have been chosen according to the criteria of frequency, usefulness and simplicity, although some words are occasionally introduced which are specific to a particular story episode or topic. Each language item is recycled and revised regularly.

Closely linked to the structural syllabus is the syllabus of functions and topics, which covers areas of interest within the experience of children. Through interesting topics *New Chatterbox* systematically develops pupils' motivation and skills in listening, speaking, reading and writing.

Characters in *New Chatterbox 2*

The story episodes feature twins Bean and Poppy, their friend Woody, and their American cousin Peggy-Sue. The villains of the story are international con-man Dr Rotter and his sisters, Bubble and Squeak. Working with the famous detective Captain Shadow and her dog Pluto, the four children uncover Dr Rotter's plan to cheat the San Francisco Bird Club of \$1 million.

Various other characters appear outside the story page of each unit. The group of children we met in Level 1 – Kate, Ken and Caroline – are joined by two more friends: Karen and Curtis. And finally there is the green 'monster' family of Lucy, with her mother and father, two brothers, little sister, aunts, uncles and cousins.

How to use *New Chatterbox 2*

Each unit of the Pupil's Book and the Activity Book is four pages long. One unit provides work for a minimum of three 45-minute lessons.

Lesson One



Pupil's Book:
First page of the unit



Activity Book:
First page of the unit

The first page of the Pupil's Book unit presents the main new structure and vocabulary for the unit, usually with an accompanying cassette / CD section. The new language is then practised in class through oral drills and through question and answer activities, usually introduced in the Pupil's Book by Ken, Caroline and Kate, shown as 'talking heads'. The talking heads give model questions and answers which pupils use to start talking about the pictures in the Pupil's Book or what they have heard on a recording.

The first page of the Activity Book unit contains follow-up reading and writing exercises to consolidate the new language.

Lesson Two



Pupil's Book:
second and third pages
of the unit



Activity Book:
second page of
the unit

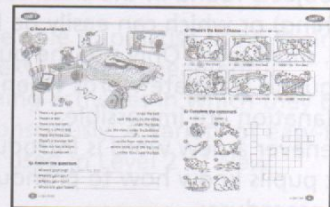
The first part of this lesson is based on the Captain Shadow adventure story which appears on the second page of every Pupil's Book unit. Pupils listen to the cassette / CD and read the story in their

books. They then practise a short dialogue from the story which they may act out in class, and do follow-up comprehension exercises in the Activity Book (or these could be set for homework). The second part of the lesson is based on the third page of the Pupil's Book unit. This page presents a new language item and an activity to practise the new language.

Lesson Three



Pupil's Book:
fourth page of
the unit



Activity Book:
third and fourth pages
of the unit

The third lesson provides opportunities for pupils to consolidate and extend their use of new language through a song, game or a reading activity. The emphasis here is on using what pupils have already learned in an enjoyable new way.

The corresponding pages of the Activity Book (pages 3 and 4 of the unit) consolidate the language pupils have learned in that unit, usually ending with a word puzzle.

The Revision sections which appear after every three units (after Units 3, 6, 9, 12 and 15) consist of cultural material presented by British children, who pupils can easily identify with, followed by a revision game which reviews and recycles the language of the previous three units. Pupils should also complete a test and a self-assessment activity at these points before moving on to the next unit.

This is also the point when pupils can use one of the graded Reading Bank texts.

Basic procedures – stages of the lesson

Revision / Warm-up

In the warm-up at the start of each lesson pupils use language they already know, often in an activity they have done before: a song or a short game. The warm-up should last for no more than five minutes.

Presentation

New language is sometimes first presented to pupils with their Pupil's Books closed, so that when they do open their books at the beginning of the unit some of the words and their meaning are

already familiar, and interesting language practice can begin more quickly and easily.

Presenting new language

New words and phrases are usually taught by showing real objects, by drawing simple pictures on the board, using flashcards, or by mime and gesture. Wherever possible, it is best to use real objects or good pictures to present new words. Many of those presented in *New Chatterbox* are for objects found in the classroom (e.g. furniture, clothing) or which can easily be brought into class (e.g. small toys). Only use the pupils' mother tongue to translate words when other methods of explanation are impossible.

Whenever a new word is introduced, make sure that pupils know how to pronounce it clearly. Use this procedure:

- Say the new word two or three times.
- Pupils listen and repeat the new word or phrase, first all together and then individually.

Story presentation

- Before presenting a new episode of the story, summarize what has happened so far by discussing it with pupils in their mother tongue. Ask them to tell you briefly what they remember about previous episodes.
- Also before listening to the new story episode, pre-teach some of the new words which pupils will need to understand what happens. Use gesture and mime or board drawings to do this.
- Write two listening-task questions on the board. (The teaching notes provide suggestions for these.) The purpose of these questions is to give a focus to pupils' listening. Play the cassette / CD section for the story episode while pupils listen and read the speech bubbles.
- Play the story again, then elicit answers to your two questions.
- After listening to the story, ask additional comprehension questions (see teaching notes) to ensure that language-content and narrative have both been fully understood. Continue with any further activities suggested in the notes, and follow up with the story comprehension exercises in the Activity Book, either in class or for homework.

Practice

Speaking and listening

Drills The aim of speed drills is to help pupils learn the pronunciation and patterns of new language. They should be done at a rapid, lively pace.

- For new words: hold up or point to objects, pictures, etc. and give a model of the word or

phrase expected. Pupils repeat in chorus, then individually. Go faster and faster.

- For structures: say a cue-word or phrase once or twice. Pupils respond by giving a whole sentence, using the required structure. Again, keep up a rapid pace.
- Use 'back-chaining' to build up any longer phrases, e.g. 1. Name, 2. Your name, 3. What's your name?

'Chain drills' Use the following procedure:

- One pupil makes a statement to the next pupil, e.g. *Hello. My name's George. What's your name?* The next pupil replies *Hello. My name's Mary*, and then turns to a third pupil and asks, *What's your name?* Pupils continue in this way round the class, each pupil in turn adding a new 'link' to the chain.

Question and answer practice The *Ask and answer* sections in the Pupil's Book give opportunities for slightly less controlled practice, based on the pictures on the Pupil's Book page. A model of the questions and answers needed to talk about the pictures is generally presented by Kate, Caroline and Ken.

- Begin by asking the questions yourself and helping pupils to reply.
- Gradually get pupils to take over the questioning so that they are asking and answering each other, looking at the pictures for their answers.

Pairwork Question and answer practice leads naturally on to pairwork, where pupils ask and answer each other in pairs. Go round checking pupils' pronunciation and understanding and helping with ideas.

Teacher questions and 'transfer' In some lessons more 'open' and varied questions are suggested which can be used to ask pupils about what they can see in the pictures on the page or what they have read or heard. They can often also be developed to ask pupils about themselves, their own situation and experience. Such transfer of question and answer practice to the pupils' own world makes the use of English obviously meaningful for them and is to be included wherever possible.

Dialogues Dialogue or role play practice is based on short sections from the story episodes.

- Play the relevant part of the story on the cassette / CD. Pupils listen and repeat each phrase first in chorus, then individually.
- Ask one pair of pupils to demonstrate the dialogue together for the others.
- Pupils in pairs practise the dialogue, taking one part each.

- When they are ready, one or two pairs read and act out the dialogue for the rest of the class.

Reading

At each level, *New Chatterbox* takes a graded approach to reading, so that pupils who are not experienced readers in their mother tongue can cope easily. Illustrations in the Pupil's Book can be used to support understanding. Pre-teaching of selected unfamiliar vocabulary is also recommended (see teaching notes), though there is no need to teach everything in advance. New words are an important part of reading in any language – even the mother tongue. Encourage pupils to read on beyond the new word and work out meaning from context. Additionally, pupils are now at an age when learner's dictionaries may be recommended.

New reading vocabulary is presented largely through listen-and-read use of the story episodes, where the meaning of words is clear from their context and is supported by the pictures. Recognition of new words and their spelling is reinforced through Activity Book exercises, and class games such as board races, Bingo, etc.

As pupils' abilities in reading English develop, so too do the variety of topics and the length of the reading passages in *New Chatterbox*. Exploit these reading pages in the Pupil's Book by proceeding as follows:

- Before reading: pre-teach key vocabulary as necessary and pre-set any questions suggested in lesson notes.
- While reading: ask pupils to read silently on their own or aloud in turn round the class, or else to work out passages together in pairs. Choose the approach which best suits a particular class and their mood in a particular lesson.
- Go round helping as necessary, but encourage pupils to develop the skill of guessing meanings of unknown words from their context or from clues in the pictures, and not to worry if they do not understand every word.
- After reading: check answers with the whole class, especially if a reading page has been completed for homework.

Special procedures for specific activities Songs and rhymes

The songs and raps in *New Chatterbox* have all been specially written to focus on specific points of grammar or areas of vocabulary. They are intended as fun, lively ways of presenting and then practising new language so that pupils can remember it more easily.

- Play the cassette / CD recording. Pupils first listen with books either open or closed, as you wish.
- Play the cassette / CD once or twice more. Pupils listen and sing along with the song or repeat the rap, following the words in their books.
- Encourage pupils to learn the songs and raps by heart for homework. Use them frequently for lesson 'warm-ups' or endings, as suggested in the teaching notes.

Games

In games, pupils are able to practise using their English in the context of lively, meaningful speaking and listening activities in which they can participate unselfconsciously. A variety of easy-to-manage games are used in Level 2 of *New Chatterbox*.

Before starting to play a class or team game, the following procedures are recommended:

- Divide the class into teams. Give each team an English name, e.g. the Lions and the Monkeys. Vary the team names lesson by lesson to practise new words. Write team names on the board for scoring during games.
- Choose players. Use a 'choosing rhyme' such as the following, to add suspense and pupil-involvement to the process of picking players for class or team games:
*Eeny, Meeny, Miney, Mo,
Choose a person; off we GO!*
- The pupil chosen is the one you are pointing at on the word GO!
- Always get pupils to chant with you.

Dictations

'Story-line' dictations These can be based on small pieces of text from recent story episodes. Such 'auto-dictations' can also be planned into any later lesson, as necessary. With their books closed:

- Pupils try to fill in missing words from memory by saying the whole sentence to themselves.
- Alternatively, pupils can work together in pairs, agreeing on missing words, their spellings, etc.
- Pupils check their own dictation by looking back at the relevant section of the story.

Picture ('Picasso') dictations These can be represented to pupils as 'drawing games':

- Pupils listen and draw in response to simple instructions. Give each instruction two or three times at near-normal speed and rhythm. See Unit 9, Lesson 3 (TB p. 47).
- Go over the 'dictation' by getting pupils to listen again and taking turns to draw on the board.

'My World' activities

These pages are intended to promote and develop intercultural awareness by teaching pupils about British culture. They are introduced by three British children who are making a scrapbook showing different aspects of their lives. In the Pupil's Book the pupils see one of the British children's scrapbook pages and learn about an aspect of their lives. This is followed up in the Activity Book where pupils are encouraged to present similar aspects of their own lives and reflect on the similarities and differences between British culture and their own. It is also important to use these pages to develop pupils' study skills, e.g. selecting, editing and drafting material before presenting a final written and illustrated version. The tools they will need for these activities are shown in the artwork on the PB pages and with icons after the rubrics on the AB pages. You should draw their attention to these and ensure that they understand the task, and have the materials they need before they start.

Picture Dictionary

The picture dictionary at the back of the Activity Book enables pupils to revise new vocabulary. It is organized in lexical sets. Where sets are split across more than one unit (e.g. *Days, months and seasons*), pupils will need to complete it after studying the last relevant unit (Unit 13, where months are presented).

Assessment

There are two forms of assessment in *New Chatterbox*. Firstly, there are **tests** to enable the teacher to assess what pupils have learned. Secondly, there is a **portfolio** which contains activities that are designed to encourage pupils to reflect on their own learning (self-assessment).

Tests

The *New Chatterbox* Tests at the back of this Teacher's Book provide a simple test of pupils' reading, writing and listening skills. The tests should be used by the teacher to monitor individual pupils' progress and to guide future teaching.

After every third unit of the course there is a test which reviews the language of the previous three units. When setting a test ...

- Check that all pupils understand what they have to do. Go over the instruction and the example given for each section of the test and demonstrate the task.
- Pupils complete the test exercises one by one. Use the results to determine where further

teaching and further practice may be necessary – for the whole class or for individuals.

Portfolio

The photocopyable portfolio pages follow the tests at the back of the Teacher's Book. They are designed to be used by pupils after every three units, to reflect on what they have achieved and what they can now do in English. If your class did not learn with *New Chatterbox 1*, you may wish to talk pupils through the tasks in their mother tongue.

- **Biography – Now I can ...** Pupils should look at this page, read the statements and decide which of the things they can now say or do in English. They then colour in the character for that statement. If unsure, they can colour in just the character's bubble at first and come back to it next time. By the end of the book they should have all the characters coloured in.
- **How's your English now?** This page should be looked at after the 'Now I can ...' page and is designed to help pupils check how they are progressing in English. They should look at the pictures, say what they represent, and write the word underneath. They should then read the captions under the stars at the bottom of the statements and colour these in according to how they think they are doing. Pupils should be encouraged to record a positive attitude to their learning experience.
- **Dossier** Pupils should use this page to build up a record of all the projects they have done in English and record examples of their best work.
- **End of year review** This extends the biography section and should be used at the end of the year for pupils to look back over the whole year and reflect on what activities they enjoyed doing and what they still need to work on.

Fast finishers

In any class, there are children who work more quickly than the others. The activities below can be used to give 'fast finishers' an additional challenge or consolidation activity. Alternatively, you may have children who are capable of learning more than is presented in the Pupil's Book. If you would like to teach more vocabulary, you can use the book illustrations to expand their knowledge. Simply point to extra items in the pictures and say the words. For example, on page 43 you could teach *climbing frame* and *slide*. Write them on the board for pupils to copy too. A list of extra words for each unit is given below.

- U1 *behind, between, in front of*
- U2 *church, museum, town hall*
- U3 *prices: That's fifteen euros, please.*
- U4 *doing housework, playing on the computer*
- U5 *build a sandcastle, collect shells, sail my boat*
- U6 *It's frosty, It's cloudy, There's a thunderstorm*
- U7 *I love ..., I hate ..., I don't mind ...*
- U8 *mammal, reptile*
- U9 *attic, cellar, dining-room, garage, hall*
- U10 *frisbee, tunnel, tyre*
- U11 *wash my face, go to bed*
- U12 *go to church, go to the market*
- U13 *swimming pool, snowball, tennis court*
- U14 *cupboard*
- U15 *Internet, keyboard, mouse*

If you think that particular children could understand and learn more structures, focus on developing knowledge they already have. For example, as they learn short responses, encourage children to make full sentences.

Extra activities for individual children

- 1 Say a topic or word set to the child, e.g., *Animals*. The child writes down the number of animals you tell them to, e.g., *eight animals*.
- 2 Ask a child to look around the room and write down as many objects or colours as they can.
- 3 Tell a child to write a list of the items they can name in their bedroom or another room.
- 4 Write a list of eight objects on a piece of paper and ask the child to draw each item. They can make puzzle drawings for their friends to identify: everyday objects shown from unusual angles.
- 5 Ask pupils to create additional questions for the exercise they have just completed: gap-fill sentences; 'True or false?' statements, etc. They can swap notebooks with a friend and complete each other's tasks. Or you can check their work, under the pretext of trying to complete the task yourself.
- 6 Pupils choose six sentences from a recent story episode and create a split-sentences puzzle for you or their friends to solve. They split each sentence in

two, then write a column of sentence beginnings and a jumbled column of sentence endings.

- 7 Ask the children to draw and label a picture, e.g. a classroom or a town, and write sentences about it.
- 8 Ask individual children to make a wordsquare for a friend using six words from a particular page. Make sure the child writes the hidden words to find under the wordsquare.
- 9 Write a question on a piece of paper, e.g. *Can you see a ... ? Have you got a ... ?* Ask the child to write three more questions of the same type. They can then ask another child the questions they have written.

Activities for dyslexic children

Dyslexic children have more difficulty than most when trying to recognize, form and order letters. By practising and focusing on problem letters, these difficulties can be overcome. The activities in this section offer ideas on how to help dyslexic children when learning English.

Letter challenge

Aim To help children distinguish particular letters on their own or at the beginning of words. Tailor the activity to the needs of each child.

- Find a page of the Pupil's Book with not much text (e.g. a story page or a song) which includes several words containing the letters that your pupil confuses, e.g. p / d, or b / d.
- Ask your pupil to make two lists of words which include the problem letters, e.g. a list for p and a list for d. Do a count yourself first and tell your pupil how many words they need to find for each list. Words which occur more than once on the Pupil's Book page need only be written once, but a word which includes both letters should appear in both lists. If possible, create a simple worksheet with the two target letters written large at the top of each column. Draw as many writing lines as there are words for each list.

Point to the letter

Aim To practise visual letter recognition

- You will need a set of alphabet cards. Put some letter cards on the floor or the wall. Say and show the children a letter and ask them to point to the correct card.

Ordering letters

Aim To build words using alphabet cards

- Write a short word on the board, e.g. *boat* or *snake*. Give a child the same set of letters and ask him or her to put them in the right order.
- When they can do this confidently, say a word, and give the children the letters but do not write the word on the board.

Unit 1

Lesson One

Language focus

Asking about location: *Where ...?*

Preposition of place: *at*

Adverb of place: *here*

Negative commands: *Don't ...*

New words

funfair

Revision / Warm-up

- Introduce yourself to any new pupils. Say *Hello, I'm (Miss) ...* and ask their names: *What's your name?* Get pupils you already know to introduce themselves to new pupils in the same way, so that they all begin to know each other.

Presentation (PUPIL'S BOOK p.1)

- Books closed. Teach the new question word *Where?* Ask about pupils in the classroom, pretending not to see them, e.g. *I can't see Mary / Joe. Where is she / he?* Point to a pupil near you in the classroom and mime looking relieved to find Mary, Joe or whoever: *She's / He's here!*
- Continue the presentation with classroom objects: *Where's my pen? ... Where's my book?* etc. Drill the *Where ...?* question-form and here: *It's here. My desk is here.* etc. Pupils listen and repeat in chorus.
- Present the plural forms. Pretend you cannot see two pupils who are actually close to you. Ask *Where are Richard and Sue?* Find them and say *They're here!* Repeat with other pairs and encourage them to point to the pupils you are looking for and say *They're here.*

01 Listen and read.

- Say *Open your books* and show page 1. Play the recording. Pupils listen and read.
- Ask questions about the characters on the page: *Who's this? Who is Bean's sister? How old is she?* etc. Ask *Is Woody a girl or a boy?* etc. Ask about their clothes: *What colour is Poppy's jumper?* (It's blue and orange.) etc.
- Present the word *funfair*. Ask *Where are Poppy and Bean?*, giving the answer yourself: *They're at the funfair.* Point to the picture of the funfair in the book and drill the new word.
- Hold up your book and point to the picture of the children in the dodgems. Ask *Where is Poppy?* Mime driving and say *She's in a ...* See if anyone remembers *car* from *New Chatterbox 1*. Write the words *dodgem car* on the board and ask pupils to repeat.

- Encourage pairs of pupils to pretend to be Poppy and Bean in the dodgem car and act out the dialogue:

P1 Don't go too slowly, Poppy!

P2 No ... where's the accelerator?

- Ensure that the word *accelerator* is understood.
- After listening, teach the meaning of *Don't ...* in the following way. Divide the board into two halves with a line down the middle; give instructions to individuals: *Write the word/number (six) on the board or Draw a (face) on the board.* As the pupil chooses one half of the board to write or draw on, give a negative command: *No, George. Don't write the word here - write it here.* (pointing to the other half of the board). Use gesture to reinforce the meaning of the negative command.

02 Listen again and point to the right picture.

- Play the recording. Pupils will hear individual speech bubbles in a jumbled order. They should point to the right picture and speech bubble on the page.

Tapescript

- 1 Don't forget your bag, Woody!
- 2 Hi, Poppy! Hi, Bean! - Hi, Woody.
- 3 Don't go too slowly, Poppy! - No ... where's the accelerator?
- 4 How are you? - I'm fine, thanks.

Ask and answer.

- Focus on the children shown at the bottom of the page. See if pupils remember them from *New Chatterbox 1*: ask *What's her/his name?* (Caroline, Ken)
- Read Caroline's question - *Where are the three friends?* - and ask a pupil to reply: *They're at the funfair.* Ask *Who has got a bike?* and see if anyone can tell you. (Woody)
- Ask pupils to practise asking and answering these questions in pairs.
- Pupils who finish quickly can try to think of three more questions about the PB page. Write question openings on the board to help them: *Who has got a ... What colour is ... How many ...*

Practice

The 'Please and Thank you' game

- Tell pupils to listen carefully and follow your instructions only when you say *please*. Use any commands the pupils know.
- Give a series of positive commands, each one several times, sometimes using *please* and sometimes not, e.g. *Stand up, please ... Sit down ... Sit down, please.* etc.
- Pupils who respond to the instructions when you have not said *please* are out.
- List some of the instructions on the board.

- Pupils give each other any of the listed positive commands and then quickly change them into negative commands: *Stand up ... No, don't stand up. Put your hands up. No, don't put your hands up.* Use gestures and mime to help them with ideas if necessary.
- **Pairwork** Pupils continue the same changed commands activity together in pairs. Go round helping as necessary.

Reading and writing (ACTIVITY BOOK p.1)

1 Complete the sentences. Choose a word from the box.

- Pupils look at the two pictures and choose words from the box to complete the sentences correctly.

Answers

- 1 There's Woody? – Where? I can't see him ...
- 2 Where are the dodgem cars? – They're here, Woody.

2 Read and match. Write the letter.

- Pupils read the three negative commands and match each with one of the three pictures. They write the letter in the box.

Answers

- 1 b 2 c 3 a

Ending the lesson

'What can I see?'

- Play 'What can I see?' to revise the words for things around the classroom. Say: *One, two, three. What can I see? I can see something beginning with ... P.* Pupils look for objects beginning with P and make guesses:
P Is it a pencil?
T No, it isn't.
P Is it a pen?
T Yes, it is.
- Play several rounds, letting pupils take over as soon as possible.

Lesson Two

Language focus

Describing location: *in, on, under, near*

New words

box, chair, powder

Look out!, Remember?

the news

Revision / Warm-up

'Find the Pencil'

- Pre-teach the word *chair*. Remind pupils of the meaning of the words *in* and *on*, demonstrating with classroom items: *My pen is on my desk. My book is in my bag. My bag is on my chair.* etc.

- One pupil then closes his/her eyes or goes out of the room for a moment while a pencil is hidden on one of the other pupils' chairs or in one of the pupils' bags. The 'finder' returns and the others ask *Where's the pencil?* By asking questions, not by searching, the finder must discover exactly where the pencil is hidden. The others can only give short 'Yes' or 'No' answers, e.g. *Is it on a chair?* (No, it isn't.) *Is it in Mary's bag?* (Yes, it is.)
- With most classes, it will probably be best to take the role of finder yourself to demonstrate the game. Turn your back on the class and count slowly to ten while the pupils hide the pencil.

Story presentation (PUPIL'S BOOK p. 2)

03 At the funfair

- Before listening, tell the class briefly in their own language that they are going to hear the first episode of an exciting new story, featuring Captain Shadow. Pre-teach the word *powder*. Tell them that a special, secret powder plays an important part in the story.
- Set two questions for pupils to answer as they listen and read:
1 Where is Doctor Rotter? (in London)
2 Where is the powder? (in a box)
- Say *Open your books* and show page 2. Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, ask pupils to guess from context and from the pictures what the words *box* and *near* must mean. Explain other unfamiliar vocabulary: *Look out! ... Remember? ... on the news.* Ensure that everyone understands what Woody says in Picture 5, as this is important for the next episode of the story.

Story practice

- Ask further questions in English about the story and the pictures:
Where is the funfair? (in London)
What colour is Poppy's dodgem car? (green)
Who is sometimes on TV? (Doctor Rotter)
How many sisters has Doctor Rotter got? (two)
Who has got a box in Picture 5? (Frankie)
- Set two or three of these questions for pupils to write answers.
- **Dialogue** Pupils in groups of three read and practise Picture 3 only as a dialogue.
- One or two groups act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 2)

3 Read and match.

- Say *Close your Pupil's Books, please.* Pupils look at the frames from the story reproduced on AB p. 2 and decide what each of the people are

saying. They choose from the speech bubbles below and write the number of the picture beside the correct speech bubble. Play the recording again if pupils need extra help.

Answers

a 3 b 5 c 1 d 2 e 4

4 Read the questions. Write the letter.

- Pupils read the questions and look for answers in the column on the right. Point out that two of the answers do not belong to any question: they are there to make the exercise more challenging.
- Let pupils compare answers in pairs before you bring the class together again and correct the exercise.

Answers

1 d 2 f 3 a 4 b 5 e

5 Write two more questions for these answers.

- The activity should ensure that pupils know who the characters are and understand the story so far.

Answers

- 1 Who are Doctor Rotter's sisters?
- 2 Where is the powder?

Presentation (PUPIL'S BOOK p.3)

04 Listen and repeat.

- Say *Open your books* and show page 3. Before listening, focus on the animals at the top of the page. Ask *What animals can you see?* Pupils may remember *snake* and *parrot* from *New Chatterbox 1*. If not, prompt them: *Can you see a snake? ... Can you see a parrot?* etc.
- Play the recording two or three times while pupils follow in their books. Then ask them to join in with you while you say it. Read the rhyme slowly at first, emphasizing the pairs of rhyming words: *fox* and *box*; *bear* and *chair*. Use gestures to demonstrate the meaning of the different prepositions. For *in the air*, you can wave your hands above your head to suggest the parrot flying away from the fox.
- Ask pupils to close their books. They then say the rhyme and do the actions along with you.
- Ask pupils to open their books again. Point out the pairs of rhyming words. Ask pupils if they can find a third word in the rhyme that has the same sound as *bear* and *chair* (air).
- Write other words on the board and ask pupils to tell you words that rhyme with them. Use blackboard drawings, flashcards or mime to prompt them. For example, write *egg* and point to your leg. Write *boy* and point to some toy in the classroom. Write *tall* and draw or show a ball.
- You can also create word cards for the individual words. Ask pupils to sit in a circle, then distribute the word cards at random. Ask pupils to read out

the word on their card and find the words on another card that rhymes.

Ask and answer. Where are the foxes now?

- Focus on the picture of the carousel. Ask *How many foxes can you see?* (five) Ask about other animals in the picture – *Can you see a giraffe?* – *Show me!* – and encourage pupils to point. Revise *giraffe*, *hippo*, *lion* and *elephant* in this way.
- Ask about the different foxes: *Where is the blue fox?* etc. Use your hand gestures from the rhyme to elicit the different prepositions: *The blue fox is on a giraffe.* etc. Write the question on the board – *Where is the blue fox?* – then give pupils a few minutes to ask and answer in pairs about all five foxes.

Practice (PUPIL'S BOOK p.3)

- Play a memory game based on the picture of the carousel. Ask pupils to close their books. Ask *Where* questions about the position of the foxes in the picture, which pupils try to answer correctly from memory.
- Close your own book and ask pupils to open their books again. Pupils ask you *Where* questions about the picture to test your memory.

Read and match.

- Pupils read and match the sentence halves to make true sentences about the foxes in the picture. The sentences include adjectives recycled from *New Chatterbox 1*: *tall*, *fat*, *hungry*, *happy*. If you think this could confuse your pupils, do the activity collectively with the whole class. Use mime to help pupils understand the adjectives.

Answers

- 1 The red fox is in a safari car.
- 2 The blue fox is on a tall giraffe.
- 3 The yellow fox is on the happy elephant.
- 4 The green fox is under a hungry lion.
- 5 The white fox is near a fat hippo.

Ending the lesson

- Give the following short picture dictation. Pupils listen and draw as you read out each section of the dictation twice.
Draw a table. / There's a ball under the table. / There are two boxes on the table. / There's a snake near the boxes, on the table.
- Read through the whole dictation again for pupils to listen and check their drawings. Then read it section by section and draw the picture on the board for pupils to correct their own work.

Lesson Three

Language focus

Extending vocabulary for places

New words

tree, tree-house

Revision / Warm-up

- Play two or three games of 'What can I see?' with objects in, on, under or near other objects. When each object has been correctly guessed by pupils, ask them to say where it is.

Song presentation (PUPIL'S BOOK p. 4)

- Say *Open your books* and show page 4. Ask questions about the picture: *What animals can you see? How many boys/girls are there? How many bears are there? Where is the elephant?*
- Use the question-and-answer sequence to teach the words *tree* and *tree-house*. Write them on the board. Establish that the children and the animals are playing *Hide and Seek*.

05 Listen and sing.

- Play the song while the pupils follow in their books. Do an accompanying mime: on the first verse, search in all directions. Indicate a point right in front of you and a point on the other side of the room to underline the difference between *here* and *there*. On the second verse, look at an imaginary tree-house above you and point to the animals.
- Play the song again. Encourage the class to join in with the words and the actions. Point out the difference between the two questions, *Where is* and *Where are*: one is for asking about just one thing, the other for two or more things. And there are two different answers: *There is* and *There are*.

Read and choose an answer.

- The aim of the activity is to develop the skill of reading for specific detail. Do the first question as an example, then give the pupils a few minutes to read quietly on their own. Go round and ask individuals to read one of the questions, then give you the answer.

Answers

- 1 Under the tree. 3 Grey. 5 In a box.
2 Near a car. 4 In the tree-house.

Reading and writing (ACTIVITY BOOK pp. 3–4)

6 Read and match.

- Pupils look at the picture of the untidy room and then read and match the halves of the sentences below, to describe the position of each object in the picture.

Answers

- 1 There's a guitar on the bed.
- 2 There's a ball under the table.
- 3 There are two cars near the doll, on the table.
- 4 There's a computer on the chair, under the balloons.
- 5 There are three CDs under the bed.
- 6 There's a monster doll on the table, near the toy cars.
- 7 There are two oranges on the floor, near the chair.
- 8 There's a school bag on the floor, near the bed.

7 Answer the questions.

- Pupils answer the four questions, using one of the four prepositions they now know.

8 Where's the bear? Choose *in*, *on*, *under* or *near*.

- Pupils choose one of the two prepositions.

Answers

- 1 on 2 under 3 in 4 near 5 under 6 in

9 Complete the crossword.

- Pupils identify the animals in the pictures and use their names to complete the crossword.

Answers

- Across 2 lion 4 snake 7 elephant 8 fox
Down 1 giraffe 3 parrot 5 hippo 6 bear

Ending the lesson

- Practise known positive and negative commands as follows. Ask pupils to give each other different positive and negative commands. As they do so, write them up on the board, e.g.

Give me a chocolate!
Don't read the book!
Stop!
Put your chair over there!
Don't sit down here!
Don't listen!

- Ask pupils to read them and say if they are positive (✓) or negative (✗).
- Clean the board. Say five of the same commands in any jumbled order. Pupils listen and write a ✓ or a ✗ for each one, according to whether it is positive or negative.

Extra

- **Project** Organize a poster-making project, possibly for homework. Pupils choose one of these two poster captions and design their own poster to illustrate it: *Don't eat chocolates! Eat apples!*
Don't phone your friend! Write a letter!
- Tell the pupils that their posters will make a wall display in the classroom or round the school.

Be prepared!

Bring twenty matchsticks, coins, sweets, etc. to the next lesson.

Unit 2

Lesson One

Language focus

Numbers: 13–20

Asking about numbers: *How many ...?*

Extending vocabulary for places in a town

New words

children

Materials needed

Twenty matchsticks, coins or sweets, etc.

Revision / Warm-up

- Revise the numbers 1–12 by asking pupils to count round the class, forwards and backwards. You could also repeat the Numbers Rap from *New Chatterbox 1* (Unit 3).
- Do a numbers dictation. Dictate five random numbers between 1 and 12. Pupils write the sequence of five figures. Check the activity by asking a pupil to come and write the numbers on the board.

Presentation (PUPIL'S BOOK p. 5)

- Books closed. Use sets of twenty small objects (matchsticks, coins, sweets, etc.) to present the numbers from 13 to 20.
- Count the twenty matchsticks out into a pile on the front desk, clearly saying each number from 13 onwards twice. Count them out again.
- Pupils listen and repeat each number after you.
- Do the same with the sets of other small objects. Pupils listen and repeat the numbers each time.
- Write the figures (not the words) 13–20 across the board, with pupils chanting together as you write. Ask individual pupils to say the numbers in sequence as you point to each figure in turn. Then point to numbers at random and ask individuals to say the number.

06 Listen, repeat and clap your hands.

- Say *Open your books* and show page 5. Pupils listen to the clapping chant and read the numbers in their PBs. The chant is then repeated on the tape. Pupils join in, chanting the numbers and clapping at the same time.
- Focus on spelling. Point out that numbers from 13 to 19 all end in *-teen* (= *ten*). Most of them are made up of the one-digit number + *-teen*, e.g. *four* + *-teen* = *fourteen*. *Thirteen* and *fifteen* are slightly irregular, and *eighteen* has only one *t*.

Practice (PUPIL'S BOOK p.5)

Look at the pictures. Find seven differences.

- Revise names for classroom objects by asking pupils to hold up different items: *Show me a pencil.* etc. Then hold up items and elicit the name in English: *What's this? ... Is it a book?* Reactivate these words: *bag, ball, book, CD, chair, crayon, notebook, pencil, rubber, ruler.*
- Focus on the two photos of the classroom. Read the rubric and ensure that everyone understands the task. Give pupils a few minutes to look at the pictures quietly. Go round and ask different pupils *Can you see a difference?* They are likely to point at details and say, for example, *twenty pencils*. Model the full sentence – *There are twenty pencils* – and ask the pupil to repeat.
- Some pupils may notice that there are more letters of the *ABC* on the board in Picture A. Help them to say *There are nineteen letters of the ABC.*
- Working with the whole class again, invite individuals to describe the differences between the pictures. They can point and say a sentence beginning *There are ...* Then ask another pupil to make a similar sentence about the other picture: *Look at Picture A. How many pencils are there?*

Answer the questions.

- Do the first one or two questions with the whole class, eliciting full sentences beginning *There are ...* Then let pupils work in pairs, taking turns to ask a question.
- Go through the exercise again with the whole class. Invite different individuals to ask and answer each question.

Answers

- | | | |
|-------------|------------|-----------|
| 1 seventeen | 3 fourteen | 5 twenty |
| 2 thirteen | 4 thirteen | 6 sixteen |

- Practise saying the alphabet around the class. See if any pupils remember the *a ... b ... c ... d* song from *New Chatterbox 1*.

07 Now listen and answer Yes or No.

- Play the recording right through once. Pupils listen.
- Play the recording again. Pause after each of the statements. Pupils listen to each statement, look at the picture and count to answer *Yes* or *No*, depending on whether the statement is true or not.

Answers

- | | | |
|------------------|--------|-----------------|
| 1 No, seventeen. | 3 Yes. | 5 No, nineteen. |
| 2 Yes. | 4 Yes. | 6 No, fifteen. |

Tapescript

- 1 There are fifteen balls in Picture B.
- 2 There are sixteen notebooks in Picture B.
- 3 There are fifteen CDs in Picture B.
- 4 There are thirteen pencils in Picture A.
- 5 There are seventeen letters of the *ABC* in Picture A.
- 6 There are fourteen *Chatterbox* books in Picture A.

Reading and writing (ACTIVITY BOOK p. 5)**1 How many? Write the answers.**

- Pupils count the dots on the dominoes and add them together to give the answer each time.

Answers

1 nineteen	3 nineteen	5 fifteen
2 twelve	4 twenty	6 eighteen

2 How many? Write the answers.

- Pupils answer the questions by looking at the pictures and counting.

Answers

1 eighteen 2 fifteen 3 thirteen 4 sixteen

Ending the lesson**Numbers Race**

- Pupils chant the numbers from 13 to 20. As they do so, write them on the board, in random order.
- Divide the class into two teams. Call out one player from each team. Give a piece of chalk to each one. Explain that they are going to have a Numbers Race.
- Call out any of the numbers at random. The two players race to find the number on the board. One team draws a cross through the number if they find it first: the other team draws a circle round the number.
- After every two or three numbers, two new players come out and take over the race.
- Have two or three races, if there is time.

'Fizz-Buzz'

- Teach pupils the mathematical game of 'Fizz-Buzz'. Pupils start counting in sequence round the class: *One. Two. Three. Four.* etc., but they must never say the numbers 5 or 7, nor any number which has a 5 or a 7 in it (15, 17), nor any number which can be divided by 5 or 7 (10, 14, 15, 20). Instead of five or any of the '5-numbers', pupils have to say *Fizz*. Instead of 7 or any of the '7-numbers', they have to say *Buzz*.
- The sequence up to 20 should therefore be as follows: 1, 2, 3, 4, Fizz, 6, Buzz, 8, 9, Fizz, 11, 12, 13, Buzz, Fizz, 16, Buzz, 18, 19, Fizz.
- Play one round quite slowly first to let pupils get used to the idea, and then go faster and faster. Join in the game with pupils.
- A player who makes a mistake is out of that round.

