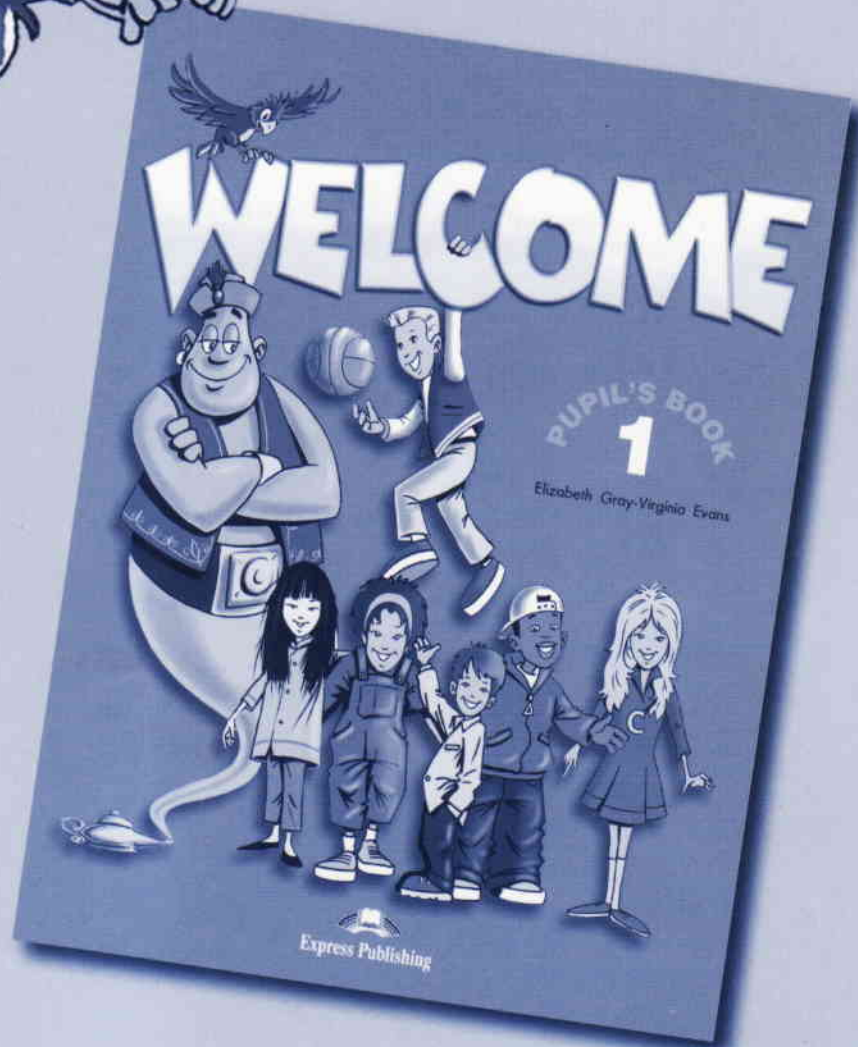


# TEACHER'S BOOK

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## Introduction to the Teacher

### Description - Syllabus - Components

- **Welcome** is a two-level course at primary level for children learning English for the first time. Its syllabus is based on graded structures and vocabulary. **Welcome** enables pupils to use English effectively and ensures that they have fun while learning. **Welcome** develops all four skills (reading, writing, listening and speaking) through a variety of communicative tasks and everyday dialogues. It recycles vocabulary and grammar regularly.
- **Welcome 1** consists of fourteen units. Each unit contains material for three lessons of about 50 minutes each.

### Components at each level

- The **Pupil's Book** presents new words, grammar structures and functions in a clear way. The language is presented in context through lively dialogues or enjoyable texts. A variety of functional exercises, songs and games help pupils practise the new language in an enjoyable way. Dialogues, texts, songs, rhymes and other listening activities are on the CD or cassette.
- The **Workbook** consists of 14 units of four pages each. Each unit is divided into five sections: Vocabulary, Grammar, Communication, Listening and Reading & Writing. The Workbook aims to consolidate the language points and grammar structures that appear in the Pupil's Book with various exercises. It can be used either in class or for homework.
- The **Teacher's Book** gives step-by-step lesson plans and the answers to the exercises for both the Pupil's Book and the Workbook. It also contains extra ideas on how to present new words and grammar structures, as well as four photocopiable assessment tests in two versions and tapescripts of the listening activities.
- The **Picture Flashcards** include all the pictures necessary to present and revise new structures and vocabulary.

- The **Class CDs or Cassettes** include all the recordings for the listening activities in the Pupil's Book and the Workbook. They also include a recording of the play so that the pupils are given a model of the pronunciation and intonation of the language used.
- The **Pupil's CD or Cassette** includes all vocabulary, dialogues, texts, pronunciation twisters and the play, all of which are necessary for home study. Pupils have the chance to listen to these recordings as many times as they want to improve their pronunciation and intonation.
- The **Multimedia CD Rom** includes exercises for pupils to reinforce their language skills.
- The **Alphabet Booklet** accompanies *Welcome 1* and introduces beginners to the new letters and sounds.

### Characters

The course presents the adventures of six children; Wendy, an 11-year-old computer whizz; Tom, her clever 5-year-old brother; Eddy, who is 11 years old and likes rap and basketball; Lin, a well-behaved 10-year-old who likes ballet; Cindy, a graceful 12-year-old, and Oscar, an intelligent 10-year-old. These six children, with Masid, a cheerful but mischievous genie, and Eric, the naughty parrot, are the main characters in the series.

Various other characters appear in the units such as, Miss Parker the teacher, the children's parents, Pinky the rabbit and the monsters on the planet Ziccom.

### How to use the Pupil's Book

There are 14 units divided into three lessons of two pages each. Each unit provides work for a minimum of three 50-minute lessons.

## Lessons 1 and 2



### NEW VOCABULARY: EX. 1

Each lesson starts with the presentation of new words for the unit. Each word is presented through a picture so that pupils understand the meaning.

#### Presentation with books closed.

- Pin up relevant flashcards one at a time.
- Point to each and model the word/phrase.
- Pupils listen, then repeat chorally and individually.
- Point to flashcards in random order and elicit new vocabulary from pupils.
- Pupils' books open. Play the cassette. Pupils listen and repeat.

Note: Avoid using pupils' mother tongue to translate new words. Use miming, classroom objects or picture flashcards instead, whenever this is possible.

#### Presentation with books open.

- Play the cassette.
- Pause between each word.
- Pupils repeat chorally and individually.
- Show pupils flashcards in random order. Pupils say the new word/phrase.



### DIALOGUE PRESENTATION: EXS. 2 & 3

- Each dialogue is preceded by a listening activity. Ex. 2 is usually a lead-in question or a listening task with two possible answers which pupils have to complete before reading the dialogue. This way pupils familiarise themselves with the dialogue (Ex. 3), practising their listening comprehension at the same time.

- Read and explain the instructions.
- Read the question and possible answers.
- Ask pupils to look at the pictures in Ex. 3 and guess what the dialogue is about.
- Play the cassette once or twice, while pupils complete the task.
- Check pupils' answers.

- All dialogues cover areas of interest within the knowledge of children and focus on developing pupils' listening and reading skills.

- Play the cassette with pauses between each exchange.
- Pupils listen and follow the lines and repeat chorally and individually.
- Check pupils' pronunciation and intonation.
- Pupils act out the dialogue in pairs.

Note: After Unit 4 you can ask pupils concept questions about the dialogue after pupils have acted out the dialogue in pairs.



### CONTROLLED PRACTICE OF STRUCTURES: EX. 4

Each dialogue is followed by a structural exercise which recycles vocabulary and grammar structures presented in the dialogue.

#### Presentation with pupils' books closed.

- Pin up relevant flashcards one at a time.
- Present the structure orally.
- Write it on the board.
- Pupils repeat chorally and individually.
- Repeat with the rest of the flashcards.
- Wipe the example off the board.
- Point to the flashcards in random order.
- Elicit correct answers from pupils.
- Pupils' books open.
- Read the example.
- Pupils practise the structure of the example with all pictures.

#### Presentation with pupils' books open.

- Read the example.
- Pupils repeat chorally and individually.
- Individual pupils practise grammar structures with the rest of the pictures.
- Pupils' books closed.
- Show pupils relevant flashcards in random order.
- Pupils practise the grammar structures.



### GRAMMAR

Useful grammar tables present structures from the dialogue. Always present grammar structures on the board, as explained in each lesson plan in the Teacher's Book. Pupils practise grammar structures in the exercises that follow the table first orally, then in writing in class. In all writing exercises encourage accuracy in punctuation.



### COMMUNICATION

All useful communicative patterns presented in the dialogue are further exploited so that pupils may have more practice and be able to use them appropriately. These patterns are recorded so that pupils acquire the correct pronunciation and intonation. Pupils memorise these patterns.

- Play the cassette once or twice with pauses between each exchange.



- Pupils listen, follow the lines and repeat chorally and individually.
- Pupils read and act out the dialogue in pairs.



### TRANSFER

Each lesson ends with a free-practice exercise. Pupils use the structures presented before to act out dialogues, or make sentences orally about themselves. After pupils have done the exercise orally, they do it in writing in class.

## Lesson 3

This lesson revises the vocabulary and the grammar structures that have been presented in the first two lessons of each unit. It is laid out differently to the previous lessons. The lesson starts with a text-based exercise followed by various tasks such as comprehension questions, listening or matching activities.