Lesson Two**Language focus**

Numbers: 21–29 and 30–100

Further prepositions of place and motion

New words

famous, rare

con-man, cinema, cockatoo

Revision / Warm-up

- Revise the numbers 13–20 by repeating the clapping chant from Lesson 1 (PB p. 5).

Story presentation (PUPIL'S BOOK p. 6)**08 More about Doctor Rotter**

- The story so far:** Poppy, Bean and Woody literally bump into Dr Rotter and his twin sisters when they are all driving dodgem cars at a London funfair. Poppy recognizes Dr Rotter from the TV news. Later the friends see a furtive stranger, Frankie, hand the Doctor a small box. Could this box contain the 'powder' they heard him mention to his sisters?
- Before listening, pre-teach *cockatoo* – an important word for the story. Bring in a photo of a cockatoo or show your class the cockatoo on PB p. 33. Tell them that the story is about a rare bird: the golden cockatoo.
- Set two questions for pupils to answer as they listen and read:
 - Who is Luke? (Captain Shadow's computer)
 - Where is the golden cockatoo from? (Australia)
- Say *Open your books* and show page 6. Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, help pupils to guess from the context what the words *rare* (Picture 4) and *famous* (Picture 5) mean. See if pupils can give examples of some real rare animals and some actual famous people. Clarify other unfamiliar vocabulary (e.g. *con-man*), using translation where necessary.

Story practice (PUPIL'S BOOK p. 6)

- Ask further questions about the story and the pictures:

How many people can you see in Picture 1? (seven)

Where is the policeman in Picture 1? (near Doctor Rotter and his sisters)

Where is Luke in Picture 3? (New York)

What colour are the taxis in London? (black)
- Set two or three of the questions for pupils to write answers.
- Dialogue** Pupils in pairs practise Picture 6 only as a dialogue. Go round listening and helping.
- One or two pairs act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 6)**3 Read and match.**

- Pupils read the sentences in the speech bubbles on the left and match them with the replies on the right. Ask them to do the exercise without looking at the cartoon story in the PB.

- Check the activity by playing the recording again. Pupils listen to see if they remembered the dialogue correctly.

Answers

1 d 2 c 3 e 4 a 5 b

4 Answer the questions.

- Allow pupils to refer to the story in order to answer the questions. Tell them that all the answers are to be found in things that characters say in the story. The aim is to encourage pupils to 'mine' the text for specific information. The answers to the questions also sum up key points in this episode of the story.

Answers

1 They're in New York. 2 They're at a meeting of international detectives. 3 It's a very rare bird from Australia. 4 He's a famous con-man.

Presentation (PUPIL'S BOOK p. 7)

- Ask the pupils to close their books. Tell pupils that they are going to learn to count all the way to 100 in English. First, teach the numbers from 21 to 29. Count up to 20 then continue from 21 to 29, right through once.
- Say the numbers 21–29 again. Pupils listen and repeat all together.
- Write the figures (not the words) 21–29 across the board, with pupils chanting together as you write. Ask individual pupils to say the numbers in sequence as you point to each figure in turn. Then point to numbers at random and ask individuals to say them.
- Write the word for each of the figures on the board and show how simply they are made, using a hyphen: *twenty-one, twenty-two*, etc.

109 Listen and repeat.

- Say *Open your books* and show page 7. Play the recording. Pupils listen to the numbers in tens from 30 to 100. The numbers are then repeated on the tape, with a pause after each one. Pupils listen and repeat each number in the pauses.
- Chant from 30 to 100, all together, once or twice more, then point out the spellings of some of the new numbers: *thirteen – thirty, fifteen – fifty but fourteen – forty*.
- Write up the numbers from 31 to 39 on the board in sequence, saying each one as you do so, to show that they are made up in exactly the same way as the numbers from 21 to 29. Point to any of the numbers on the board and ask *What's this number?* Write up various other numbers between 21 and 100 and ask pupils to work out how to say them in English. Then ask individuals to come out and write the words next to the new numbers.

110 Listen and match.

- Explain briefly in the pupils' own language that Caroline and Ken are going to show them how to give the address of a place in a town, in English.
- Focus on the map and the pictures of places in a town. Give the letters of the various shops, etc. and ask pupils to give you the name, e.g. T What's 'e'? P The toy shop.
- Drill unfamiliar vocabulary, such as *cinema*.
- Focus on the picture of Caroline and Ken. Play the first sentence of the recording and ask pupils to repeat. Point out that British street names often end with the words *Street* or *Road*.
- Ask pupils to listen to Caroline and Ken and then find the numbers of the rest of the places shown on PB p. 7. They can draw pencil lines in their books or write the letters a–j in their notebooks and write the street numbers next to them.
- Correct the activity. Ask, for example, *Where is the pet shop?* Encourage pupils to reply in whole sentences: *It's at number 88 Park Road*. For variety, put the question in a different way: *What's at 47 School Street?* (the bank).

Answers

a 36 School Street	f 28 River Road
b 47 School Street	g 99 Park Road
c 55 School Street	h 43 School Street
d 53 School Street	i 32 School Street
e 41 River Road	j 88 Park Road

Tapescript

- 1 **Man** Where's the school, please?
Kate It's at number 32 School Street.
Man Thank you.
- 2 **Woman** Is there a bank here, dear?
Kate Yes. It's at number 47 School Street.
Woman Thank you, dear.
- 3 **Man** Where's the café, please?
Ken There's a café at number 53 School Street.
Man Thank you.
- 4 **Man** Er, and is there a pet shop here, too?
Ken Yes. It's in Park Road – at number 88.
Man Thank you very much.
- 5 **Woman** Is there a cinema here, please?
Kate Yes, there is. It's at number 43 School Street.
Woman Thank you.
- 6 **Man** Is the donut factory in School Street?
Kate No, it isn't. It's in River Road – at number 28.
Man Thank you.
- 7 **Man** Where's the supermarket, please?
Caroline It's at number 55 School Street.
- 8 **Man** Thank you. And is there a computer shop here, too?
Caroline Yes. It's in Park Road – at number 99.
Man Thank you very much.
- 9 **Woman** Is there a bookshop here, please?
Kate Yes, there is. It's at number 36 School Street.
Woman Thank you.
- 10 **Woman** Is the toy shop in School Street?
Kate No, it isn't. It's in River Road – at number 41.
Woman Thank you.

Look at the map. Ask and answer.

- Choose a girl to be Caroline. Ask the class to look at the dialogue, ask 'Caroline' *Is there a cinema here, please?* Encourage her to read the reply. Continue asking about other places, addressing your questions to other pupils.
- On the board, show the two ways of asking where places are: *Is there a cinema here, please?* *Where's the cinema, please?* and how to reply: *It's at number 43 School Street.*

Ending the lesson

- Set some sums with the numbers in tens from ten to a hundred: *What is 60 and 40?* etc.

Lesson Three**Language focus**

Further numbers practice: 1–100

New words*crazy, counting, flag***Revision / Warm-up**

- Start a counting chain round the class and try to continue it unbroken from 1 to 100, if possible.

Song presentation (PUPIL'S BOOK p.8)

- Focus on the title of the rap: *Crazy counting*. Explain that Lucy and her monster friends can't count and their sums are all wrong. Teach *crazy* as meaning 'nonsense' or 'confused' in this context.

11 Listen and repeat.

- Play the rap two or three times, encouraging the class to join in.
- Ensure that everyone understands why the monsters' sums are incorrect. Go through the sums in the rap and elicit the **right** answers: *What is 6 and 6?* (twelve) etc.

Play Bingo.

- Pupils draw a five-square grid in their notebooks similar to Ken's in the PB. For the first game, pupils play as if they were Ken, using his numbers. The teacher takes the role of caller, as Kate is doing in the PB. Call out numbers at random from the numbers listed, excluding 40 and 80 which have already been called. Pupils cross out their numbers as they hear them called. The first pupil to cross out all five numbers calls *Bingo!* and is the winner – though they must read back the five numbers on their grid first.
- In Game 1, where the whole class is playing with the same numbers, everyone should in theory call out *Bingo!* simultaneously.
- In Games 2 and 3, the pupils' choice is not restricted to round numbers. Play once with you

as caller, then let a pupil take a turn at calling out numbers. Pupils can also play in small groups.

Reading and writing (ACTIVITY BOOK pp. 7–8)**5 Match and write the numbers.**

- Pupils follow the tangled lines to find the street number of the different shops etc. They complete the sentence with the street number.
- Correct the activity orally, asking pupils to read out the whole sentence. Then reverse the activity by asking other pupils *What's at number 23?* etc.

Answers

1 nineteen 3 thirty-six 5 eighty-eight
2 ninety-five 4 sixty-four 6 twenty-three

6 Count and answer.

- Let the pupils read the questions for themselves and write the answers. They could also work in pairs. Go round and monitor their work, helping where necessary.

Answers

1 fifty-two 2 one hundred 3 seventy-eight

7 Write the answers.

- Pupils can work silently on their own, or take turns to read the questions to each other and solve them, working in pairs.

Answers

1 seventy-eight 3 one hundred 5 sixty-five
2 thirty-two 4 fifty

8 Find the numbers. Complete the puzzle.

- Pupils find the right numbers to complete the sums from left to right and from top to bottom, to give the right answers both ways.

Answers

one	+	six	+	ten		seventeen
+		+		+	→	
four	+	nine	+	seven		twenty
+		+		+	→	
eight	+	three	+	two		thirteen
					→	
thirteen		eighteen		nineteen		

Ending the lesson

- Draw a wall of bricks on the board and write a sequence of numbers in the first four bricks from the left: 3, 6, 9, 12 ... Leave the last two bricks to the right of this sequence empty. The pupils have to complete the sequences orally in English: ... *fifteen and eighteen*.
- Play again with different number sequences.
- Round off the lesson by chanting the *Crazy counting* rap again.

Unit 3

Lesson One

Language focus

Numbers and countable nouns

Polite requests: *Can I have ..., please?*

Have you got ...?

Yes, I have. No, I haven't.

New words

sweet shop

licorice, lollipop, chocolate chip cookies

rabbits, spiders, worms

toothbrush, toothpaste

fresh

Revision / Warm-up

- Warm up with the *Crazy counting* rap (PB p. 8) or with a couple of games of Bingo. If possible, let one of the pupils be the caller.
- Play the 'Fizz-Buzz' counting game using numbers from 1 to 20 and as far as possible beyond that. Beyond 20 the sequence will be: ... Buzz, 22, 23, 24, Fizz, 26, Buzz, Buzz, 29, Fizz, 31, 32, 33, 34, Fizz-Buzz (they can give either or both here), 36, Buzz, 38, 39, Fizz, 41, Buzz, 43, 44, Fizz, 46, Buzz, 48, Buzz, Fizz ...

Presentation (PUPIL'S BOOK p. 9)

- Say *Open your books at page 9*. Focus on the picture and ask *Who can you see?* (Lucy) *Where is she?* (In a shop.) Say *She's in a sweet shop*. Drill the expression *sweet shop* and focus on the title at the top of the page so pupils can see how *sweet shop* is written.
- Ask *What can you see in the shop?* and invite pupils to name anything they can see. Focus on Lucy's strange purchases arranged on the counter and ask *What's Lucy got?* Encourage pupils to count and name the different items: *two donuts, six elephants, four spiders, three dinosaurs*. Ensure that they pronounce the -s at the end of the nouns. For each item, ask *What colour are they?*

12 Listen and point.

- Say *Let's listen to Lucy. Listen and point to her sweets*. Play the recording and check that pupils are pointing to the correct items. Be ready to pause the machine to allow them to catch up if necessary.
- Play the recording again. Pause after Lucy's different requests and ask pupils to repeat.

Explain unfamiliar vocabulary, e.g. *licorice*; *two fresh worms*. If possible, use real sweets to demonstrate.

Tapescript

- Sam** Hello, Lucy. Can I help you?
Lucy Yes, please, Sam. Can I have ... mmm ... six chocolate elephants, please?
Sam Six chocolate elephants – right!
Lucy Can I have four licorice spiders, please?
Sam Licorice spiders – one ... two ... three ... four.
Lucy And two donuts, please, Sam.
Sam Two donuts – one ... two.
Lucy Then can I have three peppermint dinosaurs, please?
Sam Peppermint dinosaurs. OK!
Lucy And can I have two fresh worms for Herman and Shep, please?
Sam Two fresh worms. Here you are.
Lucy Thank you, Sam. Bye.
Sam Bye, Lucy.

Practice

- Practise the question *Can I have ...* with a substitution drill as follows:
T Can I have two donuts, please? Repeat.
Ps Can I have two donuts, please?
T Three.
Ps Can I have three donuts, please?
T Worms.
Ps Can I have three worms, please?
- Continue, substituting other purchases: *lollipops, elephants, dinosaurs*, etc. and other numbers. Elicit responses from the class as a whole and from individuals. Follow an individual response with a signal to the whole class to repeat.
- If pupils are unfamiliar with this kind of drilling they may be slow to respond at first. However, once you have established the technique, you may use it to practise all sorts of different structures.

Listen again and write numbers in five boxes.

- Focus on the eight pictures and say *Look at Lucy's sweets*. Play listening 12 again and ask pupils to number the items in the order they hear them. Lucy mentions only five of the eight choices shown. The three remaining items – the things she *doesn't* buy – will provide cues for the negative answers in the next activity.

Answers

3 – two donuts; 1 – six chocolate elephants; 5 – two fresh worms; 0 – four tomato lollipops; 2 – four licorice spiders; 0 – three licorice snakes; 0 – five chocolate chip cookies; 4 – three peppermint dinosaurs

Ask and answer.

- Explain briefly: *Lucy is at home now. She's with Shep and Herman. She's got their sweets*. Ask *Who wants to be Lucy?* and select a volunteer. Take the roles of Shep and Herman yourself and ask the questions. Encourage Lucy to use a

natural, flowing intonation on the two short-form answers: *Yes, I have* and *No, I haven't*.

- Pupils practise the dialogue in groups of three. Shep and Herman should ask Lucy about the other items shown in the 'Listen and number' activity to elicit positive and negative answers from Lucy: *Yes, I have* and *No, I haven't*. Invite groups to perform for the rest of the class.

Discussion

- Ask pupils *Do you like sweets? ... Are sweets good for your teeth?* Use mime and gesture to underline meaning.
- Teach the words *toothbrush* and *toothpaste*. Drill pronunciation and write the words on the board. Ask *Have you got a toothbrush? What colour is it?*
- Use questions in the pupils' own language as a basis for a discussion about tooth care: 'When do you clean your teeth? How many times a day? Why is it important to brush your teeth?' Consider the best way of brushing your teeth: not hurrying, cleaning behind the teeth, using different brushstrokes, etc.
- Pupils could design simple posters with slogans in English: *Sweets are bad for your teeth* or *Clean teeth are healthy teeth. Don't forget your teeth tonight!*

Reading and writing (ACTIVITY BOOK p. 9)

1 Look at Lucy's sweets. Complete the sentences.

- Pupils refer to the pictures to complete Lucy's sentences about the sweets she has bought. With weaker classes, you may want to go through the activity orally and show real sweets at appropriate times before pupils complete it quietly on their own.

Answers

1 I've got three donuts. 2 I've got five chocolate chip cookies. 3 I've got six licorice spiders. 4 I've got two chocolate rabbits. 5 I've got four worms.

2 Find four words for sweets.

- Pupils look at the words in the box and circle four words for sweets. Early finishers can make their own word snakes for their friends to solve, using – for example – four words for animals mixed in with six words for classroom objects.

Answers

chocolate, lollipop, peppermint, licorice

Other words: snake, tiger, dinosaur, panda, whale, seal

Ending the lesson

- Set up a chain round the class, based on *Can I have ... ?* The first pupil in the chain makes a request: *Can I have six apples, please?* The next pupil repeats that request and adds to it: *Can I have six apples and two oranges, please?* Pupils in turn repeat the whole chain and add another

item to it: *Can I have six apples, two oranges, one banana, four eggs, three tomatoes ... etc., please?*

Be prepared!

For Lesson 2 it will help to have a shopping list (the precise content of the list is unimportant) and a shopping bag with certain groceries. See 'Materials needed', below.

Lesson Two

Language focus

Talking about small quantities: *a bottle of* etc.

He's got ..., He hasn't got ...

We've got ..., We haven't got ...

New words

a bottle of, a can of, a jar of, a packet of, a piece of, a bag of

butter, milk, honey, soup, sugar, shopping list, hotel, station, ticket

Don't forget to ...

Materials needed

Handwritten shopping list; shopping bag containing a bottle of milk or water, a bag of sugar, a piece of sausage, a jar of honey, a can of soup

Sheet or large piece of card to serve as a screen

Revision / Warm-up

- Repeat the substitution drill from Lesson 1 ('Practice') to practise *Can I have ... ?*
- Practise questions beginning *Have you got ...* Ask about classroom objects (*Have you got a ruler?*), family members (*Have you got a brother?*) and pets (*Have you got a dog?*). Elicit short-form answers: *Yes, I have* or *No, I haven't*.
- Ask the pupil who has just answered to repeat your question to another pupil: *Ask (Peter) ...*

Story presentation (PUPIL'S BOOK p. 10)

1B Secret powder

- **The story so far:** Poppy, Bean and Woody are following the famous con-man, Dr Rotter, and his sisters Bubble and Squeak. They saw Dr Rotter accept a packet of powder from a suspicious-looking man at the funfair. And they heard Dr Rotter mention the golden cockatoo – a rare bird from Australia. On the line from New York, Captain Shadow tells Bean to watch Dr Rotter. Poppy, Bean and Woody follow the crooks back to their hotel in central London.
- Before listening, pre-teach the words *ticket, station* and *hotel*. See if the pupils remember boat from *New Chatterbox 1*.

- Say *Open your books at page 10*. Ask pupils to listen to the story and find the answers to these questions:
Who has got the powder? (Squeak)
Where is Doctor Rotter going next? (New York)
 Write the questions on the board. Use translation if necessary to ensure that everyone understands.
- Play the recording. Pupils listen and read. Play it again and pause the machine for pupils to repeat after each speaker. Clarify any unfamiliar language.
- After listening, elicit answers to the two pre-listening questions.
- If pupils notice Squeak's remark about Woody in Picture 4 (*He was near our hotel this morning too!*), explain briefly that *was* is the past tense of *is* and that they will learn more about this later. Squeak uses *was* because she is talking about what happened earlier on today.

Story practice (PUPIL'S BOOK p. 10)

- **Dialogue** In pairs, pupils read and practise the dialogue between Poppy and Bean in Picture 6. Monitor for good pronunciation and intonation.
- One or two pairs act out the dialogue.

NOTE In this episode of the story we see a typical London taxi, from the outside and from within. This may offer scope for cultural comparison and project work, particularly if you are teaching children in a large city.

LONDON TAXIS Dr Rotter and his sisters take a typical London taxi or 'black cab'. Black cabs are big vehicles and can take up to five passengers, with luggage. Two passengers can sit on fold-seats with their back to the driver, as we see Bubble do in Picture 4. The driver is separated from the passengers by a glass screen, but can speak to them through an intercom.

To become a black-cab driver you must pass a difficult exam on the streets of London. Preparing for and taking this test is known as 'doing the knowledge'.

Story comprehension (ACTIVITY BOOK p. 10)

3 Who says this? Write the name.

- Without referring to the cartoon story, pupils read the lines of dialogue and try to remember who spoke them. They write the speaker's name beside the speech bubble.

Answers

- 1 Doctor Rotter 3 Bubble 5 Woody
 2 Woody 4 Doctor Rotter

4 Read and answer: *True (T) or False (F)?*

- Pupils use their understanding of the dialogues and their memory of the story to decide if the four statements are true or false.

Answers

- 1 T 2 F 3 F 4 T

Presentation

- Hold up the shopping list you have brought in and teach the expression *shopping list*. Ask pupils to repeat it after you. Write *shopping list* on the board.
- Use the real items in your shopping bag to teach the expressions for small containers and quantities. Take each item from your bag, place it on your desk where everyone can see it and say *I've got a bag of sugar. I've got a bottle of water.* etc. Pupils repeat after you.
- Ask different individuals to come to the front and point to the different items as you name them. Then elicit the names by holding up different items and asking *What is it?*

Reading (PUPIL'S BOOK p. 11)

- Say *Open your books at page 11*. Read the title – *Mum's shopping list* – and ensure it is understood. Say *Herman is doing the shopping for his mum. He's got the list.*

14 Listen. Tick the six things on Mum's list.

- Read out what Mum says, sentence by sentence, and ask individuals to repeat. Ask pupils *Can Herman remember everything? Is he good at shopping? What do you think?*
- Say *Listen to Herman's mum. There are six things on the list. What are they?* Pupils listen to the recording, look at the ten items on PB p. 11 and identify the six which are listed by Herman's mum.
- Play the recording once or twice more if necessary. Ask pupils to make a list in their notebook or on a loose sheet of paper. They should write the title – *Shopping list* – then list the six items. Insist on full answers: *a bottle of milk*, not just '*milk*'.
- Check the answers with the whole class.

Tapescript

Mum Here's the shopping list, Herman. Read it carefully. A bottle of milk, a packet of butter, six eggs, a jar of honey, a piece of cheese and a bag of sugar. OK, can you remember all that? Don't forget the sugar.

Herman OK, Mum. Bye.

Answers

a bottle of milk, a packet of butter, six eggs, a jar of honey, a piece of cheese, a bag of sugar

Look at Herman's basket. What is missing from Mum's list?

- Read the activity title aloud. Ensure everyone understands that Herman has forgotten something from the list. Ask pupils to compare the objects they ticked to the contents of the basket, and find the missing item.

Answer

'But he hasn't got the bag of sugar!'

Play a game: Can you remember?

- Read aloud the instructions for the game. Use translation if necessary to ensure full understanding. Circulate and listen. If pupils are in difficulty, write gapped clues for them on a piece of paper, e.g. a p _ _ _ _ of s _ _ _ _ _ for a piece of sausage.

Ending the lesson

- Use the real shopping items to play *What's missing?* Ask a pupil to hold a sheet or large piece of card in front of your desk. Behind the sheet, remove one item and re-arrange the rest. Ask your helper to take away the sheet, then ask the rest of the class *What's missing?*
- Let volunteer pairs come to the front: one pupil to hold the sheet and one to remove an item from your shopping. Encourage the others to make sentences beginning *He* or *She hasn't got the ...* and name the missing item.

Lesson Three**Language focus**

Consolidation and extension of vocabulary
Have you got ...?

New words

*friendly, a great big ..., sunshine
in your hand, in your bag, at home*

Revision / Warm-up

- Play a few rounds of Spelling Shark (see *New Chatterbox 1*, TB p. 15) with any of the new food or containers words from PB pp. 9 and 11.
- Use the food and containers words from PB p. 11 for a speed drill:
T Sugar.
P1 A bag of sugar.
P2 Can I have a bag of sugar, please?

Reading and writing (ACTIVITY BOOK p. 11)**5 Look at Shep's basket. Circle the right answer.**

- Pupils who finish quickly can check their answers in pairs by reading the sentences aloud to each other and seeing if they agree.

Answers

1 piece 2 bottle 3 bottles 4 two 5 three
6 jar 7 packet 8 bag

6 What's this?

- Pupils identify the items and complete the sentences.

Answers

1 It's a can of soup. 2 It's a bottle of water.
3 It's a packet of peppermints.
4 It's a piece of sausage.

Song presentation (PUPIL'S BOOK p. 12)

- Say *Open your books at page 12*. Focus on the picture that accompanies the song and ask *Who can you see? Where are they? What can you see?* Elicit phrases that include a quantity: *a can of worms, a jar of jam, a piece of cake*. Tell the class that the magic-looking bottle is *a bottle of sunshine*. Use blackboard drawings to help understanding.
- Point to Sam and say *This is the man in the sweet shop. His name's Sam*.

15 Listen and sing.

- Play the recording two or three times, encouraging pupils to sing along as soon as possible.
- Explain any unfamiliar words or expressions, e.g. *friendly*. Tell the class that *great* means the same thing as *big*, and *great big* means really big.

Look and say. What is it?

- Let pupils work in pairs for a few minutes to try to identify the six mystery objects in the photos. Tell them that all the answers are expressions with *of*, like *a jar of jam* etc. You may want to ask pupils to write their answers so that you can circulate, check and correct.
- Check the activity with the whole class.

Answers

1 a jar of honey	4 a piece of cake
2 a bottle of lemonade	5 a bottle of water
3 a packet of sweets	6 a can of soup

Practice

- **Transfer** Practise asking and answering questions beginning *Have you got ...* e.g. *Have you got a sister? Have you got a cat?* Add the expressions *in your bag* e.g. *Have you got a book in your bag?* and *at home* e.g. *Have you got a guitar at home?* Insist on short-form answers: *Yes, I have* or *No, I haven't*. As usual, ask pupils to put the same question to their friends once they have answered it themselves: *Ask Paula* etc.
- Use a substitution drill for further practice. Explain that you want the class to ask a question with the new words you give them: *Have you got a pencil in your bag? ... a ruler ... a bottle of water ... a piece of cake ... a snake* etc. Answer each question yourself (*Yes, I have* or *No, I haven't*) so that pupils feel they are asking the questions to some purpose.

Reading and writing (ACTIVITY BOOK p. 12)**7 Answer the questions about you.**

- Pupils answer the questions by writing *Yes, I have* or *No, I haven't*. While they work, circulate and ask the questions to individual pupils or pairs, covering their books for a moment.

Then say *Ask me*, and let the pupils put the questions to you.

8 Find the words.

- Use the wordsquare puzzle answers as a round-up revision of known and new food words. Pupils can compete to add to the list any other food words that do not appear, e.g. *donut*, *apple*.

Answers

B	F	P	I	Z	Z	A	C	J	D
C	H	O	C	O	L	A	T	E	S
B	N	G	E	P	K	X	H	Q	B
U	F	V	C	H	E	E	S	E	S
T	O	J	R	L	B	F	W	N	U
T	R	D	E	C	D	P	E	G	G
E	A	B	A	N	A	N	A	V	A
R	N	Q	M	I	L	K	N	B	R
L	G	C	J	F	L	O	U	R	G
B	E	P	H	O	N	E	Y	K	D

Ending the lesson

- Sing *The Sweet Shop Song* again.
- Play the 'Fizz-Buzz' counting game with numbers up to at least twenty and then as far as pupils can go beyond that.

Be prepared!

- For the next lesson, ask pupils to look for photos of their favourite dishes, including desserts and sweets. Magazines and supermarket advertising should provide a good source. Bring pictures of your own favourites as well. Look for unusual dishes if possible, so as not to duplicate your pupils' ideas.

My World

New words

dish, *British*

You need ...

flour, *mashed potato*, *meat*, *onions*

Apple Crumble, *Shepherd's Pie*

cook (verb), *mix*, *put*

Materials needed

Photos of your favourite dishes

Crayons, scissors, glue, etc. for project work

Revision / Warm-up

- Warm up with the substitution drill from the last lesson ('Practice') to reactivate the question *Have you got ...?* Mix plausible and implausible items in order to elicit affirmative and negative answers: *Have you got a ruler in your bag? ... a piece of cheese? ... a book? ... a toothbrush? ... a spider? ... a notebook? ... an orange?* After

each question invite a pupil to reply *Yes, I have* or *No, I haven't* – or answer the question yourself.

Presentation (PUPIL'S BOOK p. 13)

- Write on the board *My favourite [British] dishes* – but in place of *British* write the adjective which refers to your pupils' country or region. Explain: *My favourite [...] dishes are ...* then name some local or national dishes which your pupils are sure to recognize. Ask different pupils: *What's your favourite [...] dish?*
- Discuss the ingredients of the dishes. Say *For* (name of dish) *you need meat and tomatoes* – or whatever. Keep to known vocabulary as far as possible. Write the phrase *you need* on the board.

Read and match.

- Say *Open your books at page 13*. Focus on the title – *My favourite British dishes*. Use a map to remind pupils of the difference between *Britain* and *England*, *British* and *English*.
- Pre-teach a selection of vocabulary relating to the two dishes shown: *meat*, *onions*, *mashed potato*, *peas*, *carrots*, *flour*, *butter* and *sugar* – some of which should be familiar. Use the photographs on PB p. 13 to support understanding.
- Read the texts about *Shepherd's Pie* and *Apple Crumble* slowly out loud. Pause in front of the words you have pre-taught (just two or three in each text) and ask pupils to say them. Explain any remaining unfamiliar vocabulary.
- Say *Look at the pictures* and focus on the four photographs of Sharon showing us how to make her favourite dishes. Discuss each picture in turn, asking the class *Shepherd's Pie* or *Apple Crumble?*

Answers

a 2 b 1 c 1 d 2

- Read the recipe for *Apple Crumble* at the bottom of the page. Use mime to help pupils understand the verbs *put*, *mix* and *cook* – for *cook*, put the dish in an invisible oven and turn the knob.
- If possible, make a real apple crumble with your class, or let them try one you have made at home.

Practice (ACTIVITY BOOK pp. 13–14)

- Draw pupils' attention to the different craft items – scissors, etc. – that appear on pages 13 and 14. Explain that these are the tools and materials they will need for the projects on these pages.

Draw pictures or stick photos of your favourite dishes, then write about them.

- Demonstrate the activity by referring again to one of your favourite dishes. If possible, show pupils a photo of the dish, then stick it on the board. Otherwise, do a drawing. Write a simple

summary, giving name and ingredients, e.g. *This is fish pie. It's got fish, mashed potatoes and white sauce in it.*

- Pupils write about their favourite dishes in the same way, using a photo or their own drawing. If your class includes children from a variety of cultures, encourage them to share information about their different cuisines.
- Space is provided for pupils to describe favourite sweet dishes. Be ready to provide additional, specialist vocabulary to help them express their true ideas: *cream, marzipan, toffee*, etc.

Write the names of one or two dishes you can make – what is in them?

- Introduce the topic by asking pupils what they can make. Ask *Who can make* (name of dish)? ... *Susan, can you make* (name of dish)?

Class survey: our favourite dishes at home

- While pupils are making their initial five choices, be ready to provide new vocabulary. On the board, build up a word bank of names of dishes, as pupils may share their friends' favourites.
- Pupils calculate class totals as shown on AB p. 14. Give them a few minutes to circulate and ask each other *What are your favourite dishes?* You may prefer to ask them to form groups and pool results.
- Focus on the pie chart. Ask pupils to create a similar chart to show their results. You can speed the process up by photocopying a basic empty pie-chart for each pupil.

Make an advert for your favourite café or restaurant in your town.

- Help pupils to identify and write about their *true* favourite restaurant – even if it is a fast-food joint. If they are at a loss for ideas, tell them to imagine that they are opening a restaurant of their own, and that it is going to be the best restaurant in town. They must choose a name and location, draw themselves in a head chef's hat, then work out their ideal menu.

Ending the lesson

- Play Food Bingo. Pupils select five items, as usual. Restrict their choice to words for food or dishes which appear on PB p. 13.

Revision Units 1–3

Materials needed

A dice for each pair and a counter for each child

Warm-up

104 Listen and repeat.

- Repeat the rhyme about *The Fox and the box* on PB p. 3, including the actions. Ask about the different foxes again, to reactivate prepositions and animal names.

Presentation (PUPIL'S BOOK p. 14)

Bubble's game

- Say *Open your books at page 14*. This is a revision board game for pupils to play in pairs: one pupil is 'A', the other is 'B'. Each pair will need a dice and two counters. The players put their counters on *Start here*. They take turns to throw the dice. Pupil A can move to the next square if they throw an odd number and Pupil B with an even number.
- Each new square gives them a new task to accomplish. Avoid pre-teaching these instructions, since reading comprehension is one of the target skills of this activity.
- Let pupils refer to their PBs only if they have to, e.g. if they do not remember the rap.
- Ask pairs who finish early to create three further tasks based on the English they have learned in Units 1–3. Give them loose sheets of paper and tell them to use a new sheet for each task, and to write big. This will allow you to make a giant board game on the classroom wall. You can then play the game with the whole class (in two teams), using sticky labels in place of counters.

Ending the lesson

- Finish by singing *The Sweet Shop Song* again.

16 Test

- You should now get the pupils to do Test 1. Go over the instruction and example given for each section and make sure that all pupils understand what they have to do.

Self-assessment

- Give each pupil a photocopy of p. 92. Ask them to read the first three 'I can' statements and decide if they can now do these things. They should colour in the character if they can definitely do it. If they are not sure, they can colour just the speech bubble and come back to it. Next they should look at the *How's your English now?* feature on p. 93. Encourage pupils to think about what they have learned since starting *New Chatterbox 2*.
- Ask individuals to read the captions under the different stars. Pupils colour the star which they think reflects their progress so far.

Reading

- Pupils can now work on Reading Bank Text 1 on PB p. 80.

Unit 4

Lesson One

Language focus

Present continuous affirmative

New words

drinking, eating, making, playing, reading, running, watching

Materials needed

Props to recreate the family scene on PB p. 15: comic, can of lemonade, wooden spoon, toy spider ...

Revision / Warm-up

Revise the words for family members by dictating five sentences. Pupils write them in their notebooks:

I've got a brother. / His name's Sam. / I haven't got a sister. / My dad is 50. / My mum is 48.

- If pupils have difficulty remembering the words *brother, sister*, etc., write them on the board.
- Correct the dictation by writing the sentences on the board or by asking different pupils to come to the board and write a sentence.
- **Transfer** Ask pupils to write three sentences about their own families, based on the sentences you just dictated. Collect their work and correct it yourself. The activity should provide a useful snapshot of your pupils' acquisition and overall confidence in written English.

Presentation (PUPIL'S BOOK p. 15)

- Say *Open your books at page 15*. Focus on the picture of Lucy and her family at home. Encourage discussion of the picture: *Show me Lucy's Dad*. As you point to another character, ask: *Who's this?* Ask more generally *Who can you see?* and see if they can name the other characters.
- Ask questions about Lucy's house: *What colour is the chair? How many dinosaurs are there?* etc.
- Ask three helpers to come to the front of the class. Tell each of them in turn to choose a member of Lucy's family (including Lucy herself) and imitate what they are doing in the picture on page 15. If possible, supply props, such as a comic for Lucy. Ask the rest of the class *Who is it?* and see if they can answer, using a name – *Shep* – or a possessive: *Lucy's Dad*. Once the character has been identified, say e.g. *Yes. It's Dad. He's watching a video*. Encourage several pupils to repeat after you: *He's watching a video*.
- Proceed in the same way with your other two helpers. Then ask three more helpers to come

and play the other members of the family. Allocate roles: *You're Herman* etc. Aim to recreate the picture on page 15, with the different monsters doing their actions simultaneously.

- Step into the 'picture' yourself. Move among the characters, repeating the descriptions: *He's playing the guitar*. etc. Model the plural form: *They're watching a video*. Encourage pupils to repeat and, as soon as possible, to say the descriptions themselves.
- Say *Thank you, helpers. Let's give them a clap*. Lead the applause then ask your helpers to sit down.

17 Listen, repeat and point.

- Play the recording once, pausing after each sentence to check that pupils are pointing at the right character. Play it again and encourage pupils to repeat.

Tapescript

- 1 They're watching a video.
- 2 He's playing the guitar.
- 3 She's drinking a can of lemonade.
- 4 She's reading a comic.
- 5 They're making cookies.
- 6 He's playing with his pet spider.

Practice

- Ask any pupils who did not get a chance to mime earlier on, but who would like to, to imitate one of the characters. (They can remain at their desks, but stand up.) Say *Look at Mum! She's ...* and elicit the description from the rest of the class: *She's drinking a can of lemonade*.
- Invite pairs of pupils to mime so as to practise the plural form:
T Look at Gran and Herman. They're ...
P They're making cookies.
- Be ready to whisper instructions for mimes to your performers to ensure that all six actions are practised.

Now read and match.

- Pupils read each sentence, decide which character it describes, then write the corresponding letter in the box.
- With most classes it may be best to go through the activity orally. Pupils should put their pens down during this phase. Then they can go through the exercise again, individually or in pairs, and write the answers.
- Write the model sentences up on the board in two columns, singulars with *is* + *-ing* and plurals with *are* + *-ing*. Use the two sets of sentences to show the construction of the Present continuous:

Answers

a e b f d c

is + (verb)-ing*He's playing the guitar.**He's playing with his pet spider.**She's reading a comic.**She's drinking a can of lemonade.***are + (verb)-ing***They're making cookies.**They're watching a video.*

Do not yet focus on spelling changes that take place when the *-ing* is added.