The project work in lesson 3 provides essential writing practice for the students. Here, they get the chance to use the structures and the vocabulary they have learned from the whole unit. The lesson ends on a fun note by playing games and singing lively songs adapted to the needs and the knowledge of the pupils.

### – Text-based exercise

Pupils listen to and read a text adapted to match pupils' needs and ability. The text is also recorded so that pupils can practise listening as well as reading.

### – Exercises

The Teacher's Book provides clear instructions on how each exercise in Lesson 3 should be taught.

### – Project

The text itself serves as a model for pupils to produce a short piece of writing, as described in the Project exercise. Pupils do the exercise orally, then are assigned it as written homework. All projects work with the Photo File section at the end of the Pupil's Book. Pupils write their text in the space provided in the Photo File section, attach or draw pictures, then cut out the page and hand it in to be corrected. Pinning up pupils' project work in the class will make them feel proud of what they have achieved so far.

### – Twister

This is a regular exercise on sounds in English. Play the cassette focusing pupils' attention on the sound presented each time, then pupils practise chorally and individually.

### – Games

In this section pupils practise structures presented in lessons 1 and 2 in lively and competitive activities. The games, for individuals or pairs, are shown clearly with examples so that pupils will have no difficulty in understanding how to play. Clear instructions for each game are given in the lesson plans in the Teacher's Book. Always explain the game to pupils before playing.

### – Songs

Each unit ends with a song aiming to practise patterns and vocabulary taught within the unit.

- Play the cassette.
- Pupils listen and follow the words.
- Read the song and explain any unknown words.
- Pupils repeat chorally and individually.
- Play the cassette again.
- Pupils listen and sing along with the recording, following the words.

## Revision Units and Tests

There are four revision sections in the Pupil's Book set out in the following way:

Revision 1: Units 1, 2 and 3

Revision 2: Units 4, 5 and 6

Revision 3: Units 7, 8, 9 and 10

Revision 4: Units 11, 12, 13 and 14

The revision sections serve as preparation in class for the corresponding tests in the Teacher's Book. Pupils familiarise themselves with the layout and content of the tests which are divided into four sections: Vocabulary, Grammar, Communication, Reading & Writing.

There are four photocopiable assessment tests, in two versions each, at the back of the Teacher's Book followed by marking schemes.

## Merry Christmas

There is an extra unit at the end of the book containing Christmas activities. This unit is to be covered as a lead-up to Christmas.



## Play

Also included at the end of the Pupil's Book is a short play. This provides pupils with the opportunity to bring to life the characters in *Welcome 1*, by taking on roles and acting out a short story which also recycles language and songs already taught. In the Teacher's Book there are stage directions for those teachers who wish to put on an end-of-year performance. The dialogue is also on CD or cassette, giving the pupils a model to emulate. Hand puppets at the back of the Workbook can be cut out and used while pupils practise the play in class.

## Workbook

After completing Lessons 1, 2 and 3 of each unit, pupils turn to the Workbook for Lesson 4. The Workbook contains extension activities relating to the units in the Pupil's Book. Each unit in the Workbook is divided into Vocabulary, Grammar, Communication, Listening, Reading & Writing. Some of the exercises can be covered in class and others may be assigned as written homework. The Workbook contains colourful illustrations, hand puppets and stickers, providing the pupils with additional tools to complete the extra activities.

## How to assign and check pupils' homework

At the end of each lesson plan there is a suggested homework assignment. Always write the assigned homework on the board so that pupils can copy it in their notebooks. Ask pupils to use the Pupil's CD or Cassette to practise further and improve their pronunciation and intonation.

Homework is always checked before the presentation of a new lesson.

### – How to check new words/structures:

Pin up relevant flashcards. Point to each and elicit answers from pupils.

### – How to check copying:

Collect pupils' notebooks and correct their copying, putting emphasis on the importance of clear handwriting.

### – How to check dictation:

- Dictate various words/phrases. Pupils write them in their notebooks.
- Show pupils relevant flashcards. Pupils write down the relevant word.

Correct pupils' dictation. If pupils have made spelling mistakes write down these words and ask pupils to write them again two or three times. Encourage pupils by praising their efforts and/or putting stickers on their dictation papers. Stickers are provided in the Workbook.

### – How to check role play:

Pupils act out the relevant exchanges in pairs. It is advisable to use flashcards wherever possible. Check pupils' intonation and pronunciation.