Who is it? Ask and answer.

- Ask a couple of questions about Lucy's family yourself, as in the examples shown: *He's playing the guitar – who is it?* (Shep) *They're making cookies.* (Gran and Herman) Then give pupils five minutes to ask and answer in the same way, while you go round listening and helping.
- Bring the class together again and focus on the examples at the bottom of p. 15. Remind pupils that *She's* means *She is* but is easier and quicker to say. The same is true of *He's* – *He is* and *They're* – *They are*. Let pupils practise saying both the contracted and uncontracted forms.

Reading and writing (ACTIVITY BOOK p. 15)**1 Read and match.**

- Pupils read the sentences and decide which picture they describe. They then draw a line to match each sentence to a picture.

Answers

1 She's watching TV. 2 They're playing football.
3 She's eating an ice cream. 4 He's running into the water. 5 They're reading a comic. 6 They're making a cake.

- Early finishers can draw a picture in their notebooks to illustrate a sentence given by you, e.g. *She's playing with her pet spider* or *He's reading a comic*. Write the sentence on a slip of paper so pupils can read, then hide it. They can ask their friends to identify their picture.

Ending the lesson

- Write a list of cue-words for possible mimes on the board, e.g. *watching, reading, playing (football / tennis), eating (an apple / some chocolate / a cake), looking, listening*.
- Pupils then choose from the list of cues and work out their own simple mimes in the same way.
- Play a game of Spelling Shark using the daily activity words learned in this lesson.
- Four or five pupils perform their mimes. The others watch and try to guess the whole sentence. Help them to make sentences with *You're + (verb)-ing*. The remaining pupils can perform their mimes in the warm-up stage of the next lesson.

Lesson Two**Language focus**

Present continuous affirmative and negative

New words*feeling sick, tissue, planning, experiment**asking, telling, listening**waiting for, opening, getting into***Materials needed**

Optional: flashcards or magazine photos of people doing different sports

Revision / Warm-up

- Begin the lesson with a mime game to reactivate the Present continuous tense. Invite different boys and girls to come to the front and mime. You can tell them in a whisper what you would like them to mime, or write it on a cue card: *You're eating an apple / a banana / an ice cream*. Invite two pupils to do a mime simultaneously: *You're brushing your teeth*.
- For each mime, say to the rest of the class, e.g. *Look at Gary! He's ...* Elicit full sentences, beginning *He's, She's* or *They're*.
- Finish with all your performers standing in a row. Move up and down the row randomly, ask the pupils to repeat their mime and elicit the sentence from the class.
- You can extend the game to include the actions presented in Lesson 1: *playing the guitar, making cookies, watching a video, playing with your pet spider, reading a comic, drinking a can of lemonade*. Pupils who did not get the chance to show the mime they prepared in Lesson 1 ('Ending the lesson') may do so now.

Story presentation (PUPIL'S BOOK p. 16)**18 New York! New York!**

- **The story so far:** The famous con-man Dr Rotter is heading for New York by boat with his sisters, Bubble and Squeak. They have got a packet of secret powder. And the Doctor has mentioned a plan involving the golden cockatoo ... Captain Shadow is already in New York. Woody has called to tell her that Dr Rotter is on his way.
- Say *Open your books at page 16*. Pre-teach *I'm feeling sick*. Focus on Doctor Rotter in Picture 1 and ask pupils *What's wrong with him?* Accept guesses in the pupils' own language but model the answer in English: *He's feeling sick. He wants a tissue.* (Show the class a tissue.) *He doesn't like boats.*
- Play the recording. Pupils listen and read. Then play the recording again. Pupils listen and repeat. Clarify unfamiliar words and phrases as

they occur. Use translation to ensure that Dr Rotter's plan is properly understood: *I'm planning to do the experiment here in New York, maybe tomorrow.*

Story practice (PUPIL'S BOOK p. 16)

- **Dialogue** Pupils in pairs practise Picture 1 only. The pupil playing Dr Rotter should try to look and sound thoroughly seasick! Go round listening and helping.
- One or two pairs act out the dialogue.

NOTE Ask pupils if they recognize any of the landmarks shown on PB p. 16.

NEW YORK HARBOUR AND THE STATUE OF LIBERTY Today, all but the very wealthy arrive in New York by plane. But in the 19th and early 20th centuries this enormous natural harbour – some 100 miles square in total – gave millions of immigrants their first sight of America, the New World. The Statue of Liberty was created in Paris by Auguste Bartholdi, between 1874 and 1884, to commemorate the friendship of the American and French people. It was shipped to New York in sections, reassembled on what we now call Liberty Island, and was formally dedicated by the President in 1886. If you have a good head for heights, you can climb up inside the statue as far as Liberty's torch, some 100 metres above sea level.

Story comprehension (ACTIVITY BOOK p. 16)

2 Read and answer: *True (T) or False (F)?*

- Before pupils write anything, go through the sentences orally and ensure that the new Present continuous verbs are understood: *is telling, is waiting for, is asking*. See if they can guess the meaning of *in another taxi*.

- Pupils complete the activity, working individually.
- Answers**
1 T 2 T 3 F 4 T 5 F 6 F

3 Complete the sentences. Use a name from the box.

- Once they have completed the sentences, pupils will have a summary of this episode of the story. Ask them to close their ABs then retell the story, using the pictures on PB p. 16 as support.

Answers

- 1 Doctor Rotter 2 Captain Shadow and Pluto
3 Luke 4 Doctor Rotter 5 Doctor Rotter

Presentation (PUPIL'S BOOK p. 17)

- Say *Open your books at page 17*. Focus on different children in the photos, e.g. *Look at the boy in the [white t-shirt]. He's ...* Encourage pupils to say what the boy is doing. Say *Look at the girl in the [blue jeans]. She's writing a letter. No! She isn't writing a letter. She's watching TV.* Ask pupils to repeat the affirmative and negative sentences after you.

19 Listen and number.

- Pupils will hear six sentences, numbered 1–6. They should write the sentence number beside the photo it describes. Be ready to pause the recording between sentences.

Tapescript

- 1 The boy is eating an ice cream.
- 2 The girl is watching TV.
- 3 They're making a cake.
- 4 They're playing basketball.
- 5 She's reading a comic.
- 6 He's opening a bottle of milk.

Right or wrong? Write ✓ or X.

- Do the first sentence as an example to ensure pupils understand the task. Let them complete the activity individually or in pairs, so as to practise reading skills.
- Ask early finishers to write correct versions of the 'wrong' statements.
- Correct the activity with the whole class. In the case of the wrong statements, model the negative form and elicit the correct version:
T In Picture 3 the girl is writing a letter. Is it right or wrong?
P Wrong.
T Good. The girl isn't writing a letter. She's ...
P She's watching TV.

Practice

- Write affirmative and negative statements on the board. Underline the words that change:
They're making a cake.
They're not making donuts.
She's reading a comic.
She isn't reading a dictionary.
- Use flashcards or magazine pictures of people playing different sports. Hold up each card and describe it:
T She's playing basketball. Right or wrong?
P Right.
- Make deliberate mistakes so as to elicit the negative forms:
T He's playing basketball. Right or wrong?
P Wrong. He isn't playing basketball. He's playing football.

NOTE The activity could also be done with simple drawings on the board, or by getting different pupils to mime the sports.

Reading and writing (ACTIVITY BOOK p. 17)

4 Look at the pictures. Write true sentences.

- Explain that each statement about the pictures is negative. Pupils must write an affirmative version.

Answers

1 He's writing a shopping list. 2 She's eating a donut. 3 They're making a kite. 4 He's watching a football match. 5 They're drinking lemonade.

5 Look at the words. Choose one answer.

- Say *Look at the words in the box. Do you understand them?* Go through the list and check any words that pupils have forgotten.
- Ask *Can you listen to a comic? Can you eat a book?* Establish that all the words are things you can read. Give pupils a few moments to decide which of the options shown is correct.

Answer

They are all things you can read.

Ending the lesson

15 The Sweet Shop Song

- Round off the lesson by singing *The Sweet Shop Song* on PB p. 12. Try singing it a second time without looking at the PB.

Lesson Three

Language focus

Present continuous affirmative and negative

New words

riding, pointing at, talking to
dreaming, waking up, suddenly, too

Revision / Warm-up

- Start a numbers chain, counting round the class first in even numbers (2, 4, 6, 8, 10, ...) and then in odd numbers (1, 3, 5, 7, 9, 11, 13, ...) at least up to 50. Get the chains going as fast as possible.

Presentation (PUPIL'S BOOK p. 18)

- Say *Open your books at page 18. Look at the picture.* Ask general questions about the picture: *What can you see? Is it a street? ... No, it's a park. Can you find the boy in the [red t-shirt]? He's playing with the dog: right or wrong? Where's the old man? Where are the two boys? The cat is watching the dog: right or wrong? etc.*

20 Listen and point.

- Play the recording and ask the pupils to find and point to the person described. Be ready to pause the tape as necessary. Check that pupils are pointing at the right person.
- Play the recording again and ask the pupils to repeat. Ask different pupils to stand and show their books to the class, pointing to the person described. Ask the others:
T Is he/she right?

Tapescript

- 1 The dog is eating the old man's donuts.
- 2 He's reading a book. He isn't watching the dog.
- 3 She's pointing at the balloons.
- 4 He's making a paper aeroplane.
- 5 She's talking to a friend on her mobile.
- 6 He's playing a guitar and singing.
- 7 They're riding their bikes.
- 8 They're playing with a toy boat.

Who is it? Read and match.

- Give pupils a few minutes to work on the activity alone, so as to develop reading skills. Go round and work with weaker pupils, reading the sentences aloud and helping them to find the person described.
- Tell early finishers to write two more sentences describing two different people in the picture. They can swap notebooks, read their friend's sentences and find the person described.
- Correct the activity with the whole class. Try correcting in reverse: say a letter and elicit the description: *They're riding their bikes.* etc.

Answers

1 g 2 a 3 d 4 f 5 e 6 b 7 h 8 c

Song presentation (PUPIL'S BOOK p. 18)

21 Listen and repeat.

- Focus on the picture that accompanies the rap. Say *Look at the boy. Where is he?* Tell the pupils *He's in bed. He's dreaming.*
- Play the recording while pupils follow in their books. Play it again and encourage pupils to join in. Explain unfamiliar vocabulary: *waking up, suddenly, too ...*

NOTE From now on, you can use the expression *Wake up!* to call inattentive pupils to order!

Reading and writing (ACTIVITY BOOK p. 18)

6 Answer: Picture A or Picture B?

- Pupils look at the two pictures and read the sentences below. They decide which picture each sentence refers to, A or B.

Answers

1 A 2 B 3 A 4 B 5 A 6 B 7 B 8 A

Ending the lesson

- Give the following short dictation. Pupils listen and write as you read out each sentence twice: *His name is / Doctor Rotter. / He's got / two sisters. / They're in / New York.*
- Read through the whole dictation again for pupils to listen and check, then write it on the board so they can correct their own work.

Unit 5

Lesson One

Language focus

Further prepositions of motion: *into*, *out of*
Present continuous affirmative (revision)

New words

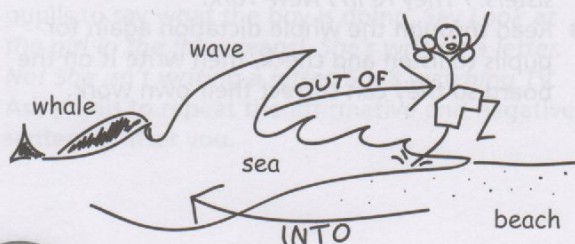
arm bands, beach, sea, wave, whale, safe (adj.)
into, out of
wait for, pull

Revision / Warm-up

- Play a few rounds of Find the Pencil (see TB p. 11) to reactivate prepositions.

Presentation (PUPIL'S BOOK p. 19)

- Before the lesson starts, sketch a picture of a beach on the board (or on a separate piece of paper to stick on the board). Draw the sea with waves, one big wave approaching the beach; a whale out to sea and a girl wearing inflatable arm bands, running out of the sea. Draw pupils' attention to the drawing and say *This is the beach. This is the sea. This is a wave.* Ask pupils to repeat each sentence. Write *beach, sea* and *wave* on your drawing, then write and teach the words *whale* and *arm bands*. Say *She's wearing arm bands.*
- Say *A wave is coming. It's very big. It's HUGE. Lucy is running out of the sea. She's safe.*
- Use arrows to demonstrate the prepositions: *into the sea, out of the sea.*
- Introduce the question *What's he doing?* as follows. Draw a stick figure – boy or girl – running into the sea in a swimming costume. Say *This is Ken* (or, for fun, use the name of a pupil in the class). Say *What's he doing? Is he swimming? No, he isn't. Is he eating? No, he isn't. Is he running into the sea? Yes, he is.* Use mime to convey meaning. Answer the questions yourself at first until pupils work out the pattern. Initially they will probably answer just *Yes* or *No*. Model the short-form answers – *Yes, she is ... No, she isn't* – and ask them to repeat. Look at the pictures in the book and ask about other characters in the same way. Include pairs of characters to practise the plural *they*-form: *Look at Shep and Herman. Are they reading?* etc.



22 Listen, read and repeat.

- Play the recording. Pupils listen and follow in their books. Play the recording again. Pause the machine after each sentence and ask pupils to repeat. Focus on unfamiliar vocabulary, e.g. *They're waiting ... It's coming ... She's wearing ...* Use mime or classroom examples (e.g. *Look at Sonia. She's wearing a blue blouse*) in preference to translation.
- Play the recording once more, pausing after each picture. Make 'right or wrong?' statements: *Lucy is wearing a hat: right or wrong? Herman is wearing a hat ... Shep is going into the sea ...* etc.
- Include statements in the plural: *They're eating an ice cream: right or wrong?*

Read and match.

- Go through a couple of answers with the whole class to establish what the task involves. Then give the pupils five minutes to complete the activity, individually or in pairs.

NOTE With a weaker class, you may need to work through the entire exercise as a whole-class activity. Invite different pupils to read the questions. Use mime and gesture to underline meaning if necessary.

Ask and answer.

- Pupils in pairs take turns to ask and answer about the pictures, using the model of Kate's questions and Ken's answers. They use the picture captions to make their answers. Go round helping with vocabulary and pronunciation.
- Early finishers can write three questions, then exchange notebooks with a friend and write the answers. Possible questions:
Are Shep and Herman running into the sea?
Is Lucy running into the sea?
Is Lucy wearing a t-shirt?
Is Herman wearing arm bands?
Is Lucy walking to the beach?
Is Lucy pulling Herman out of the water?
Are Herman and Shep pulling Lucy out of the water?

Game

- Play a listening game with the pictures on PB p.19.
- Give a simple description of any one of the four pictures and ask pupils to say which picture it is, e.g. *There's a wave in the picture. Lucy is swimming. Herman and Shep are watching Lucy. Four people are in the sea.* (Picture 3)
- Repeat this with any of the other pictures.
- Continue with a question game along the same lines: one pupil chooses any one of the pictures,

but does not say which. The class then ask questions to identify which picture it is: *Is there ...? Are there ...? Where is ...? Is Lucy ... -ing?* etc.

Reading and writing (ACTIVITY BOOK p. 19)

1 Read the questions. Choose answers from the box.

- Pupils who finish the activity quickly can try writing two more questions of their own about the picture. Alternatively, they could play a memory game in pairs: one pupil closes his or her book. The other asks questions about the picture.

Answers

- 1 No, she isn't. 3 Yes, he is. 5 No, it isn't.
2 Yes, she is. 4 No, they aren't. 6 Yes, they are.

2 Write: *Yes, I am.* or *No, I'm not.*

- If possible, let pupils attempt the activity without prior help, so as to sharpen their reading comprehension skills. If they cannot understand one question, they should simply leave it and go on to the next.

3 Write *into*, *out of*, *across* or *round*.

- Pupils label the pictures with the correct preposition.

Answers

- 1 round 2 across 3 into 4 out of

Ending the lesson

- Repeat the mime game from Unit 4, Lesson 1 (see p. 25). Include new verbs: *running*, *pulling*, *waiting for the bus*.

Lesson Two

Language focus

Prepositions of motion (revision)

Present continuous affirmative (revision)

New words

false alarm, *police officer*

Revision / Warm-up

- Play one or two games of Bingo with prepositions. Pupils copy any five of the prepositions they know from a list on the board: *in*, *on*, *under*, *near*, *next to*, *across*, *round*, *into*, *out of*. Play Bingo by calling out prepositions at random in the usual way.

Story presentation (PUPIL'S BOOK p. 20)

Yankee Stadium

- The story so far:** Dr Rotter and his sisters Bubble and Squeak have reached New York. Captain Shadow is following their cab. Dr Rotter is planning to do an experiment in New York – “maybe tomorrow”, as he says.

- Set two questions for pupils to answer as they listen and read:

- Is Doctor Rotter going to London tomorrow? (No. He's staying in New York for three days.)
- Is Doctor Rotter going to a secret meeting that evening? (No. He's going to a baseball game.)

- Say *Open your books at page 20*. Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, focus on any remaining unfamiliar vocabulary, e.g. *false alarm*. Look at the dialogue in Picture 3 and ask pupils who is telling the truth and who is lying. Ensure everyone understands that Squeak's story about her auntie is a lie to throw the reporters off the trail.

NOTE The Yankee Stadium, which we see in Picture 6, is a US national monument. This episode of the story could provide a springboard for project work on stadiums in your pupils' country and elsewhere in the world.

THE YANKEE STADIUM Home of the New York Yankees baseball team, the stadium is situated in the Bronx – a relatively poor district of New York. Baseball is the US national sport and is played every day from April to September, culminating in the final game, the 'World Series', in October.

Story practice (PUPIL'S BOOK p. 20)

- Ask further questions about the story and the pictures:
Is the hotel in London? (No. It's in New York.)
Who is watching Doctor Rotter's sister in Picture 1? (Captain Shadow and Pluto)
How many people can you see in Picture 2? (six)
What is Doctor Rotter wearing in Picture 5? (a red cap)
Can Doctor Rotter see Captain Shadow and Pluto in Picture 6? (No.)
- Set two or three of the questions for pupils to write answers.
- Dialogue** In groups of five, pupils practise Pictures 2 and 3 only. Go round listening and helping.
- One or two groups act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 20)

4 Answer the questions.

- Go through the exercise orally first, reading each question aloud. Pupils can then write the answers.

Answers

- 1 Yes, they are. 3 No, he isn't. 5 No, she isn't.
2 Yes, he is. 4 Yes, she is. 6 Yes, they are.

5 Write: *am*, *is* or *are*.

- Pupils complete the sentences with *am*, *is* or *are*, working individually or in pairs.

Answers

1 are 2 are 3 is 4 am 5 are 6 is 7 is 8 am

Presentation (PUPIL'S BOOK p. 21)

24 Listen and look at the pictures.

- Say *Open your books at page 21*. Before listening, hold up your book and point to the pictures. Ask *Who can you see?* Pupils may remember the name of Frankie, the suspicious man at the funfair in Unit 1.
- Focus on each picture in turn. Ask about the people in the picture: Frankie and the police officer. *Who can you see? Where is he / she? What's he / she doing?* Write *police officer* on the board.
- Summarize the action in each picture using a preposition: *He's getting out of the car. He's walking round the car. He's going across the street. He's going into the shop. He's coming out of the shop.* Use gestures to underline the meaning of the prepositions. Write each preposition on the board as it occurs.
- Say *Let's listen to the police officer*. Play the recording while pupils follow in their books. Play the recording again. Pause the machine after each sentence and ask pupils to repeat. Explain unfamiliar language, e.g. the gangster name *Frankie the Fox*.

Tapescript

Police officer There's a tall man in the car. Maybe it's Frankie. He's getting out of the car now. Yes – it's Frankie the Fox! He's walking round the car. He's coming across the street, and he's carrying a bag. He's going into the shop next to the café. What's he doing in there? He's coming out of the shop again. He's holding an ice cream. He's going to the beach.

Listen again. Read and match.

- Pupils listen to the recording again, read the sentences and write numbers to show the order in which the police officer says them.

Answers

4 – 3 – 1 – 5 – 2

Ask and answer.

- Depending on the level of your class, you may wish to talk through the question-and-answer sequence, asking the questions yourself and eliciting answers.
- Set a time limit for the activity. In pairs, pupils ask and answer about the story of Frankie. Go round, listen and help.

Answer the questions.

- Let pupils try to read and answer the questions unaided, to develop their reading comprehension skills. They could discuss orally in pairs, or work individually, writing answers in their notebooks.

- Check the activity with the whole class.

Answers

1 The police officer. 2 In the street. 3 A bag.
4 Next to the café. 5 He's going to the beach.

Ending the lesson

- Close with any song to reactivate language from earlier units, e.g. The Sweet Shop Song on PB p. 12.

Lesson Three

Language focus

Prepositions of motion and place (revision)
Present continuous affirmative, negative and interrogative (revision)

New words

captain, goal, goalie, tunnel
blue, unhappy, corner
advice
beach towel, love story

Revision / Warm-up

- Get pupils to act out the story of Lucy at the beach (PB p. 19). Invite three volunteers to come to the front of the class: a girl and two boys. They are Lucy, Herman and Shep. Play the recording but tell the class not to open their books. Pause the machine after each sentence and ask different pupils to repeat. Encourage your three performers to act out the narrative as they hear it.

Reading and writing (ACTIVITY BOOK p. 21)

6 Read and match.

- Let pupils scan the cartoon strip. Ask *What can you see?* Elicit the key words: *a bear, a house, a street, a jar of honey.*
- Let pupils complete the activity individually. Correct the activity by asking pupils to read out the sentences in the correct order, one sentence per pupil.

Answers

1 e 2 a 3 c 4 d 5 b

7 Complete the sentences. Choose *into*, *out of*, *across* or *round*.

- Ask questions about the picture sequence: *Where is it? Is it a beach? What are the people doing? Are they playing basketball?* etc. Pre-teach *tunnel, goalie, goal, captain*. If you feel it is necessary, go through the sentences orally before pupils complete them in writing.

Answers

1 out of 2 round 3 into 4 across 5 round

Presentation (PUPIL'S BOOK p. 22)

Read and choose: *is* or *are*.

- Books closed. Play a short mime game to reactivate verbs in the Present continuous tense. Invite different pupils to come to the front and do a mime. Include some groups. Give them cue cards or whisper the action to them: *You're playing the guitar ... riding your bike ... reading a book ... eating an ice cream ... waiting for the bus ...*
- Ask the rest of the class about each mime: *Is she reading a book?* etc. to elicit short-form answers: *No, she isn't* or *Yes, she is*. After a 'No' answer, ask *What's she doing?*
- Say *Open your books at page 22*. Give pupils a few minutes to complete the 'Read and choose' activity, then correct it together. Ask them to read out the full sentence, not just the auxiliary.

Answers

1 *is* 2 *are* 3 *are* 4 *is* 5 *Are*

25 Listen, sing and dance.

- Play the song through once, while pupils listen and follow in their books. Use the illustrations and your own facial expressions to emphasize the sense of *sad*, *blue* and *unhappy*.
- Focus on unfamiliar vocabulary. Translate *Here's my advice* once. Point to one corner of the classroom to teach *corner*.
- Play the song again, encouraging the class to join in. If you have an open space in the classroom, create a simple dance routine comprising the movements listed in the song.

Reading and writing (ACTIVITY BOOK p. 22)

8 Read. Write the food words on the picture.

- Read the paragraph aloud or ask pupils to read it to themselves. Encourage them to guess the meaning of unfamiliar vocabulary – e.g. *beach towel* – from the picture.
- Pupils should then correctly label the food items based on the location described in the text.

Answers

1 *water* 3 *cake* 5 *peppermints*
2 *cookies* 4 *lemonade* 6 *cheese*

9 Answer the questions.

- Point out that when just one item is mentioned (e.g. *the piece of cake*), the answer will begin *It's ...*

Answers

1 *It's near the peppermints.* 2 *They're next to the bottle of water.* 3 *It's next to the cookies.*
4 *It's next to the cookies.* 5 *They're next to the peppermints.* 6 *It's under the hat.*

Ending the lesson

- Have some numbers races on the board, to revise numbers from 20 to 100 especially.

Unit 6

Lesson One

Language focus

Describing the weather: Present continuous

New words

The sun is shining. The wind is blowing. It's raining. It's snowing.

It's a hot / cold / sunny / windy / rainy day. playground, snowman, toboggan

Revision / Warm-up

- Sing *If you're feeling sad and blue ...* (PB p. 22) again!

Presentation (PUPIL'S BOOK p. 23)

26 Listen and repeat.

- Say *Open your books at page 23*. Focus on the panel of weather pictures at the top of the page. Play the recording for each of the pictures in turn, while pupils listen and look at the pictures. Use board sketches, mime and gesture to check that pupils have understood the meaning of the new words.
- Ask individuals to read out the sentences under the pictures.
- Ask questions to revise the Present continuous, e.g. *Look at Picture 3. What are they doing?* (They're waiting for a bus.) *What clothes are they wearing?* (They're wearing coats.)

Read and match.

- Pupils on their own read the four speech bubbles on the left of the page and decide which of the four pictures each speech bubble goes with.
- Ask individuals to read out the speech bubbles and say which picture each goes with. Use mime or blackboard drawings to clarify unfamiliar vocabulary, e.g. *toboggan*.

Answers

1 *Picture b* 2 *Picture d* 3 *Picture a* 4 *Picture c*

27 Listen and point.

- Ask pupils to listen to the recording and point to the corresponding picture. Pause the machine after each sentence if necessary.

Tapescript / Answers

- 1 On no – it's raining. We can't play tennis now. (Picture c)
- 2 It's hot today ... Let's go to the swimming pool. (Picture a)
- 3 Great! It's snowing again. Come on – let's get the toboggan. (Picture d)
- 4 It's really windy today! And cold, too. (Picture b)

Game

- Pupils in pairs work out a mime to illustrate one of the new weather words from this lesson. They perform their mimes and the other pupils try to guess the right answer: *It's snowing. The sun is shining.* etc.

Reading and writing (ACTIVITY BOOK p. 23)

1 Read and match. Write the letter.

- Pupils read and match the descriptions with the weather pictures. They write the letters.
- Encourage them to use the pictures to deduce the meaning of unfamiliar vocabulary, e.g. *playground, snowman.*

Answers

1 c 2 b 3 a 4 e 5 d 6 f

2 Find the weather words.

- Pupils read the words in the cloud and circle only the words which refer to the weather, as in the example.

Answers

wet, rainy, windy, hot, cold, sunny

Ending the lesson

Game: 'Associations'

- Write two weather descriptions on either side of the board:

It's a very hot day. The sun is shining.	It's snowing and it's very cold outside.
---	---

- Then say these words slowly, repeating each one: *coat ... tennis ... beach ... cinema ... coffee ... pool ... ice cream.*
- Pupils listen and decide which description each word goes with. If there is any dispute, the class should vote on the word. Then one pupil comes out to write the word on the board under one heading or the other.

Be prepared!

Bring a large world map to the next lesson.

Lesson Two

Language focus

Asking about the weather

Some countries of the world

New words

clouds

competition, prize

squirrel

information, news, message, website

cool

world

Antarctica, Brazil, Greece, Italy, Japan, Mexico,

Spain, Turkey

Materials needed

World map

Revision / Warm-up

- Play a short 'Associations' game. Write up just one sentence: *It's raining.* Then say the following words slowly, repeating each one once: *sun ... clouds ... coat ... toboggan ... wet... beach ... rainy.* Use mime or drawings on the board to help comprehension where necessary.
- Pupils listen and decide which words go with that sentence. If there is any dispute, the class should vote on the word, as before.
- Repeat with *It's hot* and other sentences.

Story presentation (PUPIL'S BOOK p. 24)

28 The competition and the prize

- The story so far:** Famous con-man Dr Rotter and his sisters Bubble and Squeak are in New York to carry out a mysterious experiment. Captain Shadow is following them.
- Say *Open your books at page 24.* Before listening, focus on the title of the episode. Translate *competition* and *prize* once, to ensure that everyone is in a position to understand and enjoy the story. Pre-teach *squirrel* using a photograph or a drawing on the board.
- Set two questions for pupils to answer as they listen and read:
 - Where are Doctor Rotter and his sisters going today? (Central Park)
 - What are they looking for on Liberty Island? (squirrels)
- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, focus on any remaining unfamiliar vocabulary, e.g. *information, news, message.* See if pupils can guess the meaning from the context. Read Luke's message in Picture 2 out loud. Ensure it is fully understood. Use your map

to show pupils where San Francisco is, on the west coast of the USA.

NOTE The adjective *cool*, as used by Squeak in Picture 6, was originally an American colloquialism meaning *good* or *fine*. It now occurs widely in the informal language of European teenagers.

Story practice (PUPIL'S BOOK p. 24)

- Ask further questions about the story and the pictures:
Who is waking up Captain Shadow in Picture 1? (Luke)
What is the prize in the competition at the San Francisco Bird Club? (one million dollars)
Who is Captain Shadow watching in Picture 4? (Doctor Rotter)
What is she wearing in Picture 4? (a red jacket)
Has Squeak got the powder in Picture 5? (No, she hasn't.)
Are there any squirrels in Central Park today? (No, there aren't.)
- Set two or three of the questions for pupils to write answers.
- **Dialogue** Pupils in pairs practise Pictures 5 and 6 only. Go round listening and helping.
- One or two pairs act out the dialogue.

NOTE Draw the pupils' attention to the New York landmarks shown in this episode of the story: the Empire State Building (Picture 4) and Central Park (Picture 5).

THE EMPIRE STATE BUILDING Once the tallest building in the world, this famous feature of the Manhattan skyline celebrated its 70th birthday in 2001. Its 102 storeys house dozens of different companies and organizations.

CENTRAL PARK covers 840 acres of upper Manhattan. It was opened in 1876, since when the tall buildings all around have made it a green oasis in a desert of concrete. The layout is informal: an artificial landscape of lakes, grass, woodland and winding lanes. Attractions include a children's zoo, an open-air theatre, a mock medieval castle and an ice-skating rink in winter.

Story comprehension (ACTIVITY BOOK p. 24)

3 Read and answer.

- The activity gives practice in reading for specific information and words. If necessary, read the questions aloud and ensure they are understood, before pupils write their answers.

Answers

1 The San Francisco Bird Club 2 A Golden Cockatoo
3 One million dollars 4 The website 5 Doctor Rotter

4 Find the odd one out.

- When correcting the activity, ask pupils to explain the meaning of the odd word in each group, to show that they understand how it is different from the other words.

Answers

1 ship 2 news 3 squirrel

5 Draw or stick a picture of ...

- Finding or drawing pictures of the three items will help pupils to understand and retain key vocabulary from the story.

Presentation (PUPIL'S BOOK p. 25)

25 Listen and repeat.

- Say *Open your books at page 25*. Before listening, pre-teach the word *world* (sketch a globe on the board). The pictures on the page show the weather in different places: hot weather in Mexico, cold, snowy weather in Antarctica, windy weather in Japan, sunny weather in Brazil and Spain, and a rainy day in Istanbul, Turkey.
- Play the recording. Pupils listen and follow the rap in their books.
- Play the recording again. Pupils listen and repeat several times.
- Teach the words for the countries one by one. Use your map, pointing to the countries on it as they are named in the rhyme. If necessary, name the countries first in the pupils' mother tongue once and then in English. Drill the English name of each country two or three times.
- Pupils chant the rhyme without the tape, first chorally and then individually.

Read and match.

- Pupils read the five questions and choose answers from the column on the right. You could do the activity orally in class, then ask pupils to write the answers in their notebooks for homework.

Ask and answer.

- Ask questions about the rhyme: *Is it sunny in Greece today? Is it snowing in Antarctica? Is it windy in Japan today?* etc. Pupils answer *Yes, it is.* or *No, it isn't.*
- Ask questions about the actual weather. Point outside the window and ask: *Is it snowing here today? Is it windy here? Is it raining outside today? Is it cold? Is the sun shining? Is it hot?* etc.
- Pupils in pairs take turns to ask and answer questions about the weather in the rhyme in the same way, following the model question and answer of Kate and Ken.

NOTE After teaching the names of the countries in the rap, extend the list with names of other continents and countries that pupils may already know: America, the United States, Australia, Africa, etc. Teach the name of the pupils' own country in English if they do not already know it.

Reading and writing (ACTIVITY BOOK p. 25)

6 Answer: *Yes, it is. or No, it isn't.*

- Pupils look at the world map and weather symbols and then answer the questions below.

Answers

- 1 No, it isn't. 2 Yes, it is. 3 Yes, it is. 4 Yes, it is.
5 No, it isn't. 6 Yes, it is. 7 No, it isn't.
8 No, it isn't.

7 Look out of the window. Answer the questions.

- Pupils write true answers to the questions about the weather: *Yes, it is. No, it isn't. Yes, there are. or No, there aren't.* The answer to question 2 is *It's hot. or It's cold.*

Ending the lesson

- **Pronunciation** Use the question at the bottom of PB p. 25 – *Is it raining in Spain today?* – to practise the diphthong [eɪ].
- Chant *The World Weather rap* again once or twice, with or without the recording.

Lesson Three**Language focus**

Revision and consolidation of vocabulary

New words

holiday postcard, umbrella

Love from ...

Materials needed

Optional: postcards or travel brochures showing pictures of Italy

Crayons, scissors, glue, etc. for project work

Revision / Warm-up

- Ask about the weather outside, as before: *Is it windy today? Is it raining outside today? Is the sun shining? Is it hot?* etc.
- Play a game of Spelling Shark to reactivate the names of countries which the pupils learned in the last lesson.

Read (PUPIL'S BOOK p. 26)

Read and match. Choose: **A or B?**

- Say *Open your books at page 26.* Before reading, ask pupils to work out or guess from the illustration what a *holiday postcard* must be. Confirm or correct their guesses. Remind them what a *hotel* is, if they do not remember it from the story in Unit 5. Do not teach the other new words yet.
- Pupils read on their own. Give them time to look at the way an address is written in English, and

how a letter or postcard to a close friend or member of the family can be ended: *Love from ...*

- After reading, go back to the word *umbrella*. Ask pupils to work out from context and from the picture what it must mean. Again, confirm or correct their guesses.
- Discuss which of the two scenes goes with Caroline's postcard. (It is Postcard A.)

Answer the questions.

- Pupils work together in pairs for a few minutes to agree on good answers to the six comprehension questions. Go over the questions and suggested answers with the whole class.
- Pupils may also be asked to write answers to the six questions.

Answers

- 1 Caroline is writing the postcard.
2 She is writing it to Ken.
3 The hotel is near the beach, in Spain.
4 She is sitting under an umbrella on the beach.
5 The sun is shining and it's hot.
6 Her sister is reading her new comic, and eating an ice cream.

Reading and writing (ACTIVITY BOOK p. 26)

8 Write the names of the countries into the puzzle. Draw a picture for number 6.

- Pupils must decide which country is shown in each of the five pictures. When they have written these into the grid below, the name of a sixth country will be revealed: Italy.
- In the sixth frame pupils draw a picture to reflect Italy. Give them ideas if necessary: the Colosseum in Rome; the Leaning Tower of Pisa; a Venetian scene with gondolas. Show them postcards or travel brochures of Italy, if possible.

Answers

- 1 Mexico 3 Spain 5 Turkey
2 Antarctica 4 Brazil 6 Italy

9 Two countries from 'The World Weather rap' are missing. Find their names.

- Focus on the gaps at the foot of the page and the accompanying instruction. Explain the instruction if necessary. Pupils can refer to the rap on PB p. 25 to identify the missing countries.

Answers

- 1 Greece 2 Japan

Ending the lesson

- Have some numbers races on the board with different sets of numbers, to revise numbers from 20 to 100 especially (see TB p. 15).
- **Project** Pupils write their own postcard, from an imaginary holiday on the beach. Their postcards will be displayed on the walls of the classroom or school. Write the following skeleton outline on

the board for them to copy and complete for homework:

Hello, _____ !
(friend's name)

I am here in _____
(where?)

with _____ and _____
(who with?)

We're sitting _____
(where?)

near the _____
(near where?)

I'm _____
(doing ... ?)

Love from _____
(your name)

Be prepared!

For the next lesson, ask pupils to bring in photos showing themselves and their families on holiday or on short trips away from home. Bring some holiday photos of your own.

My World

Language focus

Talking about holidays

Great Britain: *England, Scotland, Wales*

New words

lake, mountain, river, (capital) city
home

Materials needed

Holiday photos

Map of Great Britain

Revision / Warm-up

- Use a mime game to reactivate all the verbs the pupils have encountered so far. Invite volunteers to come and mime the action of their choice. Or you can whisper an action or write it on a cue card, e.g. *You're eating a banana / playing a guitar / eating an ice cream / playing basketball / making a cake / riding your bike / playing with a toy boat / playing football / drinking a can of lemonade / cleaning your teeth / reading a book / waiting for a bus / watching TV / playing with your dog*
- For each mime, ask the rest of the class *What's he or she doing?* or *What are they doing?* Elicit a full-sentence answer beginning *He's, She's* or *They're*.

Presentation (PUPIL'S BOOK p. 27)

- Introduce the topic of holidays by showing the class a few of your own holiday photos. If possible, choose photos of contrasting holiday destinations: a seaside holiday, a visit to a famous city, a skiing holiday. Tell the class about your pictures using phrases such as *This is me with my sister ...; In this photo I'm on holiday in Italy; Rome is a beautiful city.*
- Invite one or two pupils to show the class the photos they have brought in. Ask questions about them: *Who is this? Where are you in this photo? Is it sunny?* etc. Tell the others that you will be looking at everybody's photos later.

Read and match.

- Say *Open your books at page 27*. Focus on Tom's holiday photos. Pre-teach or revise a selection of vocabulary – *river, mountain, lake* – using blackboard drawings, but do not try to anticipate every comprehension difficulty.
- Read Tom's introductory text out loud: *Here are some of my holiday photos ...* Then ask pupils to read the three descriptions and match them with the photos below. Go round and ask individuals to show you which text goes with which photo.
- Read the three texts out loud and ask pupils to show you the corresponding picture. Refer to your map and show the class England, Scotland and Wales, as well as the Thames, the Black Mountains and the city of Edinburgh.
- Say *Edinburgh is the capital city of Scotland*. Write *capital city* on the board: pupils will need to understand the expression when they do the quiz below. Ask *What is the capital city of our country? ... of Italy?* etc.

Match the photos with the places on the map.

Write: **A, B** or **C**.

- Explain briefly how Great Britain is made up of England, Scotland and Wales. Say that they are all English-speaking countries but that there are some other languages also spoken there and they have different traditions. Encourage your pupils to make comparisons with the different regions of their own country.
- Pupils look again at the photos, refer to Tom's descriptions, then decide which photos show England, Scotland and Wales.

Answers

A Scotland **B** Wales **C** England

Quiz about Britain.

- Ask pupils to read the questions and prepare their answers. Correct the quiz with the whole class.

Answers

1 London 2 Edinburgh 3 The River Thames

Reading and writing

(ACTIVITY BOOK pp. 27–28)

Draw or stick pictures of your favourite holiday places. Use the questions to write sentences about each picture.

- Pupils should draw four different holiday places they like (or use glue to stick in photos or pictures from magazines). They should then write sentences below each picture to describe each one, using the question prompts for ideas.
- The questions provide a framework, allowing pupils to structure their descriptions. You may wish to read the questions out loud and build up a description of one of your own photos on the board.

Write an e-mail to a friend from one of the places in your pictures. (Use the information from page 27.)

- Pupils must imagine they are on holiday and writing to an English friend. Write additional sentences on the board if you think your pupils need extra help:
I'm in ... I'm with ... We're near ... It's [snowing].

Class survey: our favourite holiday places

- Drill the question *What's your favourite holiday place?* Ensure that the five holiday options are understood, including *home*.
- Allow pupils to circulate with their books, ask opinions and record the results, as shown. They then copy the bar chart into their notebooks and show their totals.

Ending the lesson

- Finish by chanting the 'Panda Bears' rap on PB p. 18.

Revision Units 4–6

Materials needed

A dice for each pair and a counter for each child

Revision / Warm-up

- Invite two confident pupils to mime the episode of Frankie and the police officer from Unit 5 (PB p. 21). If possible, recreate the street using desks to represent parked cars, etc. Play the recording but tell the class not to look in their books. Pause the recording after each sentence and ask different individuals to repeat. Meanwhile your two performers act out what they hear.

Presentation (PUPIL'S BOOK p. 28)

The Question Cookies Game

- Say *Open your books at page 28*. This is another revision board game for pupils to play in pairs. Again, one pupil is 'A', the other is 'B'. They take turns to throw the dice. They can only move to the next square if they throw one of three numbers, as listed at the top of the page: odd numbers for A, even numbers for B.
- Each new square gives them a new task to accomplish. Avoid pre-teaching these instructions, since reading comprehension is one of the target skills of this activity. Be ready to help any pairs who are in difficulty.
- Let pupils refer to their PBs only if they have to, e.g. if they do not remember the rap.
- Ask pairs who finish early to create three further tasks based on the English they have learned in Units 4–6. Give them loose sheets of paper and tell them to use a new sheet for each task, and to write big. This will allow you to make a giant board game on the classroom wall, using tasks created by different pairs. You can then play the game with the whole class divided into two teams, using sticky labels in place of counters.

Ending the lesson

- Finish by singing *If you're feeling sad and blue ...* (PB p. 22) – or any song of the pupils' choice.

30 Test

- You should now get the pupils to do Test 2. Go over the instruction and example given for each section and make sure that all pupils understand what they have to do.

Self-assessment

- Give each pupil a photocopy of p. 92. Ask them to read the first three 'I can' statements and decide if they can now do these things. They should colour in the character if they can definitely do it. If they are not sure, they can colour just the speech bubble and come back to it next time. After this they should look at the *How's your English now?* feature on p. 93. Encourage the pupils to think about what they have learned since starting *New Chatterbox 2*.
- Ask individuals to read the captions under the different stars. Pupils colour the star which they think reflects their progress so far.

Reading

- Pupils can now work on Reading Bank Text 2 on PB p. 81.

Unit 7

Lesson One

Language focus

Expressing likes and dislikes: *I like ... , I don't like ...*

New words

classical music, pop music, dance music, relaxation ghost film, adventure film, news programmes, computer game

What's your favourite ... ?

Materials needed

Optionally, any computer game

Revision / Warm-up

- Practise 'Have you got' questions about pupils' family, pets and possessions: *Have you got a brother / a dog / a snake / a guitar ?* Elicit short-form answers: *Yes, I have* or *No, I haven't*.
- When pupils have answered, encourage them to put the same question to a friend: *Ask Claudia* etc.
- Among your questions, include *Have you got a computer? Have you got some computer games?* (name some games or hold up a computer game to convey meaning) *How many computer games have you got? What's your favourite computer game?*

Presentation (PUPIL'S BOOK p. 29)

- Say *Open your books at page 29*. Focus on the picture of a TV studio at the top of the page. Ask questions about the picture: *Can you see a man? Can you see a girl? What's she wearing? What are they doing? Are they talking? ... Yes, they're on TV*. Ensure that everyone understands that they are watching a TV chat show. The host is talking to a singer called Melody McSong.
- Before pupils listen, pre-teach the questions *What's your favourite music? What's your favourite relaxation?* Write them on the board. Answer them for yourself first, *I like ...* and mention pop groups and leisure activities or sports that pupils will recognize. Then put the same questions to different pupils.

31 Listen then repeat.

- Say *Let's listen to the people on TV*. Play the recording once while pupils follow in their books. Pause the recording and then play the two model sentences, pausing the machine after each sentence for pupils to repeat.

Tapescript

I like pop music. I don't like computer games.

- Explain any unfamiliar vocabulary, e.g. *pop music, classical music*. Focus on the phrases that Melody uses to tell us what she likes and does

not like. Write examples on the board: *I like cats. I don't like spiders.*

32 Listen and choose: like or don't like.

- Focus on the six small pictures. Explain briefly in the pupils' language that Melody is going to tell us whether she likes or does not like each of these things. Pupils should listen and choose what she says. Let them circle the words in pencil if you wish.
- Play the recording, pausing after each statement for pupils to circle the words Melody has used.
- Play the recording again, pausing after each statement and asking pupils to repeat individually, then in chorus. Pupils can take the opportunity to check that they have circled the same words as everyone else.
- Explain unfamiliar language as it occurs. Use examples of actual films, etc. to convey what is meant by *ghost films, adventure films, news programmes*.
- **Pairwork** Give pupils a few minutes to talk in pairs about the six small pictures. They can take turns to give an opinion on each item, using *I like* or *I don't like*, just as Melody did. Show them what to do by running through the items yourself and giving your opinion.

Reading and writing (ACTIVITY BOOK p. 29)

1 Complete the sentences with like or don't like.

- Pupils look at each picture and decide if the character is expressing a like or a dislike. They complete the sentences accordingly.

Answers

1 like 2 don't like 3 like 4 don't like 5 like
6 like 7 don't like 8 like

2 And you? Write like or don't like.

- Pupils fill in the gaps in the sentences, using *like* or *don't like*, to make true statements about themselves.

Ending the lesson

- Do a substitution drill to practise the question *What's your favourite ... ?*:
T What's your favourite music? Repeat.
Ps What's your favourite music?
T Sport.
Ps What's your favourite sport?
- Continue to suggest other favourites: *pet ... book ... computer game ... film ... food dish*
- Choose a confident pupil to come to the front of the class. Place two chairs in similar positions to the TV studio layout on PB p. 29. Interview the pupil about his or her favourite sport, etc. Then invite other volunteers to come and be the interviewer and the interviewee.

Lesson Two

Language focus

Asking and answering about likes and dislikes: *Do you like ...? Yes, I do. No, I don't.*

New words

beat, follow

cousin, ferry, lucky

athletics, table tennis, chess

Revision / Warm-up

- Ask about the weather outside, as before. Then ask pupils *What's your favourite weather? Cold weather? Windy weather? Rainy weather?*

Story presentation (PUPIL'S BOOK p. 30)

On the ferry

- The story so far:** Captain Shadow has learned more about Dr Rotter's plan. He wants to win the \$1 million prize at the San Francisco Bird Club by using his mysterious powder, though she still does not understand how. Meanwhile Dr Rotter and his sisters are heading for Liberty Island. They are looking for a squirrel in order to perform an experiment.
- Say *Open your books at page 30*. Before listening, write on the board *Doctor Rotter is planning to do an experiment*. Remind pupils what it means. Pre-teach the verb *beat*: write on the board *Captain Shadow is planning to beat Doctor Rotter*. Use examples from films, etc. of 'good guys' who beat 'bad guys'.
- Set questions for pupils to answer as they listen:
 - Where is Poppy now? (London) Where is she going on holiday? (San Francisco)
 - What's in Doctor Rotter's bag? (special cookies)
- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, focus on any remaining unfamiliar vocabulary, e.g. *ferry; follow; That's really lucky; cousin; See you in San Francisco!; What's his game now?* Help pupils to guess meaning from context. Use gesture, blackboard drawings (a family tree to explain *cousin*) or – as a last resort – translation.

Story practice (PUPIL'S BOOK p. 30)

- Ask further questions about the story:
 - Where is Capt Shadow in Pic 1?* (near the hotel)
 - What colour is Dr R's bag in Pic 3?* (brown)
 - What colour is the bird?* (white)
 - Who is helping Dr R in Pic 5?* (Squeak)
 - Where is the boat going in Pic 5?* (Liberty Island)
- Set two or three of the questions for pupils to write answers.

- Dialogue** Pupils in pairs practise Pictures 5 and 6 only. Go round listening and helping.
- One or two pairs act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 30)

3 Who says this? Read, match and write.

- Pupil should try to understand the sentences of dialogue without referring to the PB. This will help develop reading comprehension skills.

Answers

1 Capt Shadow 2 Poppy 3 Capt Shadow

4 Doctor Rotter 5 Capt Shadow 6 Capt Shadow

4 Read the questions. Choose answers from the box.

- With most classes it will probably be best to read the questions out loud, reinforcing meaning with mime and gesture. Set a time limit for pupils to complete the activity, working individually or in pairs.

Answers

1 d 2 f 3 b 4 g 5 a

5 In Exercise 4, there are two answers with no questions. Find them, and write the questions.

- Answers c and e in Exercise 4 have no questions. If necessary, give pupils gapped clues to help them formulate the questions, e.g.

1 Who _____ the _____?

2 Who _____ Doctor Rotter?

Answers

1 Who is watching the cookie?

2 Who is watching Doctor Rotter?

Presentation (PUPIL'S BOOK p. 31)

- Focus on the picture at the top of PB page 31. Ask *What can you see?* (Kate, Ken, a man) *What are they doing?* (They're talking). Tell the class *The man is asking Kate and Ken about sport.*

Listen and repeat.

- Play the recording, pausing after each question and each answer. Ask pupils to repeat.
- Some names of sports may be unfamiliar: *American football, table tennis, athletics*. Use mime to help understanding. Tell pupils *In American football you wear a helmet and a big shirt. You carry the ball and run.*

Tapescript

Man: Do you like swimming?

Kate: Yes, I do.

Ken: No, I don't.

Man: Do you like basketball?

Kate: Yes, I do.

Man: Do you like American Football?

Kate: No, I don't.

Man: Do you like table tennis?

Ken: Yes, I do.

Man: Do you like athletics?

Kate: Yes, I do.

Ask and answer: Yes, I do. or No, I don't.

- Focus on the ten pictures of sports and leisure activities and teach (or revise) their names in English. Name each in turn – *swimming, basketball*, etc. – and ask pupils to repeat. You can also do 'Listen and point': name the activities in random order and ask pupils to point at the picture.
- Demonstrate the 'Ask and answer' activity by focusing on the question list and asking the first two questions. Elicit answers from several individuals. Say *Ask me* and give your own opinion. Model the negative – *No, I don't*.
- Pupils ask and answer the questions among themselves. Try arranging them in groups of three, with one pupil taking the role of interviewer, as in the picture. The two pupils answering could try to do so without looking at their books.

Write true answers to the questions.

- Pupils use the ten questions as prompts for written sentences about leisure activities. This activity could be begun in class then completed as homework.

Ending the lesson

- Books closed. End with a rapid question-and-answer sequence about likes and dislikes. Ask 'Do you like' questions, not only about sports but about animals, food, pop stars, sports stars, TV programmes, etc. Once a pupil has answered, say *Ask Ben* or *Ask me*, so that pupils get practice in asking as well as answering.

Lesson Three

Language focus

Expressing likes and dislikes
Weather and the four seasons

New words

spring, summer, autumn, winter
birthday party

Materials needed

Flashcards or magazine photos illustrating the four seasons

Revision / Warm-up

- Warm up with 'Do you like' questions, as in Lesson 2 ('Ending the lesson'). Take the opportunity to reactivate weather vocabulary: *Do you like rain? ... snow? ... sunshine?*
- Hand out slips of paper. Ask pupils to write two questions beginning *Do you like ...* Questions can be about weather, food, sport, animals or

famous people. Tell pupils to leave room under the questions for their friends to write an answer.

- Pupils exchange papers and write answers to the two questions. Alternatively, they fold their question slips and drop them into a box. Pupils then choose a slip from the box and write answers to the questions. They could also read the questions aloud and tell the class their answers.

Presentation (PUPIL'S BOOK p. 32)

- Before pupils open their PBs, pre-teach the names of seasons: *spring, summer, autumn, winter*. Use flashcards or photos cut from magazines reflecting each of the four seasons. Begin with whatever the season is now. Point out of the window and say, e.g. *It's spring*. Stick your 'spring' picture on the board and drill the word *spring*.
- Continue with the other three pictures in the order in which the seasons occur. Once the names are familiar, ask pupils *Do you like the winter?* etc.

Listen and sing.

- Say *Open your books at page 32. Let's listen to Melody McSong*. Play the recording once while pupils follow in their books.
- Play the song again, encouraging pupils to join in.
- Focus on unfamiliar language – e.g. *Say it again* – and ensure it is understood. Tell pupils that *spring* and *springtime* mean the same.

Write true answers: Yes, I do. or No, I don't.

- Read the questions and check that all are understood. Then ask pupils to write their answers in their notebooks.

Reading and writing

(ACTIVITY BOOK pp. 31–32)

6 What games do they like? Match the pictures.

- Revise the names of the four children if necessary: Kate, Ken, Caroline and Lucy. Pupils trace lines between the children's faces and the four activities to discover whether they do or do not like the activities shown.

Now write the answers: Yes, I do. or No, I don't.

- Pupils write the answers to the questions about Kate, Ken, Caroline and Lucy, based on the picture matching activity.

Answers

- 1 No, I don't. 2 Yes, I do. 3 Yes, I do. 4 Yes, I do.
5 No, I don't. 6 No, I don't. 7 Yes, I do.
8 No, I don't.

7 Find the words.

- Nine names of sports and leisure activities are hidden in the wordsquare puzzle. Pupils use the pictures as clues and try to find the corresponding words.

Answers

B	J	Q	R	C	A	M	K	L	Z	E	
T	F	O	O	T	B	A	L	L	J	F	P
U	B	A	S	K	E	T	B	A	L	L	X
F	D	X	W	Y	Z	H	A	K	Q	C	L
N	A	E	I	V	G	L	S	T	W	H	I
Q	N	F	M	S	Q	E	E	E	H	E	P
D	C	Z	M	X	F	T	B	N	O	S	R
L	I	Y	I	K	W	I	A	N	K	S	Y
W	N	H	N	C	Y	C	L	I	N	G	V
R	G	V	G	Q	H	S	L	S	X	D	K

8 Write: Yes, I do. or No, I don't.

- Let pupils read and try to understand the questions themselves, to practise their reading comprehension skills. Go round and help where necessary.

Ending the lesson

- Use your 'seasons' pictures for a game of Associations. Say these words slowly, repeating each one: *hot, wind, holiday, clouds, sunshine, Easter, snow, flowers, Christmas, umbrella.*
- Pupils decide which season each word is associated with. If there is any dispute, the class can vote. Then one pupil comes out to write the word on the board, below the appropriate picture.
- Be prepared! Bring a map of the world with you for the next lesson.

Unit 8

Lesson One

Language focus

Names of wild animals

Using the Present simple to talk about animals:

It eats ...

New words

*Komodo dragon, snow leopard, porcupine
nuts, seeds, roots, insects, animals, people
sometimes*

Materials needed

World map

Revision / Warm-up

- Revise names of animals. Write sequences of letter-dashes on the board with one letter given, e.g. _ o _ for *fox*. Describe the animal: *It's brown. It's got a big tail. It eats chickens and rabbits.* Use mime and gesture to help with unfamiliar vocabulary such as *tail*.
It lives in Africa. It's very tall. It's got a long neck. (giraffe)
It's big. It's grey. It's got a long nose. (elephant)
It's very big. It lives in the sea. (whale)
- Invite pupils to brainstorm other animal names. Let them look back through the PB to find words. Organize this as a team game, if you wish.

Presentation (PUPIL'S BOOK p. 33)

36 Listen, read and point.

- Before listening, write a heading on the board: *Animals eat ...* Pre-teach words for things that different animals eat: *seeds, nuts, roots, insects, other animals.* Say *Sometimes they eat people.* Write the sentence on the board and translate.
 - Pre-teach *lizard* in preparation for 'Read and match', below.
 - Say *Open your books at page 33.* Focus on each animal in turn. Drill the names and ask general questions: *What colour is it? What's its food? Where is it from?* Use your world map to show the distribution of each animal.
 - Play the recording. Pause the machine after each time you hear the question *What's its name?*, and ask pupils to tell you which animal has been described.
 - Play the recording again. Pause after each sentence and ask pupils to repeat, individually then chorally.
- Tapescript**
- It likes fruit and roots, and it eats worms too. It's grey and black and white. What's its name?
 - It eats small animals. Sometimes it eats people. It's grey and brown, and it's very big. What's its name?

- 3 It eats rabbits and other small animals. It likes fish too. It's grey, white and black. What's its name?
 4 It eats nuts and seeds. It likes worms, too. It's white. What's its name?

Read and match.

- Begin with pronunciation practice. Write on the board *It eats small animals*. Model the pronunciation and ask pupils to repeat. Emphasize the different pronunciation of the sounds [ɪ] and [i:] in *It eats*. Practise with a substitution drill:
 T It eats worms.
 P It eats worms.
 T Nuts and seeds.
 P It eats nuts and seeds. etc.
- Continue with other foods: *rabbits ... insects ... fruit and roots ... fish*.
- Focus on the four descriptions of animals on p. 33. Give pupils a few minutes to read them quietly and match them to the four animals shown above.
- Bring the class together and correct the activity.

Answers

- | | |
|-----------------|----------------|
| 1 Komodo dragon | 3 snow leopard |
| 2 cockatoo | 4 porcupine |

Play a game.

- Working in pairs, pupils take turns to think of an animal and describe it without giving its name. Their friends must guess what the animal is. Demonstrate by describing a squirrel. Write sentences on the board:
It's small. It eats nuts and fruit. Sometimes it's grey. Sometimes it's brown. It has a big tail. It lives in trees. It likes parks.
- Leave the sentences on the board to provide models for the pupils' own descriptions.
- Read out the dialogue between Caroline and Ken at the bottom of PB p. 33. Ask about Caroline's animal: *What's its name?* (a rabbit)
- Pupils play the game in pairs. Depending on your class, you may want to ask pupils to write their descriptions for you to check, before they play.

Reading and writing (ACTIVITY BOOK p. 33)

1 Complete the sentences. Use words from the box.

- Do the first sentence to show pupils how to make sentences about the pictures using the words in the table.

Answers

- | | | | |
|------------------|---------------------|-------|---------|
| 1 Herman | 2 chocolate rabbits | 3 Ken | 4 fruit |
| 5 peanut cookies | | | |

2 Circle the right word.

- Before pupils begin the activity, write contrasting sentences on the board and point out the different verb forms:
My rabbit eats carrots. I eat donuts.

Answers

- 1 eats 2 eat 3 eats 4 eats 5 eat 6 eats

Ending the lesson

- Play a few games of Food Bingo. Pupils suggest any of the words for food they know and write them up as a list on the board. This can be done by going through the alphabet letter by letter:
A – apples. B – butter. C – carrots, cheese. etc.
 They then choose and write down any six of the listed food words in a Bingo frame, and the game begins.

Lesson Two

Language focus

Talking about likes and dislikes (third person):

He/She likes or doesn't like ...

Does he/she like ...? Yes, he does. No, she doesn't. etc.

New words

breakfast, work (verb), in danger

Don't worry.

budgie, kitten

Revision / Warm-up

- Warm up with a round of 'Think of an animal' – the guessing game from Lesson 1. Describe an animal and ask pupils what it is, e.g.
It's small. Sometimes it's brown, sometimes it's black. It eats insects. It likes corners. It has eight legs.
- Ask pupils to make sentences about one of the animals on PB p. 33. Give short prompts, e.g.
 T Grey and brown.
 P It's grey and brown.
 T Small animals.
 P It eats small animals.

Story presentation (PUPIL'S BOOK p. 34)

37 Pluto and the cookie

- **The story so far:** Dr Rotter and his sisters have taken a ferry across New York harbour to Liberty Island. Dr Rotter has a mysterious blue cookie, and it seems to be part of the experiment he is doing with the special powder. Captain Shadow and Pluto are following and watching.
- Before listening, pre-teach *breakfast*. Establish what different pupils have for breakfast by asking *Do you eat cereal for breakfast? ... Do you eat fruit for breakfast?* Convey the meaning of *cereal* by pretending to pour cereal from a packet into a bowl.

- Say *Open your books at page 34*. Set two questions for pupils to answer as they listen and read:
 - 1 What is in the cookie? (the secret powder)
 - 2 Dr Rotter is happy. Why? (The powder works: Pluto is now golden.)
- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions. Help pupils to guess from the context the meaning of the verb *work* (Picture 5).
- Focus on any other unfamiliar vocabulary. If pupils have understood the story correctly, the meaning of *Pluto isn't in danger* and *Don't worry* (Picture 6) should be clear.

Story practice (PUPIL'S BOOK p. 34)

- Ask further questions about the story and the pictures:
Where are Doctor Rotter and his sisters in Picture 1? (Liberty Island)
How many animals are there in Picture 2? (two)
Has the squirrel got the cookie in Picture 3? (No, Pluto has got the cookie.)
What colour is Pluto in Picture 5? (yellow or golden)
Who is with Captain Shadow and Pluto in the hotel in Picture 6? (Luke)
- Set two or three of the questions for pupils to write answers.
- **Dialogue** Pupils in pairs practise Picture 1 only. Go round listening and helping.
- One or two pairs act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 34)

3 Read and match.

- With their PBs closed, pupils look at the different characters from the story and decide what they are saying. They write the letter of the correct speech bubble in the space provided.

Answers

1 d 2 c 3 a 4 e 5 b

4 Read and answer: *True (T) or False (F)?*

- Let pupils read the sentences for themselves. Be ready to help anyone who is having trouble understanding.

Answers

1 T 2 F 3 T 4 T 5 F

5 Choose answers for the questions.

- Pupils read the questions and choose and copy the correct answer from the box.

Answers

1 On Liberty Island. 2 An experiment. 3 Captain Shadow and Pluto. 4 Pluto. 5 No, he isn't.

Presentation (PUPIL'S BOOK p. 35)

38 Listen and repeat.

- Before listening, focus on the pictures at the top of the page. Ask *Who is it?* (Pluto, Captain Shadow's dog)
- Play the recording. Pause after each sentence and ask pupils to repeat.
- Mention other foods, e.g. donuts, ice cream, and help pupils to say whether Pluto *likes* or *doesn't like* them. Write them on the board, followed by a tick or a cross.

39 Look. What do Caroline's pets like? Listen and point to the right pet.

- Focus on the two pictures of Caroline's pet rabbit. Encourage pupils to make a sentence about Rita like the sentence about Pluto in the previous activity: *Rita likes carrots, but she doesn't like oranges.*
- Proceed in the same way for Tom the kitten and Bob the budgie. Begin by teaching the words *kitten* and *budgie* and writing them on the board. See if anyone has a kitten or a budgie: *Who's got a kitten? ... Is your kitten a 'boy' or a 'girl'? ... What colour is he / she?* etc.
- Pupils listen to the descriptions of foods an animal does or does not like and point at the corresponding pet on the page.

Tapescript

- 1 He doesn't like worms.
- 2 She eats carrots.
- 3 He likes fish.
- 4 She doesn't eat oranges.
- 5 He likes nuts and seeds.

Answers

1 Bob 2 Rita 3 Tom 4 Rita 5 Bob

Right or wrong? Write ✓ or x.

- Do the first two questions with the class, then let pupils complete the exercise for themselves, working individually or in pairs.

Answers

1 x 2 ✓ 3 ✓ 4 ✓ 5 x 6 x

Ask and answer.

- Ask pupils *Does Tom like milk?* Write the question on the board. When someone says No, model the short-form answer *No, he doesn't*. Continue in the same way with *Does he like fish?* (Yes, he does.)
- Focus on the dialogue between Ken and Caroline. Say *Ken is asking Caroline about her pets*. Ask different pupils to read the questions and answers.
- Pupils continue Ken and Caroline's conversation in the same way.

Ending the lesson

- Ask pupils to think of two *Do you like ...* questions, e.g. about food or animals.
- Pupils put their questions to a friend. Insist on short-form answers: *Yes, I do.* or *No, I don't.* When a pupil has answered, transfer the question to the third-person form by asking another pupil, e.g. *Does Sonia like kittens?* Elicit short answers: *Yes, she does.* or *No, she doesn't.*

Lesson Three

Language focus

Revision and consolidation

New words

picnic, ant, dragonfly, wasp

Revision / Warm-up

- Books closed. Play a memory game based on Caroline's pets (PB p. 35). Ask *How many pets has Caroline got?* (three) *What are they?* (a rabbit, a kitten and a budgie) *What are their names?* (Rita, Tom and Bob).
- Ask questions like: *Does Rita like carrots?* etc. Elicit short-form answers, as usual.

Reading and writing (ACTIVITY BOOK p. 35)

6 Make sentences.

- Pupils look at the grid and make sentences about the likes and dislikes of the characters.

Answers

- 1 Kate likes TV. She doesn't like basketball.
- 2 Ken likes comics. He doesn't like pop music.
- 3 Curtis and Karen like swimming. They don't like TV.
- 4 Kate likes swimming. She doesn't like comics.
- 5 Ken likes basketball. He likes TV too.
- 6 Curtis and Karen like basketball. They don't like comics.
- 7 Ken doesn't like swimming.
- 8 Curtis and Karen don't like pop music.

7 Read.

- Pupils read the short puzzle text and use the information in it to complete the table below it.

Answers

What are their names?	They like ...	They don't like ...
Kate	cheese	carrots
Caroline	carrots	fruit
Ken	fruit	cheese

Song presentation (PUPIL'S BOOK p. 36)

- Say *Open your books at page 36.* Ask questions about the picture, e.g. *What animals can you see? What colour is the porcupine? What's her name? How many ants are there?* Write *ant* on the board and sketch an ant quickly.

- Focus on the title. Teach and drill *picnic*. Ask *What food has Polly got for her picnic?* If pupils need help, give initial letters of food words, or mouth them silently for pupils to lip-read.

40 Listen and sing.

- Play the recording while pupils follow in their books. Ask them to point to the animals who are singing: Polly herself or her ant helpers.
- Play the recording again. Encourage pupils to join in. Check that pupils are distinguishing correctly between the first- and third-person verb forms: *I don't like* and *She doesn't like*.

Choose: like or likes.

- After the song, write examples on the board:
I like picnics. She likes picnics.
I don't like peanuts. She doesn't like peanuts.
- Underline the verb changes and show how they change to form the negative and also to talk about another person, not 'I'.
- Pupils look at the five sentences at the bottom of PB p. 36 and circle the correct option.
- Correct the exercise by asking individuals to read the whole sentence aloud.

Answers

1 likes 2 likes 3 like 4 like 5 like

Reading and writing (ACTIVITY BOOK p. 36)

8 Ask your friend: Do you like ...?

- **Transfer** Pupils interview each other about the foods they like or dislike, asking *Do you like ...?* They then write down short answers to the questions in the third person *Yes, he / she does* or *No, he / she doesn't*.

9 Read.

- Pupils read the puzzle text and use the information in it to complete the sentences.

Answers

1 John is 11. He likes football. 2 Anna is 12. She likes tennis. 3 Steve is 13. He likes swimming.

Ending the lesson

Question Tennis

- Divide the class into two teams. Team A asks a question: *Do you like ...?* or *Does (Mary) like ...?* Team B answers with a full answer. Teams take turns and score points for correct questions and answers.
- **Project** For homework, pupils cut out a picture of their own favourite star, stick it on a larger sheet and write sentences below it about his / her likes and dislikes.

Unit 9

Lesson One

Language focus

Asking and saying where people live: Present simple of the verb *live*

New words

live (verb)

Materials needed

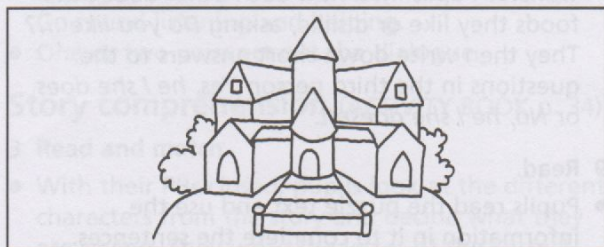
Map of the British Isles

Revision / Warm-up

- Warm up by revising numbers 1–100. Count around the class forwards and backwards or have a numbers race on the board (see p. 15). Play a couple of games of Bingo. Restrict the range of numbers which pupils can choose from (e.g. only numbers 31–50; or only numbers ending in 2 or 7), or games may go on too long.

Presentation (PUPIL'S BOOK p. 37)

- Books closed. Present *I live at ...* by pretending to be Lucy (*I'm Lucy*) and then giving Lucy's address (13 Hill Street). Copy this picture of Lucy's house onto the board and repeat the statement two or three times, pointing at yourself and writing 'your' address on the board.



- Ask individual pupils *Where do you live, John?* Help them to say where they live in the same way: *I live at* (their own address) ... Drill the question *Where do you live?* two or three times.
- Start a new chain round the class:
T I live at (X). Where do you live?
P1 I live at (Y). (to P2) Where do you live?
P2 I live at (Z). (to P3) Where do you live? etc.

41 Listen, read and repeat.

- Say *Open your books at page 37*. Play the recording while pupils listen and follow in their books. Play it again and ask pupils to repeat.
- Teach *pumpkin* by drawing a pumpkin on the board. Say *It's big and it's orange*. Translate once if necessary.

Where do they live? Ask and answer.

- Pupils look at the town plan and trace their way through some of the tangled lines to find which house each child lives in.
- Introduce two friends of Kate, Ken and Caroline: Karen and Curtis.
- Point to Caroline and ask *Where does Caroline live?* Get pupils to answer *Number 11 (London Road)* and then expand their answer to *She lives at number 11*.
- Drill the pronunciation of the question and answer.
- **Pairwork** Pupils work out the tangled lines puzzle. They take turns to ask and answer about where the children live, using the model dialogue given by Nick and Lucy.

Answers

Caroline lives at number 11 London Rd. Ken lives at number 88 Oxford Rd. Karen lives at number 40 Oxford Rd. Kate lives at number 64 Manchester Rd. Curtis lives at number 16 Manchester Rd.

- Point out the different form of the question and answer when you are talking about where a third person lives. Write the *Where does ...?* and the *He / She lives ...* forms on the board.
- Use a map of the British Isles to show pupils where London, Oxford and Manchester are. If your class knows the geography of Britain, organize a quiz. Teams can take turns to point to principal towns and cities on the map.

42 Listen and answer Yes or No.

- Play the recording. Pause the machine for pupils to answer the questions about where the various characters live.

Tapescript/Answers

- Lady** Does Kate live at number 64 Manchester Road?
Man Yes.
- Lady** Does Ken live at number 40 Oxford Road?
Man No.
- Lady** Does Karen live at number 11 London Road?
Man No.
- Lady** Does Karen live at number 40 Oxford Road?
Man Yes.
- Lady** Does Curtis live at number 16 Manchester Road?
Man Yes.

- Ask further questions about the picture on PB p. 37: *Which house does Ken live at?* (number 88) *Who lives at number 11?* (Caroline) etc.
- Ask individuals real questions about other pupils: *Where does Maria live?* etc. If pupils do not know each other's addresses, they must ask in English *Where do you live, Maria?* and then relay the information back in the third person: *She lives at ...* Hand this activity over to pupils as soon as possible.

- Optionally, organize another circulating pair exercise. Write model questions and answers on the board.
- P1 Where do you live?
- P2 I live at (X). (to P1) Where does Maria live?
- P1 She lives at (Y). or I don't know.
- P2 (to P3) Where do you live?
- P3 I live at (Z). (to P4) Where does Pietro live? etc.

Reading and writing (ACTIVITY BOOK p. 37)

1 Complete the sentences. Write the addresses.

- Pupils look at the names and addresses on the envelopes and use the information to complete the sentences.

Answers

- 1 number 23, Spider Street. 2 number 88, Oxford Road. 3 number 16, Manchester Road. 4 number 64, Manchester Road. 5 number 12, Pumpkin Street. 6 number 11, London Road.

2 Complete the sentences.

- Pupils use the same information as in the previous activity to complete the questions and answers in these dialogues.

Answers

- 1 Where do you live, Karen? – I live at number 40, Oxford Road.
2 Where do you live, Ken? – I live at number 88, Oxford Road.
3 Where do you live, Caroline? – I live at number 11, London Road.
4 Where do you live, Curtis? – I live at number 16, Manchester Road.

Ending the lesson

40 Listen and sing.

- Finish by singing the song about Polly the porcupine on PB p. 36.

Lesson Two

Language focus

Rooms in a house

New words

bathroom, bedroom, kitchen, living-room, stairs
bed, cooker, sofa
downstairs, upstairs
laboratory, scientist

Revision / Warm-up

- Ask individuals *Where do you live?* and *Where does (Raymond) live?* to revise the last lesson's new language.

Story presentation (PUPIL'S BOOK p. 38)

43 XYZKOM powder

- The story so far:** Pluto has eaten one of Doctor Rotter's special cookies and turned bright yellow. This proves that the secret powder works, so Doctor Rotter is delighted. His plan to present a golden cockatoo to the San Francisco Bird Club and win the \$1 million prize is going well.
- Before listening, pre-teach the verb *turn*, as in *it turns animals yellow*. Translate once if necessary. Teach *laboratory* and *scientist*.
- Say *Open your books at page 38*. Set two questions for pupils to answer as they listen and read:
 - What is Pluto drinking? (lemonade)
 - Where is the powder from? (a secret laboratory in London)
- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, focus on the information that Luke gives in Picture 3. Help pupils to infer the meaning of unfamiliar language from the context. Ask pupils if they know the names of diseases in Africa and Asia, e.g. malaria and Aids.

Story practice (PUPIL'S BOOK p. 38)

- Ask further questions about the story and the pictures:

What colour is Pluto in Picture 2? (yellow)
Is he in danger? (No.)
What is Captain Shadow holding in Picture 4? (a bottle of lemonade)
Is Pluto happy in Picture 4? Why not? (No he isn't. He doesn't like lemonade.)
- Set two or three of the questions for pupils to write answers.
- Dialogue** Pupils in pairs practise Pictures 1 and 2 only. Go round listening and helping.
- One or two pairs act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 38)

3 Who says this? Write the name.

- Pupils read each line of dialogue and decide who is the speaker. Ask them to do the exercise without looking at the story in the PB, if possible.

Answers

- 1 Luke 2 Captain Shadow 3 Luke 4 Luke
5 Captain Shadow

4 Read and answer: **True (T) or False (F)?**

- Pupils who finish this exercise quickly can write correct versions of the three false statements.

Answers

1 T 2 F 3 F 4 T 5 F

5 Read, then match.

- Pupils match the questions about Dr Rotter's secret powder with the answers.

Answers

1 b 2 c 3 a

Presentation (PUPIL'S BOOK p. 39)

44 Listen and point.

- Say *Open your books at page 39*. Before listening, pre-teach the names of the four rooms in the house by pointing to the picture on the page. Ask about the new items of furniture (*bed, cooker, sofa*): *Where's the sofa? Is it in the kitchen? ... No, it's ...* etc. Drill all the new words.
- Optionally, teach *upstairs* and *downstairs* by pointing to the different storeys of the house. Use questions to elicit each word, e.g. *Where's the bathroom? (It's upstairs.)*
- Ask pupils to listen to the recording and point to the different characters who are mentioned.
- Play the recording again. Pause the machine after each sentence and ask pupils to repeat, first individually then chorally.
- Ask questions about the picture: *Who is in the bedroom? (Ken) What's he doing? (He's playing the guitar.) Where's Curtis? (He's in the bathroom.) Who is in the living-room? (Caroline and Karen) Where's the dog? etc.*

Tapescript

- 1 Caroline and Karen are in the living-room. They're playing cards.
- 2 Curtis is in the bathroom. He's cleaning his teeth.
- 3 Ken is in the bedroom. He's playing the guitar.
- 4 The dog is in the kitchen. He's looking at the tub of ice cream.

45 Who answers Kate? Listen and say the name.

- Before listening, focus on each of the faces in turn. For each character, ask *Where's Ken?* etc. Elicit full sentences beginning *He's* or *She's in the ...*
- Play the recording. Pause the machine after each short dialogue and ask *Who is it?* Ask other questions for variety: *Where is he? ... Are they upstairs or downstairs? ... What's she doing?* etc.

Tapescript

- 1 Kate Where are you?
Ken I'm in the bedroom.
- 2 Kate Where are you?
Karen I'm in the living-room with Caroline. We're playing cards.
- 3 Kate Where are you?
Curtis I'm in the bathroom.

Answers

1 Ken 2 Karen 3 Curtis

Read and match.

- Do the first question orally so that pupils understand the task. Pupils have to read and understand what the people are doing, then decide what room they must be in.

Answers

1 c 2 d 3 e 4 a 5 b

Ending the lesson

- Ask individuals to come out and do mimes for any of the rooms in the house they have learned in this lesson. They ask *Which room is this?* and do their mime e.g. washing face and hands = *bathroom*; yawning and then sleeping = *bedroom*; watching TV or reading the newspaper = *living-room*; breaking eggs and making a cake = *kitchen*. The other pupils watch and guess which room it is.

Lesson Three

Language focus

Rooms and furniture

There's ... , There are ...

Points of the compass

Names of countries (revision)

New words

*north, south, east, west**home*

Revision / Warm-up

- Play Spelling Shark with the names of the rooms in the house and words for furniture.
- If any pupils were unable to do their mimes at the end of Lesson 2 before time ran out, invite them to do them now. The rest of the class must guess which room is being shown.

Reading and writing (ACTIVITY BOOK p. 39)

6 Write the names of the rooms.

- Pupils look at the picture of Lucy's house and write the names for each of the rooms.

Answers

Clockwise from top left: bedroom, bedroom, bathroom, bedroom, kitchen, living-room

7 Read and answer.

- Pupils look at the pictures and decide which rooms of the house the characters must be in. They write their answers accordingly.

Answers

- 1 She's in the bedroom.
- 2 She's in the bathroom.
- 3 He's in the living-room.
- 4 She's in the kitchen.
- 5 They're in the bedroom.

8 Match and write.

- Pupils write the names of furniture below the appropriate picture.

Answers

a sofa b cooker c bed d table

Song presentation (PUPIL'S BOOK p. 40)

46 Listen and say the rap.

- Say *Open your books at page 40*. Before listening, focus on the pictures and ask *What can you see?* Ask questions about the dinosaurs, e.g. *How many monsters are there? ... Look at the monsters in the kitchen: what are they doing?... Can you find the monster in the red socks? Where is he?*
- Play the recording. Pupils listen and follow the text. Play it again and encourage the class to join in.
- Remind pupils of the different structures for singular and plural: *There's a monster* and *There are monsters*. Read one verse of the song and ask pupils to repeat after you, line by line. They should make the distinction between the singular and the plural. Say *Close your books*. Pupils repeat the rap from memory. Prompt them with mimes, e.g. mime *washing up for in the kitchen*.

47 Listen and repeat the rhyme.

- Before listening, present the points of the compass by drawing a cross on the board and marking north, south, east and west on it. Before and after you write each word, drill its pronunciation.
- Play the recording. Pupils listen and follow the rhyme in their books.
- Tell the class *My home is in* (name of your town). *I like* (your town). *I like it best*.
- Play the recording again. Pupils listen and repeat several times, pointing to the actual north, south, etc. from their seats.

Reading and writing (ACTIVITY BOOK p. 40)

9 Look at the map. Complete the sentences.

- If possible, use a world map to revise names of countries, including your pupils' own country. Say *Show me Turkey* etc. Or point to a country and ask *What's this country? ... Is it Italy or Spain?*
- Pupils look at the map and pictures and then complete the sentences.

Answers

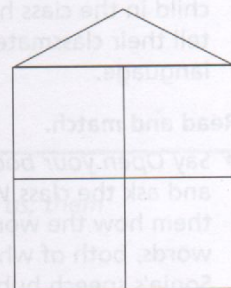
1 I live in Mexico. 2 I live in Brazil. 3 I live in Scotland. 4 I live in Italy. 5 I live in Japan.

10 Answer the questions.

- Pupils write true answers about themselves.

Ending the lesson

- Finish with a simple picture dictation. Say *Draw a house ... Draw downstairs and upstairs*. Draw your own simple outline on the board for pupils to copy.



- Read this description, without doing further drawings yourself:
There's a TV in the living-room. There's a table in the kitchen. There are two beds in the bedroom. There's a big spider in the bathroom.
- Ask questions about the picture: *What's in the kitchen? Where's the spider?* etc.

Extra

- Pupils draw a plan of their own house or apartment and label it. They could also draw small pictures round the side of the plan showing their family doing various things in different parts of the house – watching TV in the living-room, etc. Collect in their plans in due course for display on the walls of the classroom or school.

My World

Language focus

Describing your region or city

New words

pen-friend

coast, kayak, sea lion, seal, totem pole

Chinatown, Chinese food

Materials needed

World map or map of North America

Information leaflets promoting different regions or cities in the pupils' country

Crayons, scissors, glue, etc. for project work

Revision / Warm-up

- Warm up with a game of Question Tennis (see p. 43). As before, teams ask each other *Do you like ...?* or *Does (Peter) like ...?* You can motivate them to look for fresh ideas by awarding two points for each question that they did not ask last time they played.

Presentation (PUPIL'S BOOK p. 41)

- Introduce the topic of Canada by asking a pupil to point to Canada on the map. Ask *What is the capital city of Canada?* (Ottawa) *Can you find it on the map?*
- Ask pupils to tell you what they see when they think of Canada. Build up a word bank on the board: *lakes, mountains, bears, snow*, etc. If any

child in the class has been to Canada, let them tell their classmates about it briefly in their own language.

Read and match.

- Say *Open your books at page 41*. Read the title and ask the class *What's a pen-friend?* Show them how the word is made up of two shorter words, both of which they know. Read out Sonia's speech bubble at the top of the page. Ask if anyone can find Vancouver on the map. Teach *coast of Canada*.
- Say *Look at the pictures of Canada. What can you see?* Pre-teach a selection of the new vocabulary from Mungo's letter, e.g. *kayak, totem pole, seal*, and add the words to your word bank.
- Pupils read the five extracts from Mungo's letter and match them to the photos. Go round and ask pupils to show you which photos belong with which text. If anyone is having serious difficulty, try some simple listening comprehension: *Point to the house*. etc.
- Correct the activity with the whole class. Read each extract aloud and say *Which photo?* Clarify any remaining unfamiliar vocabulary. Ask pupils *Do you eat Chinese food? Do you like it?*

Answers

1 d 2 c 3 a 4 b

Answer the questions

- Ask pupils to read the questions and prepare their answers. Correct the activity with the whole class.

Answers

1 On the west coast of Canada. 2 Stanley Park.
3 Near English Bay, in Vancouver. 4 Swimming and kayaking. 5 Chinese food.

Reading and writing

(ACTIVITY BOOK pp. 41–42)

Draw or stick the pictures to send with your letter.

Use the questions to write about each picture.

- Ensure that everyone understands that they are writing to an English-speaking pen-friend. They are going to draw pictures or take photos to send with their letter. Remind them that everyday things which they take for granted will be of interest to someone in another country.
- Go through the questions and write example answers on the board, eliciting suggestions from different pupils. The last question – *What are the interesting places to see?* – will help pupils think about tourist attractions in their region, e.g. *There's a famous castle near my town.*

Make an information leaflet.

- If possible, show pupils some information leaflets about regions or cities other than their own. Make a list of the kind of attractions that are presented.
- Pupils can work in small groups. Ask them to pool ideas about their favourite places to visit in their town / country. They then create lists of their own five favourites. Go round, listen to their suggestions and help with vocabulary.
- Pupils can continue the activity as homework. Parents may be able to help find photos, maps, etc.

Ending the lesson

- End by singing the song of Polly the porcupine (PB p. 36).

Revision Units 7–9

Materials needed

A dice for each pair and a counter for each child

New words

rocket

Revision / Warm-up

- Sing Melody McSong's song from PB p. 32:
I don't like the rain!

Presentation (PUPIL'S BOOK p. 42)

A rocket race

- Say *Open your books at page 42*. This is another revision board game, played first in teams, then in groups of four.
- Pre-teach the word *rocket*. Draw a sketch on the board or show a rocket on the page.
- Divide the class into four rocket teams: Red, Green, Orange and Yellow. For each rocket there is a different set of five questions which the pupils have to answer on their journey to Mars. Ask each team in turn one of its questions. The team can only move on to the next stage of the race when they have given the correct answer to a question – the questions revise some of the recent new language. The first team to answer all its questions correctly and arrive at Mars is the winner.
- Pupils play the game again in groups of four.
- Pupils take turns to ask each other the questions and make sure that the answers are correct. Go round helping and checking pupils' answers if disputes arise.
- Pupils can play a further round of the game, choosing a different rocket and having to answer different questions on the journey.

Answers

Red rocket: a whale – 22 – playing cards – grey and brown – eating an ice cream

Green rocket: a kayak – 28 – listening to music – orange – eating Chinese food

Orange rocket: a baseball – 52 – playing table tennis – green – playing American football

Yellow rocket: a spider – 29 – writing a shopping list – brown – playing chess

Ending the lesson

- Finish with a game of Spelling Shark. Restrict the choice of words to a single lexical set, e.g. names of animals or words for food.

48 Test

- You should now get the pupils to do Test 3. Go over the instruction and example given for each section and make sure that all pupils understand what they have to do.

Self-assessment

- Give each pupil a photocopy of p. 92. Ask them to read the first three 'I can' statements and decide if they can now do these things. They should colour in the character if they can definitely do it. If they are not sure, they can colour just the speech bubble and come back to it next time. After this they should look at the *How's your English now?* feature on p. 93. Encourage the pupils to think about what they have learned since starting *New Chatterbox 2*.
- Ask individuals to read the captions under the different stars. Pupils colour the star which they think reflects their progress so far.

Reading

- Pupils can now work on Reading Bank Text 3 on PB p. 82.

Be prepared

- For the next lesson, please bring along some small toys, e.g. cars, animals.

Unit 10

Lesson One

Language focus

Object pronouns: *me, him, her, us, them*

New words

hear, see

playground, see-saw, swing

Hide and Seek

Materials needed

Small toys, e.g. cars, zoo animals

Revision / Warm-up

- Pre-teach/revise the verbs *see* and *hear*. Ask pupils to tell you what they can see in the classroom or out of the window. *Can you see a desk? Can you see a tree?* Ask them to make sentences beginning *I can see a / an ...*
- For added fun, place a couple of small items around the classroom before the lesson (toy cars, plastic zoo animals, etc.) in places where they are visible but not obvious. Ask *Can you see a white car? Can you see a giraffe?* etc.
- Say *Let's be very quiet ... What can you hear?* Ask about the noises you can hear at that moment, in the school and beyond: *Can you hear boys and girls? Can you hear the clock?* (point to the clock) *Can you hear cars?*
- Write true examples on the board, e.g. *I can see the playground. I can hear cars.*

Presentation (PUPIL'S BOOK p. 43)

- Say *Open your books at page 43. Focus on the title: At the playground. Ask Is there a playground in our school? or Is there a playground near here?*
- Say *Look at the picture. Who can you see? What are they doing? ... They're playing Hide and Seek. Write Hide and Seek on the board.*
- Ask *What can you see?* Pre-teach or revise *train, tree* and *slide*. Be ready to help with the names of other playground attractions: *swing, see-saw, climbing frame, tyre.*

49 Listen and repeat.

- Play the recording. Pupils listen and read. Play the recording again, pausing at the end of each line of dialogue. Pupils repeat.
- Show on the board how the object pronouns are used in the dialogue instead of the names of the children:

I can hear Lucy and Nick. them

I can hear Nick. him

I can hear Annie. her

- Make sure that pupils understand the masculine / feminine distinction – *him / her* – and the singular/plural difference – *him or her / them*.
- Write examples of the first person singular and plural:
She can't see me. She can't see us.

Answer the questions.

- Do the exercise orally with the whole class. Ask different pupils to read the questions out loud.
- Follow up by drilling the questions using names of your pupils:
T Where's Sonia? Can you see ...
P ... her?
T Where are Joe and Andy? (*gesture for 'All together'*)
P Can you see them? etc.

Choose the right word.

- Give pupils a few minutes to complete the activity, referring to the examples you have written on the board. Then correct the activity together.

Reading and writing (ACTIVITY BOOK p. 43)

1 Write: *me, us, him, her or them*.

- While pupils complete the dialogues, go round and help with language which may be unfamiliar, e.g. *Don't forget me*.
- Correct the exercise by asking different pairs or groups to read each short dialogue out loud.

Answers

1 her / us 2 them / us 3 him / me 4 me / me

2 Complete the sentences.

- Help pupils complete the sentences by telling them that all the missing words are in the list at the bottom of PB p. 43.

Answers

1 her 2 him 3 them 4 me 5 us

Ending the lesson

- Pretend you cannot see a pupil who is actually right in front of you. Pupils complete your sentence:
T Where's Ben? I can't see ...
P ... him.
- Continue, alternating boys' names, girls' names and pairs of pupils who are sitting together (*Where are Emma and Gary?*) in order to elicit *him, her* and *them*.
- Optionally, play Hide and Seek in your school hall or in a suitable area outside. Pupils can only use English during the game, or they are 'out'.

Lesson Two

Language focus

Object pronouns: practice and consolidation

New words

apartment, headquarters, movie, enjoy places

Materials needed

Blindfolds

Revision / Warm-up

- Dictate three sentences for pupils to write: 1 *I can't see him.* 2 *Can you see her?* 3 *I can hear them.*
- Correct the exercise by asking different pupils to come and write the sentences on the board.

Story presentation (PUPIL'S BOOK p. 44)

50 San Francisco

- **The story so far:** Doctor Rotter now knows that the secret powder works: he saw it turn Pluto bright yellow. Pluto is now back to his usual colour, thanks to the lemonade which he reluctantly drank. He and Captain Shadow are following Doctor Rotter and his sisters to San Francisco.
- Before listening, pre-teach the word *movie*. Say *At the cinema you can watch a movie. You can watch a movie on a plane, too.* Teach *apartment*. Draw a simple house on the board, then draw an apartment block next to it, with an arrow pointing to one storey, halfway up. Say *This is a house ... This is an apartment.*

NOTE In British English, a *movie* and an *apartment* would be called respectively a *film* and a *flat*. Tell pupils that American English-speakers have different words for many everyday things. They say *pants* and not *trousers*, *fall* and not *autumn*.

- Say *Open your books at page 44.* Set two questions for pupils to answer as they listen and read:
1 Does Doctor Rotter like the movie? (No, he doesn't.)
2 Where does Peggy-Sue live? (in San Francisco)
- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, check that pupils understand *airport* and, later, *headquarters* from the context. Translate once if necessary. Ask pupils if they can tell you anything about the Grand Canyon. Show some pictures if possible.

THE GRAND CANYON The Grand Canyon in Arizona has been created by half a billion years of erosion by wind and water. It is 446 km in length and plunges, at its deepest, to 1,500 m. You can visit the Grand Canyon by boat, plane or helicopter.

Story practice (PUPIL'S BOOK p. 44)

- Ask further questions about the story and the pictures:
How many people are in Doctor Rotter's taxi in Picture 1? (four)
Doctor Rotter is unhappy in Picture 2. Why? (He's feeling sick.)
What can Captain Shadow see in Picture 3? (the Grand Canyon)
Who is wearing a yellow shirt? (Peggy-Sue)?
Where is Bubble in Picture 6? (in her apartment)
- Set two or three of the questions for pupils to write answers.
- **Dialogue** Pupils in pairs practise Picture 1 only. Go round listening and helping.
- One or two pairs act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 44)**3 Read and answer: True (T) or False (F)?**

- Pre-teach the verb *enjoy*.
- Pupils who finish this exercise quickly can write correct versions of the three false statements.

Answers

- 1 F (Doctor Rotter and his sisters are going to San Francisco.) 2 T 3 F (Doctor Rotter is feeling sick.)
 4 F (Doctor Rotter doesn't like the movie.) 5 T

4 Answer the questions.

- Read through the questions with the class to ensure they are fully understood.

Answers

- 1 No, he doesn't. 2 His sisters, Bubble and Squeak.
 3 The Grand Canyon. 4 Peggy-Sue. 5 Poppy, Bean and Peggy-Sue.

Song presentation (PUPIL'S BOOK p. 45)

- Say *Open your books at page 45. Who can you see? (Help with the children's names if necessary: Kate, Curtis, Ken and Caroline.) Where are they? (In the park. Near the playground.) What are they doing? (They're riding their bikes.)*
- Focus on the title at the top of the page: *Going places*. It means 'travelling' but also, more idiomatically, 'being successful'.

5 Listen and repeat.

- The song provides recycling of all the object pronouns learned in Unit 10. Play the recording once while pupils listen and follow in their books. Play it once or twice more, encouraging the class to join in. Improvise simple actions – pointing to yourself on 'with me' etc. – to reinforce the meaning of the object pronouns. Try saying the rap with all books closed.

Read and match.

- **Transfer** Ask pupils about celebrities (singers, TV and film stars, sports players): *I like* (male star). *Do*

you like him? Ask about male and female stars and also groups of celebrities: pop groups or football teams: *I like Manchester United. Do you like them?* Ask pupils to make questions in the same way about people or groups that they like.

- Focus on 'Read and match'. Pupils match the sentences on the left with the sentences on the right which mean the same thing, but use object pronouns instead of people's names.

Ending the lesson

- Play 'Pass the Pencil', a simple guessing game.
- One child comes out and is blindfolded or has their back turned to the class. They count slowly up to 10. While they are counting, the pencil is passed in any direction from pupil to pupil round the class.
- The 'counter' calls *Stop!* and the person who has the pencil at that moment hides it quickly. The counter then turns round and makes guesses: *Who's got the pencil? I think it's him* (pointing at a boy) or *I think it's her* (pointing at a girl). The pupils answer either *No, it isn't me* or *Yes, it's me*.
- Play several rounds. Let pupils take over and run the whole game as soon as possible.

Lesson Three**Language focus**

Vocabulary consolidation

Revision of questions: *Does he / she like ...?*

Do they like ...?

New words

guess

Materials needed

Scraps of paper to cover Bingo squares

Revision / Warm-up

- Try a memorization game with an element of writing. Write a sentence on the board: *I like her*. Give pupils ten seconds to memorize it without writing it down. Rub it off the board then ask pupils to write the sentence in their notebooks. Continue in the same way, with *Do you like him? I can't see them. I Can you hear me?*
- Chant the *Going places* rap with all PBs closed if possible.

Reading and writing (ACTIVITY BOOK p. 45)**5 Complete the sentences. Use words from the box.**

- Pupils must choose the correct object pronouns to complete the speech bubbles.

Answers

- 1 her 2 her 3 him 4 me 5 us 6 them

Presentation (PUPIL'S BOOK p. 46)**Bingo!**

- Pupils choose a block of any six pictures together from anywhere on the page. Their pictures must be next to each other vertically and/or horizontally. They cover up all the other pictures outside their block with pieces of paper.
- Play Bingo by calling out words for any of the pictures on the page at random. Pupils cover each of their chosen pictures that they hear you name. The first person to cover all six pictures in their block calls out *Bingo!*
- Play two or three rounds. Pupils choose different blocks of pictures each time.
- **Pairwork** Pupils take turns to name any picture on the page. Their partner listens and responds by pointing to the named picture and word. The aim is to go as fast as possible, playing Word Tennis backwards and forwards in this way, until one of the pair makes a mistake. They can keep scores. Go round helping.

Practice

- Revise the question *Does (Mary) like ... ?* by asking pupils to guess about their classmates' likes and dislikes. Ask, for example, *Does Simon like dogs?* If they do not know, say *Guess*. Insist on full answers: *Yes, he does* or *No, he doesn't*. Then ask Simon for confirmation: *Do you like dogs?*
- Ask plural questions: *Do Nina and Amy like football?* Write examples of both questions on the board – singular and plural. Point out the differences in the forms of the question words (*Does ... / Do ...* etc.) and underline them.

Reading and writing (ACTIVITY BOOK p. 46)**6 Write: Do or Does.**

- Let pupils do the activity alone, then correct it with the whole class.

Answers

1 Does 2 Does 3 Do 4 Does 5 Do

7 Write the words in the right group.

- Start by giving one example of your own for each group: *apples / cooker / football*.

Answers

Things we eat: cheese, butter, peanuts, eggs, peas

Things in a house: desk, chair, sofa, table, bed

Sports: athletics, swimming, table tennis, basketball, cycling

Ending the lesson

- Play Spelling Shark with any vocabulary learned so far. Tell pupils what category your word belongs to, e.g. (for *flower*) *It's a thing we see in spring and summer*.

Unit 11

Lesson One**Language focus**

Talking about daily habits and routines: Present simple

Adverbs of frequency: *always, usually, sometimes, never*

Telling the time (whole hours only)

New words

have a shower, put on, wash

breakfast, cereal, late

o'clock

Materials needed

A teaching clock

Revision / Warm-up

- Play a guessing game to revise *Do you like ...?* Ask one pupil to come out. Whisper or give a slip of paper to the pupil with the name of any known food on it. The other pupils take turns to guess which food it is in less than ten questions, asking *Do you like pizza? ... salad? ... sugar?* etc. The challenger answers *No, I don't*, until one pupil asks about the right food, when she/he must answer *Yes, I do*. Play several rounds.

Presentation (PUPIL'S BOOK p. 47)**52 Listen and read.**

- Say *Open your books at page 47*. Play the first part of the recording up to the 'listen again' rubric. Pupils listen and read the story about Daisy's morning habits and routines. Some of the words are new – do not discuss these beforehand.
- Play the first part of the recording again. Pause the tape after each phrase or short sentence for the pupils to repeat. Help them to pronounce the third person singular –s ending clearly, to focus their attention on it.
- Play the recording once more, pausing as before, but now asking individuals to read aloud after each section.
- Ask pupils to suggest possible meanings of the words *puts on (clothes), wash, and breakfast*, from their context and from the pictures. (Some of this vocabulary may have been encountered before in optional activities.) Show the pictures or mime the actions to confirm or correct their guesses. From the context of the whole story, ask pupils to say what they think *late* must mean. Drill each new word as it is discussed.

- Point out the -s ending on the verbs describing what Daisy does in the morning and remind pupils of the verbs they have already met which have the same ending when talking about a third person: *like(s)*, *eat(s)* and *live(s)*.
- Teach the three adverbs of frequency – *always*, *usually* and *never* – with real examples: *Giraffes are always tall – they are never short. Elephants are always grey – they are never yellow. Snow is always cold – it is never hot. Jeans are usually blue, but they are sometimes black. The Komodo dragon usually eats small animals, but sometimes it eats people.* Support the meaning of these contrasts with gestures and facial expressions. Drill the pronunciation of the new adverbs.
- Use a teaching clock or draw a clock on the board. Put your clock at 7.00 and ask *What time is it?* Elicit *It's seven o'clock.* Practise with other times ending in *o'clock*.

Listen again, and point.

- Pupils now hear the account of Daisy's morning again, but the sentences are in the wrong order. Play the second part of listening 52. Pupils must listen and point to the correct picture.

Tapescript

- 1 She usually eats a bowl of cereal for breakfast.
- 2 She has a quick wash in the bathroom.
- 3 She gets on her bicycle and she rides to school.
- 4 She always gets up late.
- 5 She never cleans her teeth after breakfast.
- 6 She always arrives at school late.

Ask and answer: Yes, I do. or No, I don't.

- Ask Yes/No questions about Daisy's morning habits, e.g. *Does Daisy get up late? Does she have a shower?* (mime taking a shower) *Does she eat cheese for breakfast? Does she clean her teeth?* etc. Pupils will answer Yes or No. Expand their answers to proper short answers – *Yes, she does* or *No, she doesn't* – and help them to use these short answers every time.
- **Transfer** Ask pupils about their own morning habits and routines, using the same new vocabulary: *Do you get up late? Do you have a shower? Do you eat bread and honey for breakfast? Do you always clean your teeth?* etc. Again, help pupils to use short-form answers by expanding their Yes or No to *Yes, I do* or *No, I don't*.
- **Pairwork** Pupils in pairs take turns to ask and give short answers about their own morning habits, using the five questions below the pictures. Go round helping and asking extra questions about pupils' partners, e.g. (to Mary's partner) *Does (Mary) eat cereal for breakfast?* etc.

- Pupils may also write answers to the five questions.

Reading and writing (ACTIVITY BOOK p. 47)

1 What time does Ken get up? Draw lines to find the right times.

- Pupils trace the paths through the maze from each of the bubbles to one of the clock faces and then write in the correct times in the bubbles.

Answers

Ken gets up at six o'clock. / He has a shower at six o'clock. / He eats his breakfast at seven o'clock. He eats bread and honey. / He cleans his teeth at eight o'clock. / He catches the bus at nine o'clock.

Complete the sentences.

- Pupils then use the completed times in the bubbles in the maze to fill in the gaps in the sentences in Ken's speech bubble below, using the same verbs in the first person form. Point out that there is no -s on the end of the verb.

Answers

I get up at six o'clock. I have a shower at six o'clock too. I eat my breakfast at seven o'clock. I eat bread and honey for breakfast. Then at eight o'clock I clean my teeth. And at nine o'clock I catch the bus to school.

Ending the lesson

- Play a few games of picture Bingo using PB p. 46, as in the last lesson.

Lesson Two

Language focus

Present simple (habits and routines) continued

New words

cage, driver, fast, work (verb), zoo homework

Revision / Warm-up

- Books closed. Write three anagrams on the board for pupils to solve. Hold up your PB open at the story of Daisy getting up on page 47. Say *The three words are on page 47.*
v e r n e (never), u l l a s y (usually), s w a l y a (always).

Story presentation (PUPIL'S BOOK p. 48)

At San Francisco Zoo

- **The story so far:** The action has now moved to San Francisco where Doctor Rotter has his headquarters. Captain Shadow and Pluto have met up with Poppy and Bean and their American cousin, Peggy-Sue. Doctor Rotter's plan is moving into its final and crucial stage.

- Before listening, pre-teach zoo. Ask *What's in a zoo?* and elicit words for typical zoo animals. Write the sentence *Bubble sometimes works at the zoo*. Explain the verb *work* which pupils have not met in this sense. Say *I work in this school*.
- Say *Open your books at page 48*. Set two questions for pupils to answer as they listen and read:
 - 1 Bubble isn't in the taxi with Doctor Rotter. Why? (She's at the zoo.)
 - 2 Doctor Rotter is happy. Why? (He's got a white cockatoo. He can turn it into a golden cockatoo and win the money.)
- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, focus on any remaining unfamiliar vocabulary. Say *Point to the driver*. Help pupils to guess what Rotter means when he says *'Fast!'* to the driver. Later, when he says *Good job!* to Bubble, he is using an American idiom which would be expressed in British English as *Well done!* And *Research Center* would be written *Research Centre* in British English. Alert pupils to these differences to raise their language awareness, but do not expect them to memorize them.

Story practice (PUPIL'S BOOK p. 48)

- Ask further questions about the story and the pictures:

Who is watching Doctor Rotter in Picture 1? (Poppy, Bean and Peggy-Sue)

Where are the children meeting Captain Shadow? (at the zoo)

What is Bubble wearing in Picture 4? (a white coat)

What is in the cage? (a white cockatoo)

Is it Doctor Rotter's bird? (No, it isn't.)

Where is Doctor Rotter going in Picture 6? Guess! (Possible answer: He's going to his apartment. He's got secret powder for the cockatoo.)
- Set two or three of the questions for pupils to write answers.
- **Dialogue** Pupils in pairs practise Picture 2 only. Go round listening and helping.
- One or two pairs act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 48)

2 Look at this puzzle. Can you help Captain Shadow?

- Pupils use the coded tickets to help Captain Shadow read the secret message below.

Answer

Doctor Rotter and his sisters are in San Francisco. They've got a plan and they are going to the zoo.

3 Read Peggy-Sue's sentences.

- Pupils read Peggy-Sue's notes on the habits and routines of Rotter and his sisters. Her notebook

got wet in the rain. Pupils must decide what Peggy-Sue has written and then copy it neatly for Captain Shadow.

Answers

1 They get up at ten o'clock. They always have breakfast in a café. 2 Bubble sometimes works at the zoo. 3 Bubble works in the Research Center at the zoo. She sometimes works in the Bird House.

Presentation (PUPIL'S BOOK p. 49)

Read.

- Say *Open your books at page 49*. Pupils can read about Kate and Lucy quietly to themselves, or you can read the text aloud, pausing before words which pupils know and encouraging them to say them: *honey, snakes, school, TV ...* If they do not know the word *homework*, show them how it is made up of two words they have already met: *home* (the rhyme on PB p. 40) and *work* (the story on p. 48). Translate once if necessary.

54 Listen. Is it Kate or Lucy?

- Play the recording straight through once. Play it again, pausing the machine after each statement. Pupils listen, look at the account of Kate's day and Lucy's day, and decide which of the two is being described. Ask them to point to the correct picture and say *Kate* or *Lucy*.

Tapescript / Answers

She usually eats worms for breakfast. (Lucy)
 She never watches TV. (Kate)
 She sometimes eats bread and honey. (Kate)
 She always plays basketball after school. (Lucy)
 She usually eats cereal. (Kate)
 She always reads a book after school. (Kate)
 She never remembers her homework. (Lucy)

What about you? Make sentences.

- Pupils use the picture prompts to make sentences about their daily routine. Do the first one or two as examples, eliciting ideas from different pupils.
- Let pupils practise in pairs for five minutes, telling each other about their routine. Go round listening and helping.
- Bring the class together again. Elicit suggestions for each item from as many pupils as time allows.

Ending the lesson

- Try a game of Bingo with times. Pupils draw three round clock faces showing different times – whole hours only. Read out times at random – *nine o'clock ... two o'clock*, etc. Pupils cross off their clocks in the usual way.

Lesson Three

Language focus

Present simple (habits) with clock times

New words

*sausages, lunch, before bed
in the morning, in the evening*

write in pen / pencil

What time ...?, When ...? (for understanding only)

Revision / Warm-up

- Play one or two games of 'Pass the pencil' to revise object pronouns.
- With books still closed, play the recording from PB p. 49 ('Is it Kate or Lucy?'). Pause the machine after each sentence and ask pupils to repeat.
- Ask pupils to repeat the sentences they made about their daily routine in the last lesson, using *always, usually, sometimes* and *never*.

Reading and writing (ACTIVITY BOOK p. 49)

4 Complete the sentences. Choose a word from the box.

- Pupils use the verbs in the box to complete Lucy's account of her daily routine.

Answers

1 get up 2 eat 3 clean 4 catch 5 arrive

5 Answer: Yes, I do. or No, I don't.

- Pre-teach *lunch* and *before bed*. Go through the exercise orally, then let pupils write answers which are true for themselves.

Song presentation (PUPIL'S BOOK p. 50)

Read and match.

- Use the first two sentences to demonstrate the difference between *in the morning* and *in the evening*. Give pupils a few minutes to match the sentences to the clocks, working individually. Correct the activity by reading the sentences and ask pupils to give you the letter of the corresponding clock.

Answers

1 c 2 e 3 f 4 a 5 b 6 d

55 Listen and sing.

- Present and practise the song in the usual way by playing the tape two or three times and encouraging pupils to sing along as soon as possible, doing the appropriate actions to go with each verse as they sing: 1 opening their eyes and stretching; 2 cleaning their teeth; 3 eating; 4 staring at the TV.
- **Transfer** Ask pupils about their own routines for particular times of day, e.g. *Do you watch TV in*

the morning? What time do you usually watch TV? When do you usually have lunch? etc.

- Ask pupils about each other: *When does (Mary) have lunch? What time does she usually go to bed? etc.*

Reading and writing (ACTIVITY BOOK p. 50)

6 Look at the desk in Kate's bedroom.

- Pre-teach the expression *write in pen / pencil*. With a real pen and pencil, pretend to write and say *I always write in pen. I never write in pencil*. Ask different pupils *Do you usually write in pen? ... or in pencil?*

7 Right or wrong? Write: ✓ or X.

- Focus on the picture of Kate's desk. Pupils must act as detectives here. They look at the picture and deduce what Kate's habits and interests must be, from the evidence of the objects on her desk. They decide accordingly whether the statements below are right (✓) or wrong (X).

Answers

1 X 2 ✓ 3 ✓ 4 X 5 X 6 ✓ 7 X 8 ✓

Ending the lesson

- Play a game of 'Do you sometimes ...?' Ask one pupil to come to the front. Whisper or give him/her a slip of paper with a habit or pastime written on it, e.g. *play tennis* or *eat sausages for lunch* or *play football in the playground*. The other pupils take turns to guess what habit or pastime it is in less than ten questions, by asking *Do you sometimes go to the beach? Do you sometimes eat ice creams?* etc. The challenger answers *No, I don't. I never go to the beach – or whatever – until someone asks about the correct activity. Then the challenger must answer Yes, I do. I sometimes ...*
- The game can be made easier by asking the challenger to do a simple mime of the activity before the questioners begin, to give them a clue. Play several rounds.

Unit 12

Lesson One

Language focus

Days of the week

New words

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
on Mondays etc.
school garden

Materials needed

A calendar

Revision / Warm-up

- Sing the *This is the way ...* song, with actions (PB p. 50).
- Play an Associations game. Say the name of any of the four rooms in the house. Pupils in pairs then work together, trying to think of and write down within a two-minute period as many words as possible they associate with that room, e.g. *kitchen – food* (and any words for specific foods), *table, fridge, eat ...*
bathroom – shower, water, clean, face, hands, teeth, clothes (and clothes words) ...

Presentation (PUPIL'S BOOK p. 51)

56 Listen and repeat.

- Before listening, show the class a calendar in English or in their own language. Point to today's date and say *Today is Wednesday* – or whatever day it is. Ask the class to repeat: *Wednesday*.
- Play the recording several times. Encourage pupils to join in the chant as soon as they can. Finally, chant without the recording.

57 Listen and answer: What day of the week is it?

- This activity moves pupils towards more extensive listening. Pupils need not understand every word: the aim is to pick up specific details of information with which to make simple inferences.
- Before listening, ask questions about the pictures to reactivate vocabulary: *Look at 'Monday': where are they? ... Look at 'Tuesday': what are they doing?* etc. Pre-teach the expression *school garden* and explain the concept using mime: *It's in the playground, maybe in the corner. Children plant flowers and water them.*
- Pause the machine after each short dialogue. Pupils identify the day, like Ken in the picture: *It's Wednesday* etc.

Tapescript / Answers

Boy Let's go to the cinema after school today.
Girl No – we've got football at four o'clock this afternoon. Remember?

Boy Oh, right.

(Wednesday)

Boy I usually play table tennis after school with my friends. But we sometimes play basketball.

(Tuesday)

Girl We usually help my dad with the shopping in the morning, and sometimes we go to the café with him for a donut. My dad likes donuts.

(Saturday)

Girl What are you doing now?

Boy It's Computer Club this afternoon. Are you coming?

(Friday)

Ken Where are you going?

Boy & girl We're going to the school garden. Come and help us.

Ken OK.

(Monday)

Ken Hi! It's Ken here. Can you come round to my place this afternoon to play that new video game?

Boy I can't, Ken. We're going to visit my Gran and Grandpa this afternoon.

(Sunday)

- One day is missing from the days mentioned. See if pupils can tell you which day it is. (Thursday)

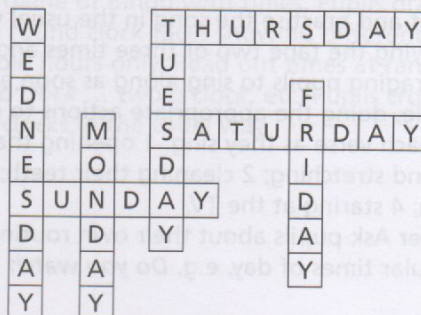
Practice

- Show the use of the days of the week with a few real sentences, using *on + day of the week* (plural), e.g. *I usually go to the supermarket on Saturdays. On Sundays I sometimes go to the beach.*
- Ask pupils about things they *always, usually or sometimes* do on different days of the week, using Yes/No questions:
T Do you sometimes go to the cinema on Saturdays? P Yes, I do.
T Do you always come to school on Mondays?
P No, I don't.
Change to *Wh*-type questions and help pupils to answer using *on + day of the week*.
T Where do you usually go on Sundays?
P I usually go to the beach on Sundays.

Reading and writing (ACTIVITY BOOK p. 51)

1 Complete the crossword with the days of the week.

- Pupils complete the days of the week crossword.



2 Read Captain Shadow's diary. Write a day of the week under every picture.

- Pupils read the diary, look at the pictures, and decide which days the pictures represent.

Answers

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

Ending the lesson

- Have a 'Days of the week' race on the board. Write the days of the week randomly across the board. Pupils come out and race against each other to find the name of each of the days of the week, as you call them out in a different random order.

Lesson Two

Language focus

School subjects

Days of the week (revision)

New words

later, try (verb)

Art, Geography, History, Maths, Music, Science, Sport
lesson

Revision / Warm-up

- Set up a Days-of-the-week chain round the class. Pupils in turn – or at random according to who you point to – say the names of the days as fast as possible. They are 'out' if they hesitate or say the wrong day. Do this once with books open, then a second time with books closed.
- Write any two or three of the following days-of-the-week anagrams on the board for the pupils to work out in pairs: YARDIF (Friday), DANYUS (Sunday), YODMAN (Monday), TYRASHUD (Thursday), DEADYNEWS (Wednesday), AYASTRUD (Saturday), SAUDETU (Tuesday).

Story presentation (PUPIL'S BOOK p. 52)

58 The Golden Cockatoo

- The story so far:** Doctor Rotter's sister Bubble has stolen a white cockatoo from the San Francisco Zoo, where she works. Captain Shadow saw her hand the bird over to her brother. Now the Captain is sure that they are going to use the secret powder to turn the white cockatoo golden, and win the \$1 million prize.
- Say *Open your books at page 52*. Set two questions for pupils to answer as they listen and read:
 - What is Peggy-Sue doing on Sunday morning? (She's watching Doctor Rotter's apartment.)

2 Does the cockatoo eat the cookie? (Yes. The cockatoo is golden in Picture 8.)

- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, focus on any vocabulary which pupils do not recognize. Help them understand *Two minutes later* (Picture 7) from the context.

Story practice (PUPIL'S BOOK p. 52)

- Ask further questions about the story and the pictures:

Who is in the laboratory? (Doctor Rotter, Bubble and Squeak)

Does the cockatoo like cookies? (No, it doesn't.)

Where is Bubble in Picture 6? (in the cable-car)

What colour is the cable-car? (red and orange)

Where is Doctor Rotter in Picture 8? (at Fisherman's Wharf)
- Set two or three of the questions for pupils to write answers.
- Dialogue** Pupils in pairs practise Pictures 3 and 4 only. Go round listening and helping.
- One or two pairs act out the dialogue.

NOTE In this episode of the story we see or hear mentioned several sights of San Francisco.

Districts Chinatown is a colourful neighbourhood of Chinese restaurants and shops. The name can be used to denote the Chinese quarter of any city. North Beach is an exclusive district of luxury hotels and shops. Once a modest if picturesque waterfront, Fisherman's Wharf is now a crowded area of trendy shops and small restaurants. The districts of central San Francisco are connected by the city's famous cable-cars. San Francisco is built on seven hills, some of which are extremely steep.

Story comprehension (ACTIVITY BOOK p. 52)

3 Read and match.

- Pupils match the lines of dialogue to the characters who spoke them – without looking at the PB, if possible.

Answers

1 e 2 b 3 a 4 c 5 d

4 Right or wrong? Write ✓ or X.

- Children answer the questions by remembering (or looking back at) the PB story.

Answers

1 ✓ 2 X 3 X 4 ✓ 5 X

5 Answer this question.

- Read the question and see if pupils can guess the sense of *trying to do with ...* Translate once if necessary. If pupils have trouble answering, write a jumbled sentence on the board: *one / trying / to / dollars. / He's / million / win*

Answer

He's trying to win one million dollars.

Presentation (PUPIL'S BOOK p. 54)**Read.**

- Say *Open your books at page 54. What can you see?* Elicit words for anything pupils can name in the pictures. Point to the picture of Dan and say *This is Dan. Where does he work?* (in a café) Explain that *diner* is another word for *café* – an American word, in fact, but widely understood in Britain.
- Pre-teach a selection of words from the text, e.g. *bacon, vegetables, popular, delicious, daughter*. Write two pre-reading questions on the board and ensure they are understood:
 - 1 *When does Dan open the café?* (at eight o'clock)
 - 2 *What is in his special fish dish?* (fish, eggs and potatoes)
- Ask pupils to read the text: they need not try to understand every word.
- Point to the two pre-reading questions and elicit answers.
- Read the text aloud slowly. Tell pupils to put up their hands each time you say a word for *food*. Pause at the end of each section to focus on unfamiliar vocabulary, using the pictures to clarify meaning wherever possible, e.g. *market*.

Answer the questions.

- Give pupils a few minutes to discuss and answer the questions in pairs. Encourage them to guess unfamiliar vocabulary. Correct with the whole class.

Answers

1 In a café in London called 'Dan's Diner'. 2 At six o'clock. 3 He goes to the market. He buys vegetables and fruit. 4 A special fish pie. 5 He goes to the playground with his daughter.

60 Listen and repeat.

- Play the recording and explain new vocabulary. Play it again and ask pupils to repeat.

Reading and writing (ACTIVITY BOOK p. 54)**9 Can you read this message?**

- Pupils read the mirror-written message then copy it out the right way round. They then decide if the statements below are right (✓) or wrong (✗). Explain *wants* (to), which may be unfamiliar.

Answers

1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✗

Ending the lesson

- Play a few rounds of the Spelling Shark with the new words for food that appear on PB p. 54.

My World**Language focus**

Talking about things pupils can do at their school

New words

break (noun), *city farm, school play, tag*

Materials needed

A calendar

Crayons, scissors, glue, etc. for project work

Revision / Warm-up

- Warm up with the *This is the way* song (PB p. 50).
- Ask *What time do you get up? ... start school? ... have lunch? ... go to bed?* Ask pupils to say to the nearest hour. Get pupils to ask and answer.

Presentation (PUPIL'S BOOK p. 55)

- Focus on the title and make sure everyone understands the word *week*. Point to your calendar and say *There are seven days in a week*.
- Read Sonia's speech bubble. Ask *Where is Sonia's school?* (London) *Who is her new friend?* (Adam)

Read and match.

- Pupils read the two dialogues. In each, the children are talking about two of the scenes shown on the right. Pupils can discuss in pairs and decide which scenes are referred to.
- Explain any unfamiliar vocabulary and concepts, e.g. *City Farm, tag*.

CITY FARMS The aim of city farms is to give city children some insight into agriculture and farm animals. Typically, visitors can see cows, sheep, pigs and poultry. City farms are often created on reclaimed waste ground.

TAG is an age-old playground game. The terminology differs from region to region, but generally one child is 'It' and has to chase the others. When they succeed in touching someone, that child is 'It'.

Answers

1 b, d 2 a, c

Now write the name of ...

- Pupils can work alone or in pairs to find the answers.

Answers

1 Computer Club 2 tag 3 football 4 sheep, goats

Reading and writing

(ACTIVITY BOOK pp. 55–56)

What is your timetable of lessons at school this year?

- Pre-teach any subjects on your school curriculum not covered in Unit 12: Social education, environment, your pupils' own language, any other foreign languages they study, etc.

If necessary, adapt the subject names and questions for your school.

- Pupils complete the timetable, including the clock faces. If they have a morning or afternoon *Break*, tell them to write it in in the correct place.

Draw or stick pictures of some of your teachers.

What lessons do they teach?

- Pupils draw pictures and write the names of any specialist teachers they have. They can stick in photos if these are available. Pre-teach titles: Mr / mista /, Mrs / misiz / and Miss / mis /.
- Go round and ask pupils to point to their pictures and read complete sentences.

Answer these questions about your lessons.

- Pupils first answer the questions for themselves, then interview two friends. They write the names of their friends at the top of the columns.

Make a scrap-book page.

- Read through the tasks and ensure they are understood.

Ending the lesson

- Books closed. Say *Listen. What day is it? ...* Go on to describe any recent day in your pupils' week. Mention school subjects, weather, pupils' birthdays, etc. Use mime and gesture to underline new language. Use past tenses for receptive understanding only, e.g. *We went to the museum.* Pupils say which day you are describing.
- Ask pupils *What's your favourite day? ... Why?*

Revision Units 9–12

Materials needed

A coin for each pair and a counter for each child

Revision / Warm-up

- With books closed, play the recording which accompanies the *Late for school* sequence on PB p. 47. Play it once for pupils to mime what Daisy is doing in each scene. Play it once more, pausing after each sentence and asking pupils to repeat.
- With books closed, reactivate object pronouns by playing the recording of the Hide and Seek game on PB p. 43. Pause after each line and ask pupils to repeat.

Presentation (PUPIL'S BOOK p. 56)

The GO! STOP! game

- The board game is played in pairs. A coin is used rather than a dice. One pupil flips a coin. The

'heads' side of the coin means Go, the 'tails' side means Stop, i.e. the pupil cannot move on to the next section of the game.

- Pupils take turns to flip the coin, trying to move on to the next frisbee. Each frisbee gives them a task to accomplish.

Ending the lesson

- Finish with one or two games of Bingo (PB p. 46).

61 Test

- You should now get the pupils to do Test 4. Go through each section and make sure all pupils understand what they have to do.

Self-assessment

- Ask pupils to look at their photocopies of p. 92. Ask them to read the three 'I can' statements numbered 10–12 and follow the colouring in procedure as for previous units. After this they should complete the *How's your English now?* feature for Units 10–12 on p. 94 in the usual way (see p. 23).
- Ask individuals to read the captions under the different stars. Pupils colour the star which they think reflects their progress so far.

Reading

- Pupils can now work on Reading Bank Text 4 on PB p. 83.

Unit 13

Lesson One

Language focus

Months of the year

New words

month

January, February, March, April, May, June, July, August, September, October, November, December

Revision / Warm-up

- Play another game of Associations (see p. 32). Write up the names of two days of the week on the board: *Monday* and *Saturday* or *Sunday*. Then say the following words slowly, repeating each one once: *book // school // cinema // swimming pool // Maths // park // desk // lesson // teacher // relax // play //*
- Pupils listen and decide which of the two days of the week each word goes best with.

Presentation (PUPIL'S BOOK p. 57)

62 Listen and repeat.

- Say *Open your books at page 57*. Play the recording. Pupils listen to the names of the months once through and read the names in their books. On the second time through they repeat the months all together in the pauses.
- After listening, teach the word *month*. Point out that the names of the months always start with a capital letter in English.

63 Listen and point. Ask and answer.

- Play the recording. Pupils will hear the description of what the children are doing in six of the pictures. They point to the right picture and say what month it is.
- Model the 'Ask and answer' by describing one of the remaining months, as in the recording, e.g.
T They're playing in the snow. What month is it?
P February.
- Pupils work in pairs, taking turns to ask and answer in the same way. You may wish to write on the board a prompt for each month, to help the questioner. Beginning with *January* these would be: *snowing / playing football / riding / climbing / tennis / ice creams / swimming pool / cookies / party / reading / letters.*

Tapescript / Answers

- 1 They're having a Halloween party. What month is it? // (October)
- 2 They're writing letters to Father Christmas. What month is it? // (December)
- 3 They're riding their bicycles. What month is it? // (April)

- 4 They're at the swimming pool. What month is it? // (August)
- 5 They're eating ice creams. What month is it? // (July)
- 6 They're making cookies. What month is it? // (September)

Game

- Play a short memory game with the class. They close their books and listen to you describing what is happening in any of the pictures on PB p. 57. They have to remember which month it is.
- Continue the game by giving the name of the month only and then asking *What are they doing?* Pupils describe what the children are doing without looking back at the page.

Reading and writing (ACTIVITY BOOK p. 57)

1 Write the names of the months.

- Pupils write in the names of the missing months and then colour in the calendar pictures.

Ending the lesson

- Chain the names of the months around the class.
- Have two or three board races with the names of the months written at random across the board, as in previous letter and number races.

Lesson Two

Language focus

Ordinal numbers: *first, second, third*, etc.

Specifying days and dates

Preposition of time: *on* + specific dates

New words

bowl, money, pour

first, second, year

I think ..., Amazing!

seasons

Revision / Warm-up

- Chant the months of the year all together in a rhythmic way, as in the last lesson. Begin the chain like this: *There are twelve months in the year ...,* to teach the word *year*.
- Play the recording from Lesson 1 again. Pause after each description and ask pupils to write the month in their notebooks. Strong classes can try the exercise without looking at the words for months on PB p. 57.

Story presentation (PUPIL'S BOOK p. 58)

64 One million dollars!

- **The story so far:** Doctor Rotter has stolen a white cockatoo from the San Francisco Zoo. He has fed it the secret powder to turn it golden. He hopes to win the \$1 million prize.

- Before listening, revise the meaning of *bowl* and *money* using sketches on the board. The bowl should look something like the cockatoo's feeding bowl in Picture 4.
- Say *Open your books at page 58*. Write two questions for pupils to answer as they listen and read. Translate *good idea* once, if necessary. Pre-teach *first* and *second*.
 - 1 What is Captain Shadow's first good idea? (to give the cockatoo lemonade)
 - 2 What is Captain Shadow's second good idea? (They can catch Doctor Rotter and his sisters at the Golden Gate Bridge.)
- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, focus on any remaining unfamiliar vocabulary, e.g. *I think ...*, *Amazing!*, *pour*.

Story practice (PUPIL'S BOOK p. 58)

- Ask further questions about the story and the pictures. Pre-teach *judge*: pupils will need to know it for the AB exercises.
What are Doctor Rotter's false words in Picture 1? ('real', 'Golden')
What is in the bag in Picture 2? (money: one million dollars)
In Picture 4 the judge is unhappy. Why? (Doctor Rotter's cockatoo isn't a Golden Cockatoo.)
Where is Doctor Rotter going in Picture 5? (to the boat)
Where is Captain Shadow going in Picture 6? (to the Golden Gate Bridge)
- Set two or three of the questions for pupils to write answers.
- **Dialogue** Pupils in pairs practise Picture 5 only. Go round listening and helping.
- One or two pairs act out the dialogue.
THE GOLDEN GATE BRIDGE The suspension bridge which spans the entrance to San Francisco Bay was completed in 1937. Spanning an incredible 2.7 kilometres, the bridge was the vision of engineer Joseph Baermann Strauss. Its distinctive colour – 'International Orange' – was chosen by designer Irving Foster Morrow. Strauss said that the colour reminded him of the Grand Canyon.

Story comprehension (ACTIVITY BOOK p. 58)

- 2 Who says this? Write the name. Put the sentences in the right order. Write a–f.
- Pupils identify the speaker of each line of dialogue – without referring to the PB, if possible. They then write letters a–f to show the order of the lines of dialogue in the story.

Answers

- | | |
|----------------------|---------------------|
| 1 Captain Shadow (d) | 4 A judge (e) |
| 2 The cockatoo (c) | 5 Doctor Rotter (a) |
| 3 A judge (b) | 6 Peggy-Sue (f) |

3 Read and answer: True (T) or False (F)?

- Pupils who finish quickly can write true versions of the two false sentences.

Answers

1 F 2 F 3 T 4 T 5 T

Presentation (PUPIL'S BOOK p. 59)

- Say *Open your books at page 59*. Focus on Annie's question *What's the date today?* Drill it once or twice. Read her mother's reply. Explain what April Fool's Day is, if necessary (i.e. a day when people traditionally play jokes on each other before midday to catch an 'April fool').
- Read the dates on the calendar for April one by one, pointing at each date in turn: *The first of April. The second of April. The third of April.* etc. Pupils listen and repeat each one after you.
- Go through the ordinals from *first* to *fourteenth* again slowly. Pupils listen and repeat.
- Show how the written ordinal numbers after *first*, *second* and *third* are similar to the cardinal numbers, except for the spelling changes for *five* → *fifth* and *twelve* → *twelfth*. (In these two cases there is a small pronunciation change also.) All the other ordinal numbers simply add *-th* to the end of the cardinal number: demonstrate this on the board.
- Show also how the ordinal numbers beyond *fourteenth* and up to *thirty-first* (for dates) are made in the same way, with the written ordinals from *twenty-first* upwards being hyphenated, as cardinal numbers are.

NOTE From now on, at the beginning of lessons, ask *What's the date today?* and write the date in English on the board when pupils answer.

65 Listen and repeat.

- Pupils listen to six dates and repeat slowly, paying attention to pronunciation of the ordinal numbers.

Tapescript

- 1 It's the first of April.
- 2 It's the fifth of April.
- 3 It's the third of April.
- 4 It's the fourth of April.
- 5 It's the sixteenth of April.
- 6 It's the twentieth of April.

66 Listen and point at the right date.

- Before listening, tell pupils when your birthday or name day is, using the preposition *on*: *My birthday is on the twenty-first of September*. Ask individuals when their birthday is: *When is your birthday, George?* Help them to give the date, and to use the preposition *on* correctly: *It's on the ...*
- On the recording pupils will hear Annie asking her mother questions about things that are

happening in April. They must listen and point to the right date on the calendar.

Tapescript

- 1 Annie When is Lucy's birthday?
Mum It's on the fifth of April.
- 2 Annie When is Easter Day?
Mum It's on the eleventh of April.
- 3 Annie When is our visit to the zoo?
Mum It's on the seventh of April.
- 4 Annie When is Kate's party?
Mum It's on the third of April.
- 5 Annie When is our visit to Gran and Gramp?
Mum It's on the thirteenth of April.
- 6 Annie When is Shep's football match?
Mum It's on the sixteenth of April.
- 7 Annie When does school start again?
Mum On the twenty-second of April.

67 Listen and sing.

- Focus on the heading: *English seasons*. Help pupils work out what *seasons* are by looking at the pictures.
- Revise the names of the seasons by describing the pictures in random order. In each case, ask *What season is it?* Pupils then listen to and sing the song.

NOTE If you are teaching in the southern hemisphere, remind pupils that in northern countries like Britain, the cold months are around January and summer comes in the middle of the year.

Ending the lesson

- Practise the ordinal numbers from *first* to *twelfth* through the newly-learned months of the year:
 - T What is the name of the first month of the year?
 - P January is the first month of the year.
 - T What's the name of the sixth month? etc.

Lesson Three

Language focus

Preposition of time: *in* + months of the year
Ordinal numbers, dates (revision)

New words

bagpipes, clock, dragon, fireworks, grape, kilt, midnight, Hogmanay / hogmanei /, finishes, stops, roller-skating

Revision / Warm-up

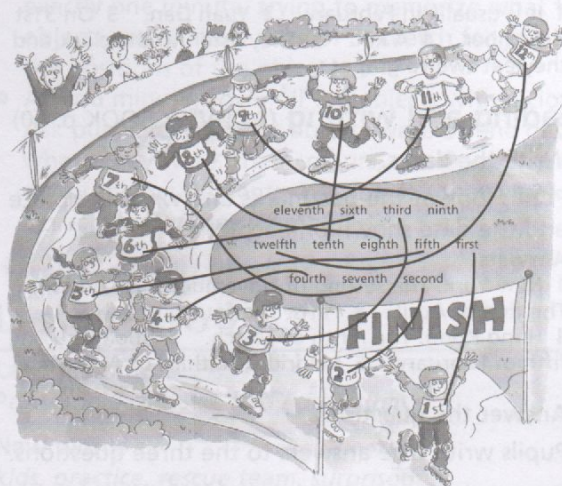
- Ask *What's the date today?* and write the full date on the board, e.g. Thursday 27th October.
- Play one or two games of Bingo using the names of the months of the year.
- Set up an ordinal numbers chain, counting round the class as fast as possible from *first* to *thirty-first* – and beyond, if pupils can manage it.

Reading and writing (ACTIVITY BOOK p. 59)

4 Read and match.

- Teach the word *roller-skating*. Ask different pupils *Do you like roller-skating? ... Does your mum (etc.) like roller-skating?* Pupils then draw lines linking the ordinal numbers to the figures.

Answers



5 Complete the sentences.

- Use the correction stage for pronunciation practice. Pupils read out their answers slowly and carefully.

Answers

- 1 April is the fourth month of the year.
- 2 July is the seventh month of the year.
- 3 January is the first month of the year.
- 4 September is the ninth month of the year.
- 5 March is the third month of the year.
- 6 February is the second month of the year.

Presentation (PUPIL'S BOOK p. 60)

- Ask pupils *When is Christmas Day? ... When is New Year's Day?* Write *New Year's Day* on the board.

Read.

- Say *Open your books at page 60*. Focus on the heading – *Happy New Year!* – and ensure everyone understands that this is the English New Year greeting. Explain *This page is about New Year's Day in China, in Scotland and in Spain*. Write the names of the countries on the board. Pre-teach key vocabulary from the texts, writing it beside the relevant country: *China: fireworks, dragon; Scotland: kilt, bagpipes; Spain: grape, clock*.
- Read aloud the short, introductory passage. Ask pupils to read the three texts and make a note of the date of New Year's Day in each country.
- Read the texts aloud slowly, pausing before well-known words for pupils to supply them. Clarify any unfamiliar language at the end of each sentence. After each passage, ask *When is New Year's Day in China?* etc.

- **Optional** Read aloud random sentences from the texts. After each, ask *Where is it?* and elicit the name of the country.

Answer the questions.

- This may be given as a reading and writing exercise, or completed orally with the whole class.

Answers

1 It is usually in February. 2 Yuan Dan. 3 On 31st December. 4 A kilt. 5 They listen to the clock and they eat twelve grapes.

Reading and writing (ACTIVITY BOOK p. 60)

6 Write the dates.

- Pupils look at the postmarks and write the place and the date shown on each one.

Answers

1 New York. The second of November. 2 London. The first of April. 3 Paris. The fourth of July. 4 Hong Kong. The ninth of March. 5 Budapest. The fifth of February. 6 Madrid. The third of August.

7 Answer the questions.

- Pupils write true answers to the three questions.

8 Find the words for ...

- Pupils look in the word-search square and circle the words for the ten ordinal numbers.

Answers



Ending the lesson

- Books closed. Read aloud random sentences from the texts on PB p. 60. After each, ask *Where is it?* and elicit the name of the country: *China, Scotland or Spain.*

Extra

Pupils could make a 'Special Days' poster. They write a list of the months of the year down the left-hand side of a large poster-sized sheet of paper. They then think of any days in those months which are special for them (people's birthdays, national holidays, religious festivals, etc.). They write these special days next to the appropriate months and put the exact dates in:

February 5th George's birthday
14th Saint Valentine's Day

Unit 14

Lesson One

Language focus

Past simple of *be*: *was, were*

Past time adverb: *yesterday*

New words

yesterday

Be prepared!

- Before the lesson, move some classroom items to new positions in the room. For example, if you had a plant on top of the cupboard, place it on your table. If you kept some books in the cupboard, stack them on the floor. As far as possible, keep to items which pupils can name in English.

Revision / Warm-up

- Play a few rounds of Find the Pencil (see p. 11) to revise all known prepositions of place. They will be used in this lesson.

Presentation (PUPIL'S BOOK p. 61)

- Books closed. Focus on one of the items in the classroom that you have moved, e.g. the plant. Say *Today the plant is on the table. Yesterday the plant was on the cupboard. Today the plant is on the table.* Continue with a plural example. Say *Yesterday the books were in the cupboard. Today the books are on the floor.*
- Show on the board how *plant* goes with *is* and *was* and *books* goes with *are* and *were*. Present the adverb *yesterday* in contrast to *today*, which pupils already know: *Today is Thursday: yesterday was Wednesday. Today is the fifth of November: yesterday was the fourth of November.* Emphasize the past time meaning by writing the contrasted days and dates on the board, and by using gestures.

68 Listen and repeat.

- Say *Open your books at page 61.* Before listening, remind pupils of the words *chair, cupboard* and *window* (point to them in the classroom).
- Focus on the two pictures of Caroline's room. Read the captions out loud and ask the class to repeat. Ask *What can you see in the picture of Caroline's room yesterday?* Encourage pupils to name things they can see in the picture.
- Play the recording straight through once. Play it again. Pupils repeat each sentence, pointing to the items being described.

Tapescript

Presenter This was Caroline's room yesterday.

Dad The TV was on the floor. // Her school bag was under the bed. // Her toy dinosaur was

under the chair. // Her school books were on the bed. // Her clothes were under the window. // Her CDs were under the table.

Presenter And this is Caroline's room today.

Caroline Now the TV is on the table. // My school bag is on the chair. // My toy dinosaur is on the table. // My school books are in my bag. // My clothes are in the cupboard. // My CDs are on the table.

69 Listen and point to the right picture. Then ask and answer.

- Say *Caroline's bag is on the chair: yesterday or today?* Encourage pupils to point to the bag on the chair (*Show me*) and tell you: *Today*. Continue with one or two more examples, e.g. *Her books were on the bed: yesterday or today?*
- Play the recording. Pupils listen and point. You can pause the machine after each sentence and ask *Yesterday or today?*

Tapescript/Answers

- 1 Caroline's clothes are in the cupboard. (B)
 - 2 Her toy dinosaur was under the chair. (A)
 - 3 Her CDs were under the table. (A)
 - 4 Her toy dinosaur is on the table. (B)
 - 5 The TV is on the table. (B)
 - 6 Her clothes were under the window. (A)
 - 7 Her school bag was under the bed. (A)
 - 8 Her CDs are on the table. (B)
- Ask questions about items in the two pictures, contrasting their positions yesterday and today: *Where were her books yesterday?* (on the bed) *And where are they today?* (in her schoolbag) etc. Help pupils with the correct use of prepositions and with *was/were*.
 - Focus on the conversation between Lucy and Caroline at the bottom of the page. Say *Lucy and Caroline are in Caroline's room today. They are talking about yesterday*. Invite two pupils to read the dialogue out loud.
 - Do a practice drill, giving singular or plural nouns and eliciting the whole question:

T Dinosaur.
Ps Where was your dinosaur?
T Clothes.
Ps Where were your clothes? etc.
 - In pairs, pupils ask and answer in the same way about Caroline's bedroom.

Reading and writing (ACTIVITY BOOK p. 61)

1 Where were they yesterday? Find the answers.

- Pupils trace the tangled lines to join the people with the places. They then answer the questions.

Answers

- 1 He was at the café. 2 He was at the stadium.
- 3 They were at the airport. 4 She was at the Research Center. 5 They were at the cinema.
- 6 She was at the beach.

Ending the lesson

- Play 'Do you Remember?' – a memory game to practise *was* and *were*. Take different classroom objects (pens, rulers, rubbers, pencils, CDs, books, etc.) from pupils in the room. Arrange the objects on, under or next to each other on the table at the front. Pupils look at the arrangement for exactly one minute, trying to memorize what the objects are. Make a note of or sketch for yourself the positions of the objects.
- After a minute, cover all the objects with a cloth. Ask pupils to say what objects were on the desk, where they were, their colours, etc. Confirm or query their statements: *Yes, it was / they were. No, it wasn't / they weren't.*

Lesson Two

Language focus

Past simple of *have*: *had / didn't have*

New words

kids, practice, rescue team, surprised in the middle of, (two months) ago (on) Earth, (in) Europe

Materials needed

An exterior photo from approximately 100 years ago, ideally of your pupils' town or region and featuring people and horses
World map or globe

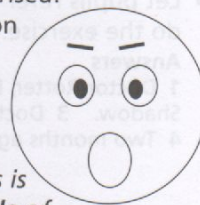
Revision / Warm-up

- Play a game of 'Do you Remember?', as described at the end of the last lesson.

Story presentation (PUPIL'S BOOK p. 62)

70 On the Golden Gate Bridge

- **The story so far:** Doctor Rotter's plan to win \$1 million with his phoney 'Golden Cockatoo' was upset when Peggy-Sue gave the bird some lemonade, causing it to turn back to its normal colour: white. Even so, Rotter and his sisters have escaped in a boat with the prize money. Captain Shadow plans to catch up with them at the Golden Gate Bridge.
- Before listening, pre-teach *surprised*. Draw a simple 'surprised' face on the board and say *He's surprised*. Teach *in the middle of the bridge*. Draw a simple bridge with two stick figures standing in the middle. Say *This is a bridge ... They're in the middle of the bridge*. Write *in the middle*.



- Say *Open your books at page 62*. Set two questions for pupils to answer as they listen and read:
 - 1 Doctor Rotter and his sisters were surprised. Why? (because Captain Shadow and Pluto were at the prize day)
 - 2 What is Captain Shadow's plan on the bridge? (She hopes to rescue the cockatoo.)
- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, focus on any remaining unfamiliar vocabulary, e.g. *kids ... That's enough for me ... two months ago ... Rescue team ... practice*. Focus on the past tense of *have* in *They had the bird with them* and contrast with the present: *They've got ...* Ask pupils to find another sentence with *had* in the story: *We had some good practice!* Ensure that everyone understands.

Story practice (PUPIL'S BOOK p. 62)

- Ask further questions about the story and the pictures:
How many people are getting in the taxi in Picture 2? (five people – and Pluto)
Who is Peggy-Sue calling in Picture 5? (the police)
What is their number? (911)
What colour is Captain Shadow's hat in Picture 6? (black and yellow)
Where was Captain Shadow two months ago? (in San Francisco)
Was Pluto with her then? (No.)
- Set two or three of the questions for pupils to write answers.
- **Dialogue** Pupils in pairs practise Picture 1 only. Go round listening and helping.
- One or two pairs act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 62)

- 2 Read and answer: True (T) or False (F)?**
- Pupils should try to do the exercise with their PBs closed, if possible.
- Answers**
 1 T 2 F 3 T 4 T 5 T 6 F
- 3 Answer the questions.**
- Let pupils refer to the cartoon story while they do the exercise.
- Answers**
 1 Doctor Rotter, Bubble and Squeak. 2 Captain Shadow. 3 Doctor Rotter, Bubble and Squeak.
 4 Two months ago. 5 The London City Rescue team.

Presentation (PUPIL'S BOOK p. 63)

- Books closed. Use the old photo to practise *had* and *didn't have*. Encourage pupils to think about people's lives 100 years ago. Tell them *One hundred years ago, they had horses. They didn't have cars*. Write the sentences on the board. Ask pupils to make other sentences about the past, beginning *They didn't have ...* (aeroplanes, computers, mobile phones, etc.).

Read.

- Pupils open their PBs at page 63. Focus on the title – *A Scottish dinosaur*. Help pupils understand by reminding them that '*Hogmanay*' is the **Scottish** name for the big party at New Year. Write up the name of the dinosaur in question: *saltopus*. Ask any dinosaur enthusiasts in your class: *Do you know about saltopus?*
- Pre-teach *on Earth* and *in Europe*, using a map or globe. Drill, e.g. *We are on Earth. Italy is in Europe*.
- Ask pupils to read the text. You could ask them to underline in pencil any sentence which tell us what saltopus looked like.
- Ask comprehension questions about the text:
 - 1 Was saltopus a big dinosaur? (no)
 - 2 Was its neck long or short? (long)
 - 3 What colour were its eyes? (golden)

Answer: True or False?

- Let pupils work on the exercise individually before you correct it with the whole class. Invite pupils to read the statements. Elicit answers from several different pupils before finally agreeing on the correct answer.

Answers

1 False 2 True 3 False 4 True 5 True

Ending the lesson

- All books closed. Finish with a memory dictation. Write three sentences about Caroline's bedroom on the board: *The TV was on the floor. // Her bag was under the bed. // Her books were on the bed*. After writing each sentence, give the class a few moments to memorize it, then rub it out and ask them to write it in their notebooks.
- A variation on the activity is to write the sentence on a large card or flip-chart. Invite a volunteer to come and write the sentence on the board. Place your card so that the class can see the sentence but your volunteer can not. Encourage the others to help the volunteer if he or she makes a mistake or gets stuck.

Lesson Three

Language focus

Consolidation of talking about the past: *be* and *have*

New words

*brain, European, real
anywhere, everywhere*

Revision / Warm-up

- Ask different individuals *Where were you yesterday?* If yesterday was a school day, elicit the answer *I was at school*; if it was the weekend: *I was at home*. Continue, going backwards in time: *Where were you on Saturday?* *Where were you on Friday?* Encourage pupils to take over the questioning as soon as possible.
- Repeat the true-or-false statements about saltopus (PB p. 63), asking pupils to repeat each one. After each sentence, ask *Is that true or false?* Pupils answer without looking in their books.

Reading and writing (ACTIVITY BOOK p. 63)

4 Complete the sentences. Choose a word from the box.

- Focus on the answer box and pre-teach the adjective *European*. If you are teaching in Europe say *We are European*. Pre-teach *real*, translating once.

Answers

1 were 3 European 5 short
2 were 4 was 6 teeth

5 Look at the pictures of the two dinosaurs. Read the sentences and choose the right word.

- Dinosaur experts can tell the class anything they know about the dimetrodon – in English, as far as possible.

Answers

1 long 3 short 5 long
2 short 4 short 6 short

6 Write: *was*, *were* or *had*.

- Let pupils do the activity in pairs. Then invite a pair to read out the complete dialogue.

Answers

Where *were* you yesterday, Ken? *Were* you at your swimming lesson?

No, I wasn't. I *was* at the cinema with Caroline. We *had* tickets for the new film, '*Robots*'. We *had* ice creams, too.

Song presentation (PUPIL'S BOOK p. 64)

7 Listen and sing.

- Do a short chant with actions to pre-teach *brain*: *My hair is on my head. My brain is in my head.*

- Pupils listen to the song and follow in their books. Play it again and encourage them to join in with the words. Improvise actions, e.g. waving your hands above your head for *in the air*. Pupils may remember the expression from the rhyme on PB p. 3.

Choose the right word.

- Tell pupils that the song they just sang and the text on PB p. 63 contain examples of very similar sentences and will help them make the correct choices.

Answers

1 were 2 had 3 was 4 had 5 had

Reading and writing (ACTIVITY BOOK p. 64)

7 Lucy had a party ...

- Pupils read the instruction at the top of the page, then look at the photo of Lucy's party for a minute or so. They then try to say if the statements below are right (✓) or wrong (✗), from memory.

Answers

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✗ 7 ✓

Ending the lesson

- Play the 'Do you Remember?' memory game from Lesson 1 ('Ending the lesson').
- Have a race between members of two teams, similar to previous alphabet and numbers races, but this time write words for the ordinal numbers from *first* to *twelfth* at random across the board. Pairs of pupils race to find them as you call them out.

Unit 15

Lesson One

Language focus

Past simple of *be* and *have* (revision)

New words

teacher, head teacher

clown, party hat

browser, download (noun), e-mail, website

before, after

Revision / Warm-up

- Sing the *Great big dinosaurs* song again.
- Chant the months of the year, with pupils clapping to the rhythm of the chant.

Presentation (PUPIL'S BOOK p. 65)

Read.

- Before reading: revise and drill the word *teacher*. Say *I am your English teacher*. Name your school's head teacher and say: *Mr or Mrs X is our head teacher*. Teach the word *clown*, using a picture if possible. Do not teach the words *before* or *after* yet.
- Ask pupils *What is this? Is it a story? Is it a rap?* Help them to identify the type of text: *It's an e-mail*. Point out the *From* and *To* lines at the top, the *Date* and the *Subject*. Read out Caroline's e-mail address to demonstrate how these are given in English: *Caroline at chattermail dot uk*. Ask *What is Lucy's e-mail address?*
- Note the typical opening of the letter – *Dear Lucy* – and the friendly sign-off: *Love from ...*
- Pupils can read Caroline's e-mail silently to themselves or work on it together in pairs.
- Ask pupils to tell you any words they do not understand. These are likely to include *downloads* and *website*. Translate once. Ask pupils *What's your favourite website?*

NOTE The name of Caroline's Computer teacher, Mr Browser, is also borrowed from Internet terminology.

- After reading, use calendar dates to teach the words *after* and *before*: *The first of June is before the second of June. The third of June is after the second of June*. Point out Caroline's phrase in her e-mail: *There's no more school before September 5th now!*
- Give further examples to illustrate the meaning of the two words: write a sequence of numbers or letters of the alphabet on the board. Say *A is before B. C is after B*. etc.

Answer the questions.

- Pupils can work on the questions in pairs. Correct them with the whole class.

Answers

- 1 caroline@chattermail.uk 2 Friday 14th July
3 Thursday 13th July 4 The head teacher, Ms. Take
5 Curtis

72 Listen. Is it Caroline, Curtis or Lucy?

- Play the first section of the recording: the item about Curtis. Pause the machine and ask *Who is it? Caroline, Curtis or Lucy?* Pupils use their understanding of Caroline's e-mail to reach the answer: *Curtis*. Proceed in the same way with the two remaining sections. Ask pupils to repeat what they hear, sentence by sentence.

Tapescript / Answers

Caroline He likes dance music. He had three great downloads from a website in California. // (Curtis)

Boy She's got eight weeks of holiday. She's writing to Lucy about their class party. // (Caroline)

Boy Caroline wants her to come to the cinema one afternoon next week. // (Lucy)

Reading and writing (ACTIVITY BOOK p. 65)

1 Complete the message. Write: *was, were* or *had*.

- Pre-teach *party hat*, using a mime or a drawing on the board.

Answers

We *had* a really good party at school on our last day, too. There *were* donuts and lots of worms for Shep and Herman. There *was* a big chocolate cake and we *had* big bowls of fish ice cream! Nick *had* two new downloads of Monster Rap music, from a website in New York. They *were* really cool for dancing. All our teachers *were* at the party and they all *had* party hats!

Answer the questions.

- Talk through the first question to show pupils how the numbers in circles refer to sections of Lucy's e-mail.

Answers

- 1 lucy@chattermail.uk 2 next Wednesday
3 donuts, worms, chocolate cake, fish ice cream
4 Nick 5 Yes, they were.

Ending the lesson

- Sing the *This is the way ...* song (PB p. 50) to revise the Present simple.
- Repeat the *Monday, Tuesday, Wednesday ...* chant to revise the days of the week.

Lesson Two

Language focus

Revision of key language through songs and games

New words

free, good guys

It's time to ...

in big trouble

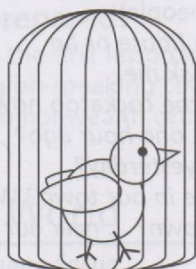
Revision / Warm-up

- Play a few rounds of Spelling Shark using the days of the week or the months of the year.

Story presentation (PUPIL'S BOOK p. 66)

Free!

- **The story so far:** The story is reaching its climax. In the middle of San Francisco's Golden Gate Bridge, Captain Shadow is about to try an amazing rescue ...
- Before listening, pre-teach the episode title: *Free!* Draw two birds on the board, one in a cage, one not. Write captions: *It isn't free ... It's free.* Drill both phrases, pointing to the drawings.



It isn't free.



It's free.

- Say *Open your books at page 66.* Set two questions for pupils to answer as they listen and read:
 - 1 What sentence in the story means *We're in danger?* ('We're in big trouble.')
 - 2 Where is the cockatoo at the end of the story? (in the air: it's free)
- Play the recording. Pupils listen and read.
- Play the recording again. Pupils listen and find the answers to the two questions.
- After listening, focus on any remaining unfamiliar language, e.g. *She's coming down ... It's time to go ... The good guys always win ... That was really cool ...*

Story practice (PUPIL'S BOOK p. 66)

- Ask further questions about the story and the pictures:
 - Who is surprised in Picture 1?* (Doctor Rotter and his sisters)
 - Why?* (Captain Shadow is coming down from the Bridge.)
 - Who is holding the cockatoo in Picture 3?* (Captain Shadow)

The cockatoo is happy in Picture 4. Why?

(It's free.)

Who is waiting for Doctor Rotter in Picture 6? (the police)

- Set two or three of the questions for pupils to write answers.
- **Dialogue** Pupils in pairs practise Picture 6 only. Go round listening and helping.
- One or two pairs act out the dialogue.

Story comprehension (ACTIVITY BOOK p. 66)

2 Complete the sentences. Put them in the right order. Write a-f.

- Pupils should do the exercise with their PBs closed if possible.

Answers

1 d free 2 a coming 3 c always 4 e had
5 b 6 f was

3 Answer the questions.

- Pupils should refer to the cartoon story to answer the questions.

Answers

1 Captain Shadow 2 Captain Shadow 3 in the air
4 on the bridge 5 near the boat

4 Match the words with the same meaning.

- Point out that the words in the first column are American English, the words in the second column are British English.

Answers

1 children 2 people 3 good, great

Presentation (PUPIL'S BOOK p. 67)

Can you remember the songs and games?

- The songs and games listed on PB p. 67 provide a review of many of the main language items covered in *New Chatterbox 2*. This page is intended as a way for pupils to go back into different parts of the book and revise key language by repeating songs and games.

Further revision

- **Dates** Revise asking for and giving dates with questions around the class: *When is your birthday? ... Christmas Day? ... April Fool's Day?* Dictate three dates for pupils to write in their notebooks: *Wednesday the thirteenth of May; Monday the eleventh of June; Saturday the fifth of October.*
- **The weather and the seasons** Sing the song – *I don't like the rain!* – on PB p. 32.
- **North, South, East, West** Say the rhyme on PB p. 40.
- **Rooms in the house** Invite pupils to mime people in different rooms. Ask the others *Where is he / she?*

Ending the lesson

- Play some Bingo games to revise numbers from 1 to 100. When pupils are creating their grids, restrict their choices, e.g. *Write five numbers from 41 to 60. or Write only numbers ending in 1 or 9 ...*

Lesson Three

Language focus

Revision of key language through story review

Materials needed

Strips of blank paper, one for each pupil plus spares

Revision / Warm-up

- Pupils chant *The World Weather rap* (PB p. 25), from memory if possible.

Presentation (PUPIL'S BOOK p. 68)

74 Can you remember the story? Listen and point, then answer the questions.

- This listening practice page is based on single pictures from the past story episodes, and on short extracts from the corresponding recordings.
- Before listening, explain to pupils that they will hear six extracts from the story. They should point to the picture that goes with each one.
- Play the recording right through once. Then play it again, pausing after each extract and giving pupils time to point to the right picture.
- Play the recording again. Pupils check and correct their answers.

Tapescript

- | | |
|------------------|--|
| 1 Luke | Hi, Bean. I'm in New York with Captain Shadow. We're at a meeting of international detectives. Wow! Can you help us, Luke? Who is Doctor Rotter? And what's 'the Golden Cockatoo'? |
| Bean | |
| 2 Doctor Rotter | We've got the secret powder now, and we're going to New York! Don't say that, Rotter! |
| Squeak | Shh, Doc! People are listening. |
| Bubble | |
| 3 Doctor Rotter | There's a squirrel! Come here, squirrel. Do you like cookies for breakfast? |
| Squeak | Maybe the squirrel doesn't like blue cookies, Rotter. |
| 4 Peggy-Sue | Doctor Rotter and his sisters live in an apartment here. It's their headquarters. |
| 5 Squeak | Oh no! |
| Judge | Hey, mister! That's not a Golden Cockatoo. It's an ordinary white cockatoo. Give me the money. |
| 6 Captain Shadow | The good guys always win, Rotter. |

Answers

1 d 2 c 3 f 4 a 5 e 6 b

- Ask pupils to tell you the correct order of the pictures in the story. Ask *What is the first picture? ... What is the second picture?* etc. (The order is d – c – f – a – e – b.) As each picture is identified as coming next in the story, encourage pupils to remember and elaborate on things that happened in that episode. Ask questions such as *Where are they now? Are they in London? Who is with (Captain Shadow)? Who is he / she talking to? What is he / she holding? Is he / she happy? Why? Does he / she like (boats)?* etc.
- For each picture, ask additional questions to broaden the focus beyond the story and reactivate the structures and vocabulary of *New Chatterbox 2*:
(picture d) *Where is New York?* (in America) *Where is London?* (in England) *What is the capital city of our country?*
(picture c) *How many sisters has Doctor Rotter got?* (two) *Have you got a sister / brother?* (Yes, I have. or No, I haven't.) *How many sisters / brothers have you got?*
(picture f) *What do squirrels eat?* (nuts and fruit) *What do rabbits eat?* (leaves) *What do Komodo dragons sometimes eat?* (people)
(picture a) *Do you live in a house or an apartment?* Ask (Simon). *Ask me.*
(picture e) *What colour is the cockatoo now?* (white) *What colour was it one hour ago?* (golden) *Where were you yesterday?*
(picture b) *Is there a bridge in our town? What beautiful things are in our town? ... near our town?*

Reading and writing

(ACTIVITY BOOK pp. 67–8)

5 Write the right time words. Choose a word from the box.

- Pupils choose one of the time words from the box to write under the appropriate picture.

Answers

1 morning 2 afternoon 3 evening 4 night
5 year 6 month 7 week 8 day

6 Do you eat it or drink it? Write the words.

- Pupils read the words in the box, decide whether they eat or drink each thing and then write the word in either the packet shape, for things you eat, or in the bottle shape, for things you drink.

Answers

You eat: peanuts, burgers, cake, carrots, donuts, peas, potatoes, fish, pies

You drink: lemonade, milk, water, tea

7 Circle the computer words.

- Ask pupils to find and circle six computer words
- Answers**
address, browser, download, e-mail, message, website
The other words are all parts of the body.

8 Complete the crossword. Write the names of the people or the places.

- Pupils complete the crossword. If they write correct answers to numbers 1–9, the answer to number 10 will appear automatically.

Answers

1 school 2 kitchen 3 stadium 4 teacher
5 singer 6 supermarket 7 studio 8 research
9 detective 10 scientist

Ending the lesson

- Give a strip of paper to each pupil. Ask them to choose any line of dialogue from any episode of the story and copy it onto their paper. Encourage them to choose a line that is neither too short nor too long, and one which carries the story forward: not just a short response like *Right, Captain – good luck!* (Luke on PB p. 24).
- Mix all the papers in a bag, then redistribute one to each pupil. Pupils read their paper and identify who is speaking. They can also try to find the line in their PBs. If time is short, postpone this reading phase until the start of the next lesson.

Be prepared!

- For the first lesson, get some information on English-speaking countries from Tourist board / Commonwealth office websites.

My World

Language focus

Names of countries (revision)

New words

English-speaking world
building, flag, horse, island, war
Australia, Jamaica, New Zealand, Caribbean

Materials needed

Wall map of the world
Crayons, scissors, glue, etc. for project work
Pictures and information on different English-speaking countries

Revision / Warm-up

- Use your world map to revise all the names of countries which pupils know. Invite pupils to come and find countries on the map: say *Show me Brazil ... Point to Scotland.* etc. Then point to other countries, including your pupils' own country, and ask them to name them.
- Play games of Spelling Shark with different countries to revise the spelling.

Presentation (PUPIL'S BOOK p. 69)

- Books closed. Still working with your map, point to your pupils' country and ask *What language do people speak in* (name of country)? Ask further questions to aid understanding – *Do they speak English? ... Do they speak Spanish?* – before translating your question once if necessary.
- Point to the best-known countries of the English-speaking world (Canada, The United States, Australia, Great Britain) and ask *What language do people speak here?*
- Point to different English-speaking countries in succession: Singapore, Malaysia, India, Pakistan, Nigeria, Kenya, South Africa, Jamaica, Belize, etc. Say *This is the English-speaking world.* Write *English-speaking world* on the board.
- Say *Open your books at page 69.* Focus on the photo of Tom at the top of the page. Read what he says out loud. Use examples from around the classroom (pupils' project work, etc.) to help them understand *project, poster* and *wall*.
- The map below shows the extent of the English-speaking world. Focus on the countries which are shaded, such as India and Pakistan. Tell the class: *In these countries people speak two languages: their own language and English.* Make comparisons with different languages spoken in your pupils' country, if relevant.

Read and match.

- Pre-teach selected vocabulary: *islands of the Caribbean* (use your map), *flag, horse, war*.
- Pupils read the texts quietly and try to match them with the four photos.

Answers

1 c 2 d 3 b 4 a

COMMEMORATIONS ANZAC stands for Australian and New Zealand Army Corps. ANZAC Day commemorates the Anzac landing at Gallipoli in Turkey in 1915. US Independence Day celebrates the Declaration of Independence (i.e. from British rule) in 1776.

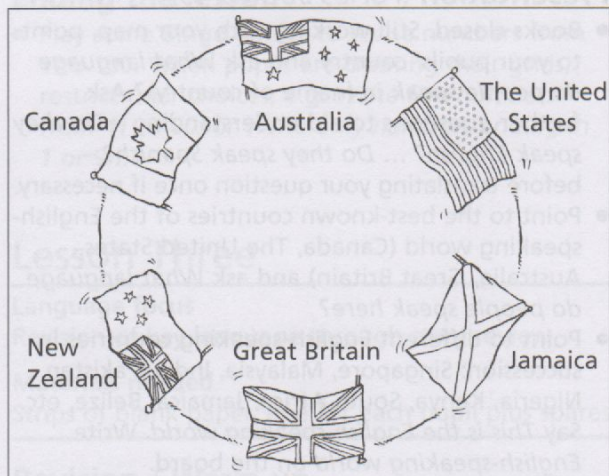
Reading and writing

(ACTIVITY BOOK pp. 69–70)

Match the flags and the names of the English-speaking countries.

- Working with the whole class, consider each of the countries listed and see if pupils are able to identify the correct flag. Explain that *Jamaica is an island in the Caribbean*.
- Ask pupils *What colour is the flag of Canada?* Continue with the other flags. Ask *What colour is the flag of our country?*

Answers



Find out and complete the names of the capital cities of these countries.

- Do the activity with the whole class or ask them to do it for homework. They can use reference books at home or ask their families.

Answers

Australia: Canberra. Britain: London. Canada: Ottawa. Jamaica: Kingston. New Zealand: Wellington. United States: Washington

Draw and colour the flag of your country.

- Ask again *What colour is the flag of our country?* Read aloud each of the five sentences in turn and agree on how to complete them.
- Pupils complete the sentences in writing.

Choose one English-speaking country. Make a poster for that country.

- Bring in pictures and information on different English-speaking countries for pupils to select from. Alternatively, pupils can plan and draft their posters in class, then look for pictures at home, perhaps on the Internet, with adult help.

Ending the lesson

- Recite the rhyme on PB p. 40 – *North, South ...* – first with, then without the book.

Revision Units 13–15

Materials needed

A dice for each pair and a counter for each child

Revision / Warm-up

- Dictate three sentences about yesterday for pupils to write in their notebooks:
*Yesterday wasday. I was with my friends.
We were in the park.*

Presentation (PUPIL'S BOOK p. 70)

The great go-kart grand prix

- Say *Open your books at page 70*. Focus on the title. Point to the go-karts on the race track and say *These are go-karts*. Tell the class that *grand prix* is French for 'big prize'.
- This is a revision board game for pupils to play in pairs: one pupil is 'A', the other is 'B'. Each pair will need a dice and each pupil will need a small counter. The players put their counters on *Start here*. They take turns to throw the dice. They can only move to the next task if they throw one of three numbers, as listed at the top of the page: odd numbers for A, even numbers for B.
- Ask pairs who finish early to create three further tasks based on the English they have learned. Give them sheets of paper and tell them to use a new sheet for each task, and to write big. You can make a giant board game on the classroom wall, using these tasks. You can play the game with the whole class divided into two teams, using sticky labels in place of counters.

Answers

1 a horse 2 August 3 February 4 ten
5 a dinosaur 6 September 7 — 8 thirty-one
9 the first of April 10 twelve 11 cockatoo
12 in my head 13 Yuan Dan 14 — 15 — 16 —
17 — 18 the fourth of July 19 Monday,
Tuesday, etc. 20 Canada 21 — 22 the cinema
23 — 24 the salsa 25 —

Ending the lesson

- Invite six pupils to the front and have them all mime different actions. (They can choose or you can whisper an action to them.) Get two pupils to mime the same action (e.g. *playing table tennis*), in order to practise *They*. Ask the rest of the class *What's he / she doing? ... What are they doing?*

75 Test

- You should now get the pupils to do Test 5. Make sure that all pupils understand what they have to do.

Self-assessment

- Ask pupils to look at their photocopies of p. 92. Ask them to read the three 'I can' statements numbered 13–15 and decide if they can now do these things. After this they should look at the *How's your English now?* feature for units 13–15 on p. 94. Encourage the pupils to think about what they have learned since starting *New Chatterbox 2*.

Reading

- Pupils can now work on Reading Bank Text 5 on PB p. 84.

Festivals

Bonfire Night

Review

Food, colours

New words

bonfire, firework

banger, Catherine wheel, rocket, sparkler, volcano

Materials needed

For each pupil: card, coloured tissue paper and a fastener clip to make a Catherine wheel

A Catherine wheel you have already made yourself

NOTE Use this material around the time of Bonfire Night – 5th November – or at the time of any fireworks festival in your country.

Presentation (PUPIL'S BOOK pp. 72–73)

- Say *Open your books at page 72*. Use a calendar to show pupils when Bonfire Night is: 5th November. Teach the term *Bonfire Night* and explain what a *bonfire* is. Teach the word *fireworks* if pupils do not already know it. Tell the pupils about the origins of the festival briefly in their own language.

BONFIRE NIGHT AND THE GUNPOWDER PLOT In 1605 a group of Catholics conspired to blow up the Houses of Parliament in London on 5th November, killing King James I and his government. They hoped to seize power in the ensuing chaos, and re-establish Catholic rule in Britain. Their plot was uncovered, and Guy Fawkes, appointed to ignite the gunpowder in the cellars beneath Parliament, was caught red-handed. All the conspirators were put to death. The Gunpowder Plot is commemorated in Britain every year on Bonfire Night, with bonfires and fireworks.

Read. Find the names of four popular fireworks.

- Before pupils read, focus on the picture of a bonfire party in Britain. Ask pupils *What can you see?* Elicit answers beginning *There's* and *There are*. Be ready to supply relevant vocabulary.
- Ask pupils to identify the four types of fireworks mentioned in the text. Do sketches on the board to demonstrate the literal meanings of *rocket* and *volcano*.

Answers

rockets, Catherine wheels, volcanoes, bangers

- Read the safety reminder – *Remember: ...* – and ensure it is fully understood.
- Ask pupils to read about the pictures of the barbecue. Say *Find words for things you can eat*.
- Explain any unfamiliar vocabulary. Ask pupils about their favourite barbecue food.

76 Listen and say the rap.

- Say *Open your books at page 73*. Play the recording while pupils follow in their books. Play it again and encourage the class to join in as soon as they are able. Encourage them to put plenty of feeling into the exclamations *Look!* and *Wow!*

Make a 'Catherine wheel'.

- Show the class the Catherine wheel you have made. Tell them that this is a card and paper Catherine wheel and is not dangerous!
- Read aloud the instructions on PB p. 73. Ensure they are fully understood.
- While pupils make their Catherine wheels, go round and ask them to tell you what colours they have chosen. Ask *What's your favourite colour?*

Pancake Day

Language focus

Food and kitchen utensils

Sequences of instructions

New words

pancake

flour, lemon, margarine, milk, mixture

cup, frying-pan

cover (verb), mix, put

half

Materials needed

Utensils and ingredients for making pancakes

NOTE If you have access to cooking facilities, try making pancakes with your pupils around the time of Pancake Day (Shrove Tuesday or Mardi Gras). The cooking of the pancake over a flame or hot plate must only be undertaken by an adult. Check if any child has an allergy to any of the ingredients.

Presentation (PUPIL'S BOOK pp. 74–75)

- Say *Open your books at page 74*. Use a calendar to show the class when Pancake Day falls this year. If Mardi Gras is observed in your country, ask pupils to tell you about traditional food and celebrations: *Is there a carnival? ... What do you do? ... What do you eat?*

PANCAKES AND PANCAKE DAY Pancake Day (or Shrove Tuesday) is the last day before Lent, the yearly period of fasting in the Christian calendar. Shrove Tuesday was a time of celebration and indulgence, when surplus food had to be used up before fasting began. Pancakes would have been filled with meat and other rich foods, forbidden during Lent.

Make English pancakes.

- Read out the introductory text: *Pancake Day is usually in February* etc. Ask *When is Pancake Day? ... Is it on a Friday? ...*
- Read the recipe and the instructions out loud, slowly. Mime the actions, pausing after each instruction to clarify meaning. Have pupils repeat vocabulary back to you, e.g. by holding up your invisible cup of milk (after you have read Step 2 of the recipe) and asking *What's in the cup?*
- If you are able to make real pancakes with your class, ask different pupils to read the instructions while you and your helpers make the pancake mixture.
- **Optional** Invite pupils to tell you about any simple dishes which they are able to make, e.g. omelettes. Ask them *What do you need?* and help them give you a list of the ingredients. Then elicit the steps of preparation and cooking, helping with verbs: *Put ... Mix ... Cook ...* etc.

Song presentation (PUPIL'S BOOK p. 75)

Listen and repeat.

- Play the recording two or three times, encouraging pupils to join in as soon as they are able. Improvise a simple mime sequence to go with the rap: mixing; pouring the mixture into a pan; tossing the pancake in the air and catching it in the pan.

Christmas

Language focus

Revision of Christmas vocabulary: *Christmas cracker, Christmas tree*

New words

Christmas card, calendar, cracker, present, star

Materials needed

Card, scissors and coloured pens for each pupil to make a 'cracker-card'

A 'cracker-card' you have made yourself

If possible, an Advent calendar

Presentation (PUPIL'S BOOK p. 76)

- Say *Open your books at page 76*. If the concept of an Advent calendar with little windows is unfamiliar to your pupils, try to bring in a real example to show them. Otherwise, focus on the picture on PB p. 76 and teach the expression *Christmas calendar*, writing it on the board.
- Point out the little windows on the calendar. Remind pupils of the word *window* and write it on the board. Ask *How many windows are there on the Christmas calendar?* (twenty-five).

Read.

- Ask pupils to read the text about Christmas calendars. Tell them that the text mentions four things that you can see in the windows of a Christmas calendar when you open them. Ask them to underline or list those four things as they read. (Christmas tree, cracker, presents, baby Jesus)
- When they have finished reading, ask them to tell you the four items mentioned. Then read the text aloud slowly, pausing occasionally before known key vocabulary (e.g. *windows*) and asking pupils to supply it. Clarify any remaining unfamiliar language, e.g. *celebrate*.

Make a cracker-card.

- If it is the custom in your country to send cards at Christmas, ask pupils *Do you send Christmas cards?* translating once if necessary. *How many cards do you send? Who do you send them to?*
- Tell pupils they are going to make a Christmas card that looks like a cracker. Focus on the photo sequence. Read the instructions out loud, miming as you read to underline meaning. Explain *Bang* if pupils do not remember the word from the rap on PB p. 73.
- Pupils make their cards while you go round and ask them about what they are doing and about Christmas in general:
What colour is your cracker? Who is your card for? What do we write in Christmas cards? (Happy Christmas) etc.

Easter

Language focus

Vocabulary associated with Easter and springtime

Food associated with Easter

New words

hot cross bun

butter (verb), *golden-brown, plate, toast* (verb)

every year

Presentation (PUPIL'S BOOK p. 77)

- Write the word *Easter* on the board and ensure it is recognized and understood. Ask pupils to tell you what they think of when someone mentions Easter or springtime. Create a word bank on the board, writing words around *Easter* in 'spidergram' formation: *chocolate, eggs, rabbits, flowers*.
- If pupils worked previously with *New Chatterbox 1*, play the Easter song PB1 p. 75 and encourage them to sing along.

Read.

- Say *Open your books at page 77*. Before reading, focus on the photograph of a hot cross bun. Ask pupils *Do we have buns in our country? ... Do you like buns?* They can use their own language to make comparisons with breads and cakes in their country, but be ready to extend their ideas in English: *Do you eat (name of cakes)? ... Are they hot or cold? When do you eat ...? In the morning or the afternoon? In summer or in winter? I like (jam donuts): What's your favourite cake? ... etc.*
- Ask pupils to read about hot cross buns and tell you one thing that is sometimes in buns (fruit).
- Read the text slowly out loud. Pause occasionally before known vocabulary – *Easter, chocolates*, etc. – for pupils to read the next word. Explain unfamiliar vocabulary, using mime as far as possible: *You cut the bun in half* etc.
- Read out the question at the end of the text, for which you have already prepared the class in the discussion described above. This time, encourage pupils to express their ideas in English.

HOT CROSS BUNS Like chocolate eggs, Hot Cross Buns are so popular in Britain that they are in fact available all the year round. They are sweet bread buns with a spicy flavour – they contain cinnamon and nutmeg. The 'fruit' mentioned in the reading text is usually raisins and sultanas. The cross on the top of the bun is created by leaving that area free of the egg glaze which is applied to the rest. This cross demonstrates the connection between Hot Cross Buns and the Christian festival of Easter.

78 Listen and sing.

- This traditional song was supposedly the cry of a hot cross bun seller, selling buns in the street. Play it once while pupils follow in their books.
- Explain new vocabulary: *sons, daughters*, ... Explain that a *penny* is a small coin.
- Play the song again. Encourage pupils to join in.

Play

Max's Magic Mobile

Review

Past simple: *was / were, wasn't / weren't, had*
(a minute) ago
beach, barbecue, sea, sun, waves
dream (verb)
famous, hungry, true

New words

magic, mobile, press, 'Send', text message
It's great to see you again. I Pleased to meet you.
surfboard, surfing
joke (verb)

Revision / Warm-up

- Warm up by reactivating past tenses *was, were* and *weren't*: these occur frequently in the play. Pretend that you have been away recently. Say, for example, *Last weekend I was in London* – or wherever. *I wasn't in* (your town / district). Ask different pupils *Were you here in (...) last weekend?* Elicit short-form answers: *Yes, I was.* or *No, I wasn't.* Encourage pupils who were elsewhere last weekend to make sentences beginning *I was in ...*

Presentation and practice

(PUPIL'S BOOK pp. 78-79)

- Tell pupils that the play they are about to listen to (or perform) includes many of these past tenses – *was, were* and *weren't*. They could tick them in pencil as they listen.

79 Listen and read, then act.

- Pre-teach vocabulary connected with mobile phones. Show the class a mobile and teach the name *mobile phone*. Write it on the board. Tell the class *People usually just say 'mobile'.*
- Ask pupils *Have you got a mobile? ... Do you send text messages? ... Who do you text? Do you text your mum?* etc. Write *text message* on the board.
- Say *Open your books at page 78*. Read out the list of characters.
- Play the recording for Act 1. The pupils follow in their books.
- Play the recording for Act 1 again. This time the pupils repeat each line. Encourage them to reproduce the expression and intonation of the voices in the recording.
- Pause after every few lines to clarify unfamiliar language, without interrupting the flow of the play too much. It is better to build up

understanding gradually, through repeated listening and rehearsal, than to explain every word and phrase at the beginning.

- Repeat the procedure for each act.
- When you have been through the whole play, give parts to pupils. There are eight speaking parts including the Narrator. There are also some of Max's friends in Act 1 and a group of young Australians at the barbecue in Act 2 and on the beach in Act 3 which can include extra children. If you have a large class you may need to have two separate productions to give everyone a chance to join in, or you can ask extra children to create sound effects for the magical journey to Australia, etc.
- Encourage and help pupils to create props and find costumes for the play. They could make different friezes to serve as backdrops for London and Sydney.

The performance

- When sufficient practice has been done, the class can give a performance to other classes in the school or to their parents. You may be able to video or record their performance for them to watch later.

Reading Bank

Reading Bank 1: Units 1–3

Language focus

Wild animals

Countries of the British Isles

New words

deer, strong

lakes, mountains, rivers

Materials needed

Map of the British Isles

Presentation (PUPIL'S BOOK p. 80)

Get ready to read. Look at the title and the pictures. What is this page about?

- **Topic prediction from visual clues** The aim of the opening activity is to teach pupils to use visual clues to identify the topic and meaning of a piece of written English, before they attempt any understanding of the words themselves. Ask them to consider the page as a whole. Ask *What is this page about?* Ensure your question is understood by adding *Is it about sport? Is it about food? ...*
- Focus on the three choices offered: *plants*, *animals* and *films*. Have several pupils give you the answer before finally confirming. Then focus on the title and explain that *wildlife* means animals and plants that live and grow in the wild, not in houses or gardens or parks.
- Use a map to remind pupils that Great Britain is made up of *England*, *Scotland* and *Wales*. Neighbouring *Ireland* is also one of the British Isles. Write the names of these countries on the board. Teach *in the north/south/east/west of ...* Point to places on your map and say, e.g. *Scotland is in the north of Britain. London is in the south of England. Wales is in the west of Britain. Dublin is in the east of Ireland.*

Answer

b animals

Now read and choose three of the photos.

- **Reading for overall understanding (gist)** Emphasize that pupils do not need to understand every word. They should read on past unfamiliar vocabulary. What comes next may help them understand the words they do not know.

Answers

A Photo 4 B Photo 3 C Photo 1

Find the name of ...

- **Identifying word and phrase equivalences in a text** Explain the task, but let pupils read the

prompts for themselves and find the answers. Go round and help anyone who is in difficulty.

Answers

1 salmon 2 deer 3 red kite

Answer the questions.

- **Scanning for specific information** Go through the exercise orally with the class. Pupils can write up answers afterwards, or as homework.

Answers

1 In the mountains of Scotland. 2 In the north of Britain. 3 In the rivers of England, Wales and Scotland, and lakes in Ireland. 4 England, Ireland, Scotland and Wales. 5 In the west of Britain. 6 In the mountains of Wales.

Reading Bank 2: Units 4–6

Language focus

Plants and their products

Names of continents

Vocabulary storing: 'word-maps'

New words

garden, greenhouse, grow, breathe, oxygen medicines

popular, south-west, spoon, without

Why ...

Presentation (PUPIL'S BOOK p. 81)

Get ready to read ...

- **Topic and vocabulary prediction from visual clues** Pupils will first need to consider the page as a whole and draw their own conclusions about the topic. Say *Look at the photos. What is the text about?* Elicit vocabulary such as *trees* and *plants*, if known.
- Encourage pupils to use learner's dictionaries to look up any of the six words that they do not know. (They could share a dictionary and do the task in pairs.) If this is not feasible, pre-teach a selection of vocabulary from the text, including the words for the 'guess' activity: *south-west, garden, plants, grow, medicines, oxygen, without, greenhouse, spoon*.
- Pupils can circle the three words which they think will occur in the information leaflet. They then read and check their guesses. Remind them that it is not necessary to understand every single word. They should use the words they recognize to help them guess the meaning of unfamiliar vocabulary.

Answers

plants, greenhouses, garden

- Sum up the text by saying, e.g. *The Eden Project is a big garden. The greenhouses are very hot. You can see plants from all over the world.*

Suggest comparisons with any similar places which your pupils might know.

WEBSITE The official Eden Project website at www.edenproject.com offers a virtual tour of the Project as well as a special children's page.

Match these questions with the three answers in the leaflet.

- **Reading for overall understanding (gist)**

Read the questions aloud and ensure they are understood. Use translation if necessary to ensure that everyone knows what the task entails.

Answers

Question a: Answer 3 Question b: Answer 1 Question c: Answer 2

Extra

- Read the list of 'Interesting facts' (below) out loud. Explain unfamiliar words and encourage discussion, helping with vocabulary.
- **Interesting facts** Paper, chocolate and chewing-gum all come from trees. Your jeans and T-shirts come from cotton plants. A large bamboo plant can grow 91 centimetres in one day! The 'Venus Fly Trap' plant catches and eats insects. You cannot take a 'durian' fruit with you on a plane – durians have a very, very bad smell! Britain's favourite fruit is the banana. One British person eats 130 bananas in one year ... or more.

Look at this 'word-map'. What is the missing 'key-word'?

- **Identifying groups of related words in a text.**
Creating a simple word-map If your pupils are unfamiliar with the technique of writing vocabulary around a topic heading or 'key-word', briefly give an example. Write *town* on the board and encourage pupils to suggest associated vocabulary (*car, shop, park, café, ...*). Write these words around your key-word, as shown on PB p. 81.
- Focus on the word-map on PB p. 81. Check that all vocabulary is understood. (Elicit names of medicines, words for food; say *Where is oxygen? ... In the air.* etc.) Ask *What is the key-word in the middle?*
Answer
plants
- Making your own word-maps is an important study skill for developing clear and systematic vocabulary books and lists. Encourage pupils to create word-maps from this point on. Other key-words they could practise with include *winter, park, kitchen, feelings, ...*

Answer the questions.

- **Scanning for specific information** This optional extra activity could be given as homework. Encourage pupils to use a dictionary if they have one. Otherwise, pre-teach the verb *breathe* and the adjective *popular*.
 - **Answer: True or False?**
 - 1 The Eden Project is in Britain.
 - 2 There are four very big greenhouses at The Eden Project.
 - 3 You can learn how to make paper at The Eden Project.
 - 4 Oxygen is in the air we breathe.
 - 5 Some plants eat insects.
 - 6 Bananas are not a popular fruit in Britain.
- Answers**
1 True 2 False 3 True 4 True 5 True 6 False

Reading Bank 3: Units 7–9

Language focus

Films
Meals and food

New words

*amazing, cartoon, film, funny, history
moon, rocket, made of
both, everything, other, the next, the same,
together*

Presentation (PUPIL'S BOOK p. 82)

Get ready to read ...

- **Topic prediction from visual clues** Say *Open your books at page 82*. Pupils use the picture to help them guess the theme of the text. If possible, they can use a learner's dictionary to check the meaning of *history, films* and *cartoon*. (They can share a dictionary and treat this as a pairwork task.) Otherwise you can pre-teach these new words.
 - Ask pupils *Do you know Wallace and Gromit? Do you like them? What is Gromit: is he a cat?* etc.
- Answer**
c a cartoon film

Read and find the name of one Wallace and Gromit film.

- **Scanning for specific information** Read the instruction and ensure that pupils understand what the task entails. Tell pupils to use the words that they know to help them work out the meaning of new words. For example, in the phrase *he drinks tea*, as long as they understand the verb *drinks* they may be fairly certain that the next word is the name of a drink.

Answer

A Grand Day Out

- Read the text aloud, pausing occasionally before known vocabulary and asking individuals to supply the word. Clarify any remaining unfamiliar words. Do not teach *grand* in the film title. If pupils ask, explain that it is a rather old-fashioned, northern English word that means *great*.

Answer the questions.

- **Scanning for specific information** If possible, pupils should read the questions unaided. With a weaker class, go through the activity orally and ensure all the questions are understood. Pupils can work in pairs, agree on the answers and write them in their notebooks. Go round, listen and help.
- Answers**
1 Wallace and Gromit 2 In a small town in the north of England. 3 Toast. 4 Cheese. 5 Cheese.

In the word-box, find ...

- **Identifying groups of related words in a text** Read through the three categories to ensure they are understood. Offer examples to illustrate each category. Say *'Apple' is a word for food ... 'Ghost' is a film word: Melody McSong said 'I don't like ghost films.' Remember?* (PB p. 29)
- Answers**
1 toast, cheese 2 lunch, dinner, breakfast
3 adventure, star, cartoon

Extra

Read again and complete the sentences.

- **Matching words with appropriate contexts** Fast finishers can try completing these gapped sentences with the unused words from the box on PB p. 82.
- **Complete the sentences.**
 - 1 A ____ is a funny picture-story in a film or video or book.
 - 2 Wallace is a ____ in 'A Grand Day Out'.
 - 3 The Wallace and Gromit films are very ____.
 - 4 Wallace always eats toast for ____.
 - 5 He likes ____ for lunch and dinner.

Answers

1 cartoon 2 star 3 funny 4 breakfast 5 cheese

Reading Bank 4: Units 10–12

Language focus

Discussing theories and suppositions

New words

Names: *Ogopogo* /,əʊgəʊpəʊgəʊ /, *Okanagan* /,əʊkənə:gən /
*deep, lake, large, middle, quiet, submarine
cousin, real, trick*

Presentation (PUPIL'S BOOK p. 83)

Get ready to read ...

- **Topic prediction from visual clues** Ask pupils to scan the page then choose the most likely answer to the question.

Now read and check your answer.

- **Skim-reading to confirm a prediction** Pupils give the texts an initial quick reading. The aim is to identify the main topic, not to understand every word. Discuss the answer choices they made in the 'Get ready to read' activity. Which is the correct answer?

Answer

c water dinosaurs

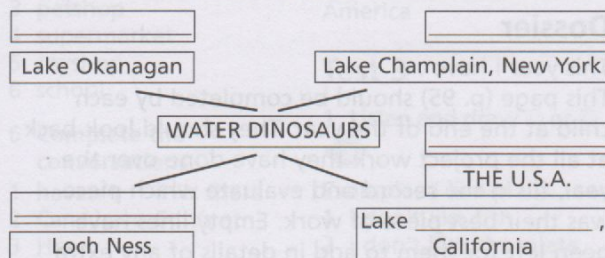
- Focus on the text in more detail. Use comprehension questions to identify and clarify unfamiliar language:
Where does the Ogopogo live? (in a lake in Canada)
Where do its cousins live? (lakes in Russia, Sweden, California, a lake near New York and a lake in Scotland)
Is the Ogopogo real? What do people say? (that it's a big fish; that it's not a real animal; that it's just a story)
Where does Nessie live? (in a lake in Scotland)

NOTE Nessie is the popular name given to the Loch Ness Monster. When this name is used, the monster is referred to as 'she', Nessie being a female name in English – a short form of Vanessa or Inez.

Extra

Complete this idea-map about water dinosaurs.

- **Developing notes on text in ideograms or idea-maps** Help pupils to complete the idea-map using information from the texts.
- **Complete this idea-map about water dinosaurs.**



Answer the questions.

- **Inference of information by using different parts of a text and deducing logical implications**
 Read the questions with the whole class. Pupils can write the answers, individually or in pairs, or complete the exercise for homework.

Answers

- 1 In Canada. 2 Submarines and special cameras.
 3 Tessie. 4 Grey.

Reading Bank 5: Units 13–15

Language focus

Ghost stories

New words

church, museum, prison, theatre
 explorer, guard, prisoner, queen, writer
 dress, mystery, noise, shadow
 appear, disappear, come back, slowly
 old-fashioned, young
 the same part of, at the same time of day, in the same place
 Spoken dates: nineteen fifty-seven (1957)

Presentation (PUPIL'S BOOK p. 84)

- Say *Open your books at page 84.* Focus on the title of the Reading Bank: *London ghost mysteries.* Check understanding by asking *Who can draw a ghost?* Invite a pupil to come to the front and draw a ghost on the board. Ask the class for their opinion of the picture and their thoughts on ghosts in general: *Is that a good ghost? What colour are ghosts? Are there really ghosts? Maybe ... maybe not.* Translate *mysteries.* Establish that Reading Bank 5 is about possible ghosts in London, the capital of Britain.

Get ready to read ...

- **Identifying a group of related words** Read the instruction and ensure that everyone understands the task. Pupils can work in pairs with learner dictionaries or bilingual dictionaries to establish which four words denote a building.
- If dictionary use is unfeasible, consider each of the eight words in turn and use mother-tongue cognates and local examples of museums, etc. to help understanding.

Answers

theatre, church, prison, museum

Now read and check your guesses. Match the pictures with the four ghosts in the information.

- **Reading for overall understanding and gist** Pre-teach the words *appear, disappear, Queen, noise, old-fashioned.* The word *prisoner* can be taught as a pair with *prison*, as with *writer* and *write*. Remind the class what a *wall* is. Explain that *St* is an abbreviation for *Saint*. Translate if necessary.
- Point to the texts and pictures and say *These are four stories about ghosts in London. Read the stories and match them to the pictures.* As usual, encourage pupils to hop over unknown or forgotten words, and use the words they recognize to help them understand what is unfamiliar.

- Check answers, then focus on any remaining vocabulary difficulties. Ensure that pupils know how to say years as two separate numbers – the century, then the year number: *nineteen eighty-three* for 1983, etc.

Answers

Picture 1: Ghost B. Picture 2: Ghost D.
Picture 3: Ghost A. Picture 4: Ghost C.

Reading comprehension (PUPIL'S BOOK p. 85)**Choose the right answer.**

- **Scanning for specific information** Say *Open your books at page 85*. Read the questions out loud and establish answers through class discussion. Pupils can then write answers to the questions, possibly as homework.

Answers

1 Sir Walter Raleigh 2 Lady Jane Grey 3 Lady Jane Grey
4 The St Paul's ghost 5 Sir Walter Raleigh
6 The St Paul's ghost 7 The Theatre Royal ghost

Write short answers.

- **Scanning for and sorting information** Revise short-form answers in the simple past. If necessary, go through the exercise orally before pupils complete it in writing.

Answers

1 Yes, she was. 2 No, it doesn't. 3 Yes, he was.
4 Yes, there is. 5 Yes, it does.

Complete the crossword with the missing words.

- Tell pupils that the texts on PB p. 84 give them all the information they need to complete the crossword.

Answers

1 guards 2 theatre 3 explorer 4 prisoner
5 picture 6 museum

Portfolio teaching notes**Now I can...**

On this page (p. 92) there is one statement relating to each book unit. You will need to give each pupil a copy of this page after finishing Unit 3 of the pupil's book. After doing each revision section in the pupil's book and the test for that section (every 3 units), pupils should be asked to look at this page. They should read the statements for the three units they have just covered and decide if they are now confident that they can do those things in English (you may need to discuss the statements with the class first in their mother tongue). If they are confident, then they colour in the character for that statement. If they are fairly confident, but still a little unsure, they should colour in just the character's speech bubble and return to that statement after the next three units when they have had more opportunity to revise and practise that language. If they do not think they can do it at all they should leave it blank and revisit it after the following three units. This page should be visited after completing Units 3, 6, 9, 12 and 15.

How's your English now?

Again, a copy of these pages (pp. 93–94) should be given to each child after completing Unit 3 and then revisited after Units 6, 9, 12 and 15. Pupils should look at the section corresponding to the units they have just finished. They should say the words cued by the pictures on the page and then write the corresponding words underneath. They should then look at the star feature and decide how they are progressing in English. They colour in the star in the correct position depending on how they think they are doing.

Dossier

This year I have ...

This page (p. 95) should be completed by each child at the end of the year. They should look back at all the project work they have done over the year, fill in the record and evaluate which piece was their best piece of work. Empty lines have been left for them to add in details of any extra projects you may have done, e.g. *made puppets for the puppet theatre*.

End of year review

This page (p. 96) should also be completed at the end of the year. Pupils look back through their books and decide which were their favourite songs, games, characters, stories and projects, and write some new words they have learned.

Test Tapescripts and Answer Key

Test 1

1 Listen and tick.

16

Example: There's a bear under the bed.

1 There's a computer on the table.

2 There's a guitar near the chair.

3 There's a car in the box.

Answers

1a, 2b, 3b

2 Write: *There's* or *There are*. Circle *Yes* or *No*. Answer the question.

1 There are, Yes

2 There's, No

3 There are, No

4 There's, Yes

Six

3 Match and write the missing word and number.

twenty-three 23

seventy-seven 77

ninety-one 91

fifty 50

forty-six 46

Missing word: thirty-five

Missing number: 82

4 Look and complete.

1 jar 3 can

2 bottle 4 packet

5 Complete the crossword.

1 bank

2 café

3 petshop

4 supermarket

5 toyshop

6 school

6 Complete the conversations.

1 haven't 4 Is there

2 Can I have 5 it's at

3 Here

Test 2

1 Listen and number.

30

1 It's not snowing, but it's very cold!

2 It's a hot and sunny day. They're swimming.

3 It's very windy, but it isn't raining. They're riding their bikes in the park.

4 It's raining. They're waiting for a bus.

5 It's snowing. They're making a snowman.

Answers

a3, b2, c5, d4, e1

2 Find and write.

1 's riding

2 're watching

3 's reading

4 's playing

5 're eating

6 's drinking

3 Write: *is*, *isn't*, *are* or *'re not*.

1 are 4 is

2 is 5 're not

3 isn't

4 Circle the correct word and match.

1 across, the street.

2 next to, the tree.

3 into, the shop.

5 Look and write.

1 No, they're not.

2 No, she isn't.

3 No, she isn't.

4 Yes, they are.

5 No, he isn't.

6 Complete and write the mystery country.

1 Mexico 4 Spain

2 Turkey 5 Greece

3 Antarctica 6 Italy

America

Test 3

1 Listen and draw ☺ or ☹.

48

Example: I like pizza.

1 I don't like fish.

2 I don't like chocolate.

3 I like sweets.

4 I like fruit.

5 I don't like carrots.

Answers

1 ☹ 3 ☺ 5 ☹

2 ☹ 4 ☺

2 Match and write: *Yes, I do*. or *No, I don't*.

1 a, Yes, I do.

2 b, Yes, I do.

3 d, No, I don't.

3 Look and write.

1 likes swimming

2 doesn't like football

3 likes cycling

4 doesn't like athletics

4 Circle the correct word(s).

1 doesn't live 3 don't eat

2 eat 4 likes

5 Complete and write.

1 d, It's in the bedroom.

2 e, It's in the bathroom.

3 c, It's on the stairs.

4 a, It's in the living-room.

6 Find and write.

1 west 3 east

2 south

Test 4

1 Listen and match.

61

1 On Monday, I have a guitar lesson at five o'clock.

2 On Tuesday, I usually go swimming after school.

3 I go to Art Club on Wednesday; I really like drawing and painting.

4 On Thursday, there is a Computer Club at school.

5 On Friday, I play basketball with my friends in the park.

6 I like going to the cinema on Saturday and on Sunday my family always visit my grandma. She always makes us a cake!

Answers

1 d 3 a 5 e

2 f 4 g 6 c

2 Complete and write the mystery subject.

1 Science 4 Sport

2 Music 5 Art

3 Maths 6 Geography

History

3 Find and write.

1 her 3 him

2 them 4 us

4 Complete the sentences using the words in the box.

1 have a shower

2 clean my teeth
3 go to school
4 eat sausages
5 do my homework
6 watch TV

5 Match and write: *early* or *late*.

1 a, late 3 b, late

2 d, early

6 Complete the sentences.

1 Maths, 9 o'clock

2 English, 11 o'clock

Test 5

1 Listen, write and match.

75

Example: Jack was fifth

1 Tom was third

2 Will was first

3 Liz was second

4 Dan was sixth

5 Kim was fourth

Answers

1 3rd 4 6th

2 1st 5 4th

3 2nd

2 Find and write the words under the seasons.

Spring *Summer*

March June

April July

May August

Autumn *Winter*

September December

October January

November February

3 Complete the conversation.

1 yesterday 4 Was

2 cinema 5 had

3 dinosaurs

4 Write: *was*, *were* or *had*. Circle *True* or *False*.

1 was, False

2 were, False

3 had, True

4 was, True

5 had, False

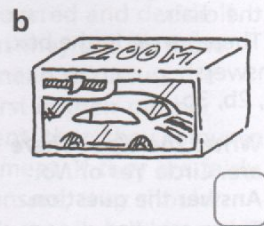
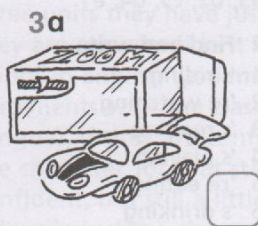
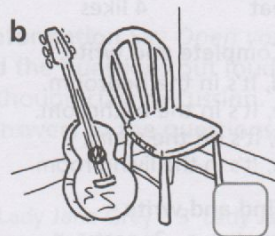
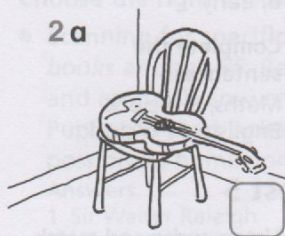
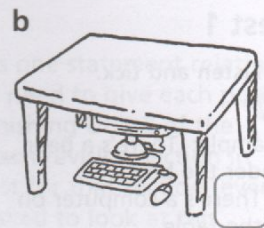
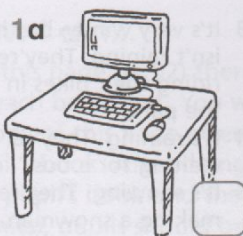
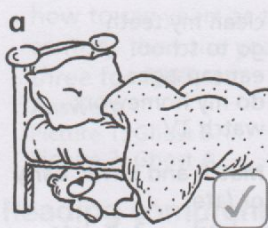
5 Circle the odd one out.

1 month 4 Remember

2 First 5 ninth

3 Birthday

1 Listen and tick ✓.



3

2 Write: *There's* or *There are*. Circle *Yes* or *No*. Answer the question.



• There's a fox.

Yes ☒ No

• There are two snakes.

Yes ☒ No

1 _____ four parrots.

Yes No

2 _____ a car.

Yes No

3 _____ three elephants.

Yes No

4 _____ a lion.

Yes No

How many spiders are there? _____

5

3 Match and write the missing word and number.

sixty-four

50

eighty-two

fifty

35

twenty-three

64

91

77

23

ninety-one

forty-six

seventy-seven

46

Missing word _____

Missing number _____

7

4 Look and complete.

jar piece
packet bottle
can

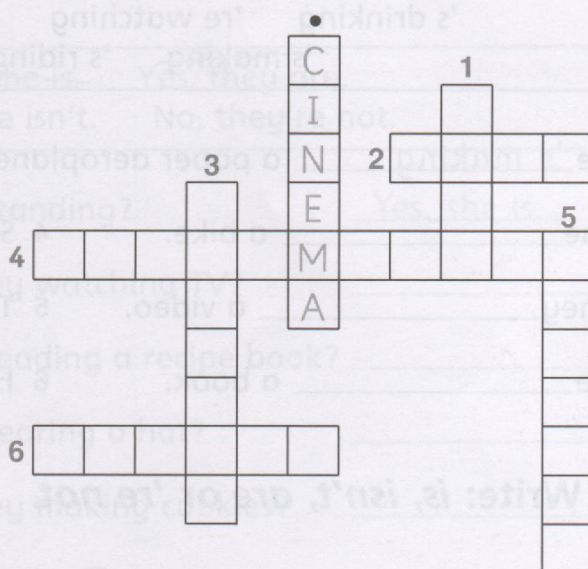


Can I have

- a piece of cheese,
- 1 a _____ of honey,
- 2 a _____ of milk,
- 3 a _____ of soup,
- 4 a _____ of cookies, please.

4

5 Complete the crossword.



6

6 Complete the conversations.

it's at Can I have Is there ~~Have you got~~ haven't Here

Have you got a packet of peppermints, please?



No, I (1) _____, sorry.

Hello. (2) _____ two lollipops, please?



(3) _____ you are.

(4) _____ a sweet shop here, please?



Yes, (5) _____ 42 Oxford Street.

5

1 Listen and number.



a



b



c



d



e

4

2 Find and write.

's drinking 're watching 's reading 's playing
's making 's riding 're eating

• He 's making a paper aeroplane.

1 She _____ a bike.

4 She _____ the guitar.

2 They _____ a video.

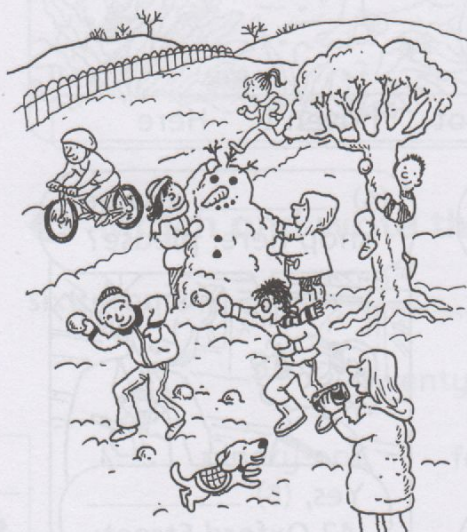
5 They _____ cakes.

3 He _____ a book.

6 He _____ a can of cola.

6

3 Write: *is*, *isn't*, *are* or *'re not*.



She isn't eating an ice cream.



1 They _____ making a snowman.



2 He _____ climbing a tree.



3 He _____ waiting for a bus.



4 She _____ running.



5 They _____ playing football.

5

4 Circle the correct word and match.



He's getting into / out of

the shop.



She's walking across / next to

the car.



He's standing next to / round

the street.



She's going round / into

the tree.

5 Look and write.

Yes, he is. ~~Yes, she is.~~ Yes, they are.
No, he isn't. No, she isn't. No, they're not.



- Is she standing?

Yes, she is.

1 Are they watching TV?

2 Is she reading a recipe book?

3 Is he wearing a hat?

4 Are they making cookies?

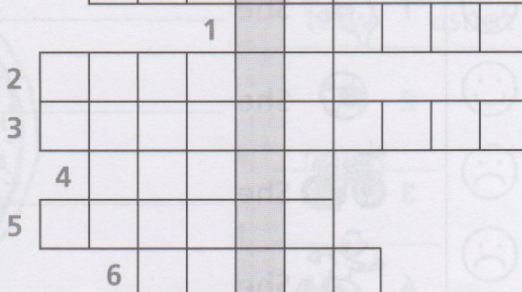
5 Is he singing?

6 Complete and write the mystery country.

~~Japan~~ Antarctica Spain Greece Italy Turkey Mexico



● J A P A N



1 Listen and draw ☺ or ☹.



5

2 Match and write: Yes, I do. or No, I don't.

• Do you like cooking?



a _____.

• Do you like watching videos?



b _____.

1 Do you like reading books?



c Yes, I do.

2 Do you like playing chess?



d _____.

3 Do you like listening to music?



e No, I don't.

6

3 Look and write.



Susan

football	☹
swimming	☺
basketball	☺
cycling	☺
table tennis	☹
athletics	☹

• Susan likes basketball.

• She doesn't like table tennis.

1 She _____.

2 She _____.

3 She _____.

4 She _____.

4

4 Circle the correct word(s).

- I live / lives in Australia.

1 She don't live / doesn't live in Africa.

3 I don't eat / doesn't eat eggs.

2 Birds eat / eats nuts and seeds.

4 He like / likes porcupines.

4

5 Complete and write.

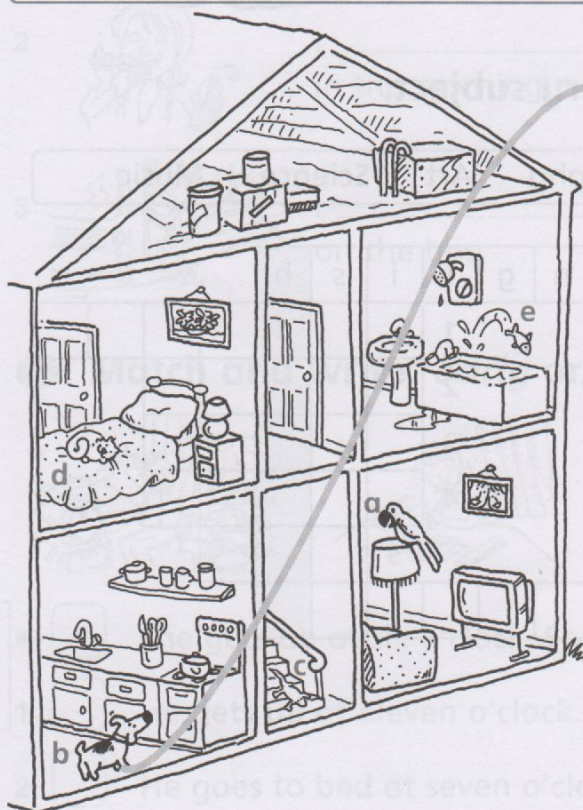
kitchen

stairs

living-room

bedroom

bathroom



• Where's the dog?

b

It's in the kitchen.

1 Where's the cat?

☐

2 Where's the fish?

☐

3 Where's the lizard?

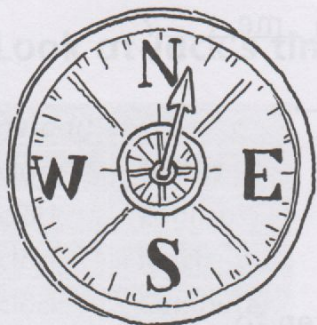
☐

4 Where's the parrot?

☐

8

6 Find and write.



tesw

ushot

ornht

stae

• north

2

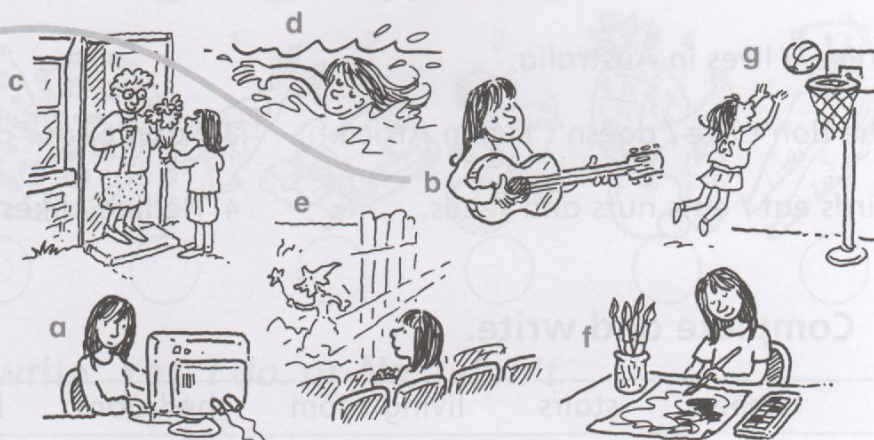
1

3

3

1 Listen and match.

- Monday
- 1 Tuesday
- 2 Wednesday
- 3 Thursday
- 4 Friday
- 5 Saturday
- 6 Sunday



6

2 Complete and write the mystery subject.

Maths ~~English~~ Sport Geography Art Science Music

1

2

3

4

5

6

E	n	g	l	i	s	h						

7

The mystery subject is _____.

3 Find and write.

them him her ~~me~~ us

- I'm going to the library. Do you want to come with me?
- 1 There's a new girl in our class. I really like _____.
- 2 Where are Derek and Mary? I can't find _____.
- 3 This is Peter's book. Please give it to _____.
- 4 We're singing in a concert on Friday. Come and listen to _____.

4

4 Complete the sentences using the words in the box.

clean my teeth have a shower
watch TV go to school
eat sausages do my homework
~~get up~~



I get up
at 7 o'clock.



1 I _____
before breakfast.



4 I _____
for lunch.



2 I _____
in the morning.



5 I _____
after school.



3 I _____
on the bus.



6 I _____
in the evening.

6

5 Match and write: *early* or *late*.



- ☒ c She gets up at six o'clock. She gets up early.
- 1 ☐ He gets up at eleven o'clock. He gets up _____.
- 2 ☐ He goes to bed at seven o'clock. He goes to bed _____.
- 3 ☐ She goes to bed at ten o'clock. She goes to bed _____.

3

6 Look at Jack's timetable. Complete the sentences.

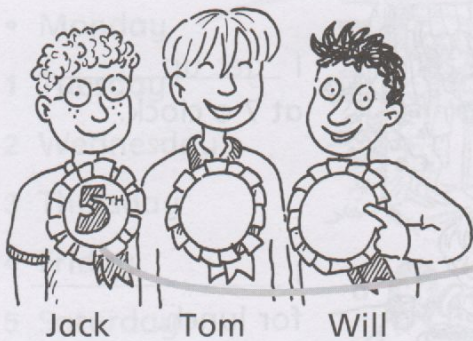
Wednesday	
9 o'clock	Maths
11 o'clock	English
1 o'clock	lunch
2 o'clock	Computer

On Wednesday ...

- Jack has a Computer lesson at 2 o'clock.
- 1 He has a _____ lesson at _____.
- 2 He has an _____ lesson at _____.

4

1 Listen, write and match.



first
second
third
fourth
fifth
sixth



5

2 Find and write the words under the seasons.

a	r	d	u	k	t	o	t	S	a
D	E	C	E	M	B	E	R	E	F
e	b	n	I	A	t	s	i	P	E
J	g	A	P	R	I	L	M	T	B
U	u	t	O	C	T	O	B	E	R
L	M	J	i	H	c	b	s	M	U
Y	A	U	G	U	S	T	A	B	A
G	Y	N	O	V	E	M	B	E	R
n	x	E	J	A	N	U	A	R	Y

Spring

Summer

July

Autumn

Winter

December

5

3 Complete the conversation.

was dinosaurs —were— had yesterday cinema



Hello. Where were you
(1) _____?

I was at the (2) _____. There was
a film about some (3) _____.

(4) _____ it good?

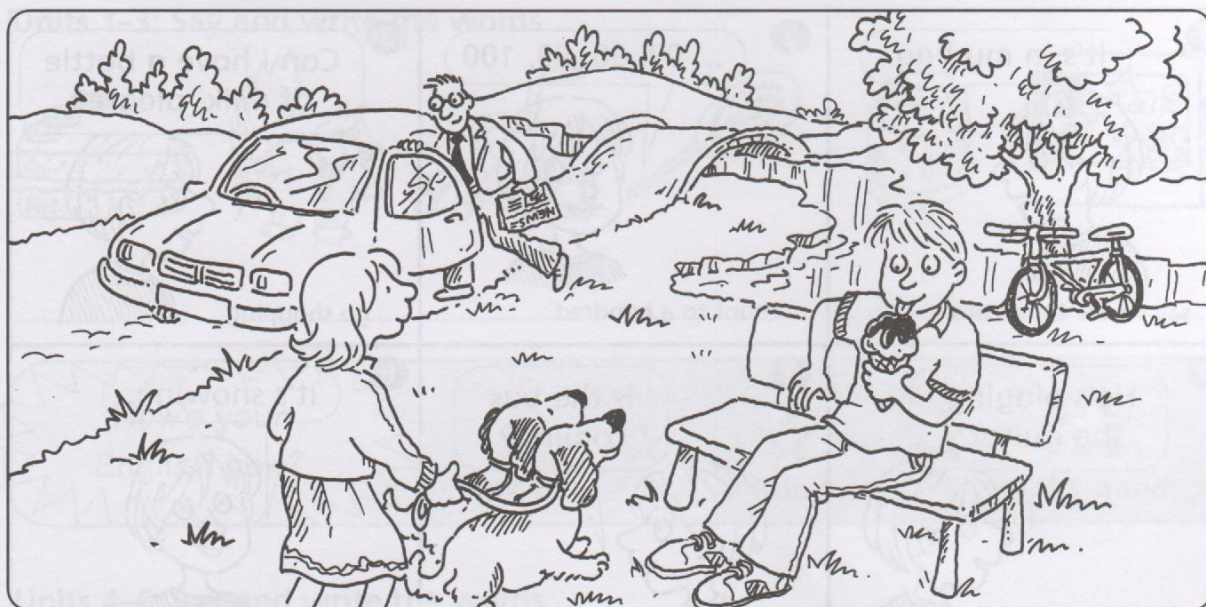
Yes, and I (5) _____ a delicious
chocolate ice cream.



Lucky you!

5

4 Write: *was*, *were* or *had*. Circle *True* or *False*.



- It was sunny and hot.

True False

- 1 The girl _____ on the bridge.

True False

- 2 The dogs _____ in the car.

True False

- 3 The boy _____ an ice cream.

True False

- 4 His bicycle _____ next to the tree.

True False

- 5 The man _____ a packet of donuts.

True False

5 Circle the odd one out.

- May

Party

July

- 1 month

sixth

seventh

- 2 East

West

First

- 3 Wednesday

Thursday

Birthday

- 4 October

Remember
















December

- 5 mouth

teeth

ninth

Now I can ...

<p>1</p> <p>It's in my bag.</p>  <p>... say where things are.</p>	<p>2</p> <p>... 97, 98, 99, 100</p>  <p>... count to a hundred.</p>	<p>3</p> <p>Can I have a bottle of milk, please?</p>  <p>... go shopping.</p>
<p>4</p> <p>He's playing the guitar.</p>  <p>... say what people are doing now.</p>	<p>5</p> <p>Is the bus coming?</p>  <p>... ask what's happening now.</p>	<p>6</p> <p>It's snowing.</p>  <p>... talk about the weather.</p>
<p>7</p> <p>I like basketball.</p>  <p>... say what things I like.</p>	<p>8</p> <p>It eats seeds.</p>  <p>... describe animals and their lives.</p>	<p>9</p> <p>I live at number 11 London Road.</p>  <p>... ask and say where people live.</p>
<p>10</p> <p>Where's Mary? I can't find her.</p>  <p>... use <i>him</i>, <i>her</i> and <i>them</i>.</p>	<p>11</p> <p>I sometimes eat cereal for breakfast.</p>  <p>... talk about my routine.</p>	<p>12</p> <p>On Tuesdays I have English at ten o'clock.</p>  <p>... talk about a school timetable.</p>
<p>13</p> <p>It's the twentieth of June.</p>  <p>... ask and say the date.</p>	<p>14</p> <p>Where were you yesterday?</p>  <p>... ask and answer about yesterday.</p>	<p>15</p> <p>Dinosaurs lived on earth ...</p>  <p>... talk about the past.</p>

How's your English now?

Units 1-3: Say and write the words ...



How's your
English now?



OK ...

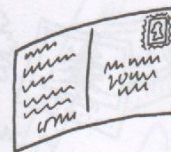


Good ...



VERY good!

Units 4-6: Say and write the words ...



How's your
English now?



OK ...

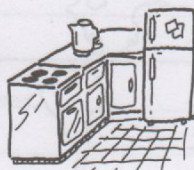


Good ...



VERY good!

Units 7-9: Say and write the words ...



How's your
English now?



OK ...



Good ...



VERY good!

How's your English now?

Units 10–12: Say and write the words ...



How's your English now?

★
OK ...

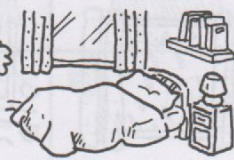


★
Good ...



★
VERY good!

Units 13–15: Say and write the words ...



How's your English now?

★
OK ...



★
Good ...



★
VERY good!

Units 1–15: Say and write the words ...



How's your English now?

★
OK ...



★
Good ...

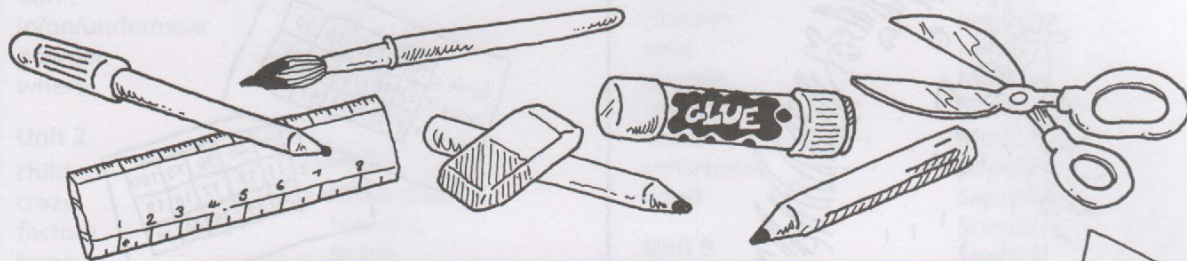


★
VERY good!

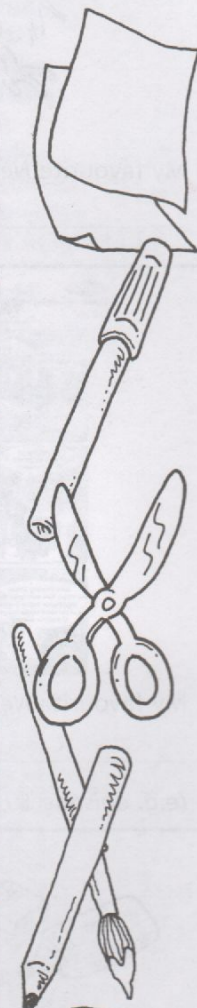
Dossier: This year I have ...

Name: _____ Age: _____

Class: _____ Teacher: _____



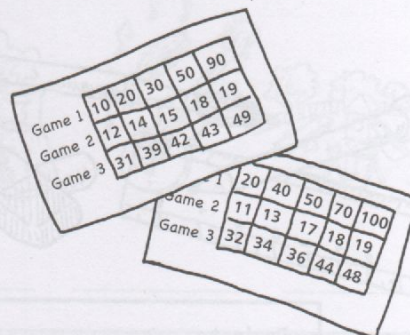
Project	Date
drawn and written about my favourite dish.	
done a survey about favourite dishes.	
made an advert for a restaurant.	
written an e-mail from my favourite holiday place.	
done a survey about holiday places.	
written about my favourite pop star.	
drawn a plan of my house.	
written a letter about my town.	
made an information leaflet about my region.	
written my timetable of lessons.	
made a scrapbook page about my school.	
made a poster about special days.	
coloured the flags of English-speaking countries.	
made a poster about an English-speaking country.	
completed information about my country.	
My best piece of work this year was: _____	



End of year review



My favourite *New Chatterbox 2* song / chant is _____.



My favourite *New Chatterbox 2* game is _____.



My favourite *New Chatterbox 2* story is _____.

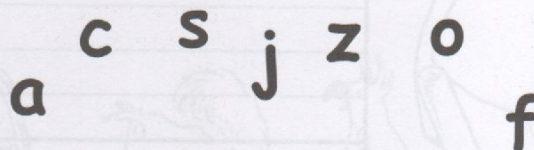
(e.g. episode 5 / Yankee Stadium)



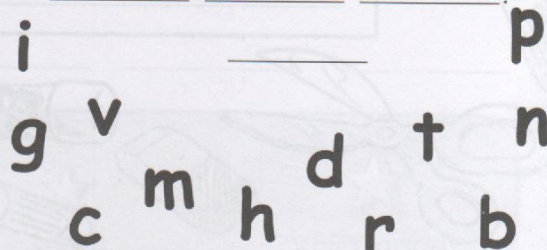
My favourite *New Chatterbox 2* story character is _____.



My favourite *New Chatterbox 2* project is _____.



My favourite new words from *New Chatterbox 2* are _____.



(Note: Words listed here are only those new to this level. Vocabulary recycled from previous levels has not been included.)

Unit 1

don't
in/on/under/near
powder
where

Unit 2

children
crazy
factory
famous
Numbers 13–100
rare

Unit 3

bag
bottle
butter
can
cheese
chocolate chip cookies
honey
jar
licorice
lollipop
milk
packet
piece
shopping list
spider
sugar
sweet shop
toothbrush
toothpaste
worm

Unit 4

dream
drink
eat
make
open
play
point at
read
ride
talk to
watch
wake up
write

Unit 5

beach
beach towel
captain
goal
goalie
into/out of/next to/
round/across

pull
run
sea
wait for
wave
whale

Unit 6

Antarctica
blowing
Brazil
cold
Greece
hot
Italy
It's raining.
It's snowing.
Japan
Mexico
playground
postcard
rainy
shining
Spain
sun
sunny
Turkey
wet
wind
windy
world

Unit 7

adventure film
American football
athletics
autumn
chess
classical music
computer game
cycling
dance music
ghost film
news programme
pop music
spring
summer
table tennis
winter

Unit 8

animals
carrots
chocolate
insects
leaves
lemonade
lizard
milk

nuts
oranges
peanuts
peas
people
roots
seeds
sometimes
ward

Unit 9

bathroom
bed
bedroom
cooker
downstairs
east
home
kitchen
living-room
north
sofa
south
stairs
upstairs
west

Unit 10

hear
her/him/you/me/us/them
Hide and Seek
see-saw
swing

Unit 11

always/usually/
sometimes/never
cage
cereal
clean teeth
do homework
early
evening
get up
go to school
have breakfast
late
morning
put on (clothes)
shower
wash
zoo

Unit 12

Art
Computer
delicious
diner
Friday

Geography
History
market
Maths
Monday
mushrooms
Music
popular
Saturday
Science
Sport
Sunday
Thursday
toast
Tuesday
vegetables
Wednesday
week (days of the)

Unit 13

April
August
December
February
fifth, ...
first
fourth
January
July
June
March
May
midnight
month
New Year
November
October
second
September
third

Unit 14

brain
dinosaur
tail
teeth
yesterday

Unit 15

browser
clown
download
e-mail
head teacher
party hat
website



New Chatterbox brings this ever-popular series up-to-date with brand new content, whilst retaining the same core syllabus, structure and approach that teachers love so much.

The addition of a new Starter level makes the course ideal for complete beginners.

- New **Captain Shadow** stories introduce language through fun
- **My World** pages reflect an increase in cross-cultural awareness
- Communicative games allow children to review key language
- Festival-based activities and class plays extend language skills
- New **Teacher's Resource Pack** allows teachers to build on core teaching material.

New Chatterbox 2 consists of:

- Pupil's Book
- Activity Book
- Teacher's Book
- Cassette / CD
- Teacher's Resource Pack, containing:
 - 2 Posters
 - Photocopy Masters Book.

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