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# My Alphabet Book

## Lesson 1 (p. 3)

- 4 1 apple 3 cat 5 egg  
2 ball 4 dog 6 frog

## Lesson 2 (p. 5)

- 4 lemon, hat, glass, ice cream, jam, kite

## Lesson 3 (p. 7)

- 4 1 man 3 queen 5 ring  
2 orange 4 pen 6 nest

## Lesson 4 (p. 9)

- 4 1 zebra 4 box 7 umbrella  
2 vase 5 woman 8 table  
3 yellow 6 star

## Consolidation (Lessons 1 - 5 pp. 12 - 15)

- A 1 b 2 c 3 g 4 m

- B 1 B, D, E, H, J, K, M, O, Q, T, U, W, Y, Z  
2 c, e, f, i, j, l, n, o, q, t, u, w, y

- C e, i, o, u

- D b, c, d, f, s, g, m, l, k, h, n, r, q, t, v, x, w, z, y

- E ship, cheese, phone, shell, thumb

- F 1 man 4 glass 7 cheese  
2 table 5 zebra 8 phone  
3 box 6 lemon

- G man, hat, lemon, kite, jam, ice cream

- I 1 vase 4 umbrella 7 table  
2 woman 5 frog 8 orange  
3 yellow 6 kite

- J BALL, GLASS, VASE, YELLOW, WOMAN, MAN,  
SHELL, FROG, TABLE, ZEBRA

- K 1 umbrella 5 apple 9 egg  
2 lemon 6 frog 10 jam  
3 ring 7 star 11 glass  
4 yellow 8 orange



# Unit 1 - Hello! (pp. 4 - 9)

## Objectives/Targets

greetings, introductions

## Structures

What's your name?, My name is, I'm, How are you?, I'm fine thanks, How do you spell that? Who's that?

## Vocabulary

Good morning, Hello, Goodbye, Good afternoon, Good evening, Good night, school, friend, teacher, parrot, Who's that?

## Communication

introducing oneself and others, greetings, identifying people, spelling one's name

## Project

introducing yourself, friend/pet/teacher

## Lesson 1 (pp. 4 - 5)

- ☐ **Vocabulary:** Good morning, Goodbye, Good afternoon, Good evening, Hello, Good night, Hi
- ☐ **Language focus:** How are you? — I'm fine, thanks — What's your name? — Hello! — Oh, hi! — Goodbye (Bye)
- ☐ **Grammar:** I am (I'm) - What is (What's) - My name is (My name's)

## PRESENTATION

### 1. Listen and repeat.

#### ★ FLASHCARDS 1 - 6

Pupils' books closed. Pin up flashcards 1 - 6. Point to each one and say the appropriate word/phrase. Pupils repeat chorally and individually. Explain how each greeting is used:

Good morning is said from **morning to noon** (12.00 pm)

Good afternoon is said from **12.00 till 5.00 pm**.

Good evening is said from **5.00 till midnight**.

Good night is said when you are **leaving or going to bed**.

Draw pupils' attention to the clock faces in the flashcards.

Pupils open their books. Play the cassette for Ex. 1.

Pupils listen and repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and tick (✓) the names you hear.

Read names 1 - 4 and explain the instructions to pupils. Play the cassette. Pupils tick the names they hear.

Names to be ticked:

2 Eddy 3 Lin 4 Oscar

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogues in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 7 - 10

Pupils' books closed. Show pupils flashcard No. 7. Say "Good morning". Pupils repeat chorally and individually. Pin up the flashcard on the board. Show pupils flashcard No. 8. Pupils say "Good afternoon" chorally and individually. Do the same for flashcards 9 and 10. Pupils' books open. Pupils look at Ex. 4. Read out the example. Pupils do the exercise.

- |                   |               |
|-------------------|---------------|
| 2 Good afternoon! | 4 Good night! |
| 3 Good evening!   |               |

## GRAMMAR

Ask pupils to take a rectangular piece of paper, fold it longways down the centre, write their name on it and put it in front of them.

Stella

Write on the board and read aloud:

*What is your name? — My name is Oscar.*

Pupils repeat chorally and individually.

Write on the board and read aloud:

*What's your name? — My name's Oscar.*

Pupils repeat chorally and individually.

Write on the board and read aloud:

*I am Eddy. — I'm Eddy.*

Pupils repeat chorally and individually.

Teach the long and short forms of I am - I'm. Show on the board how the apostrophe replaces letters in short forms:

I am    ➔    I'am - I'm  
 What is   ➔   What's - What's  
 My name is   ➔   My name's - My name's

Explain that in questions we use a question mark (?).

Say to a pupil: *Hello, I'm ..... What's your name?*

Pupil answers: *My name's ..... Repeat with some more pupils. Choose a pupil to take the part of the "teacher" asking another pupil "What's your name?"*

### 5. Read and write.

Ask pupils to look at the dialogue between Eddy and Oscar and fill in the missing words orally, then in writing. Pupils read the dialogue aloud in pairs.

Eddy: Hello, I'm Eddy. **What's your name?**

Oscar: My **name's** Oscar. How are you?

Eddy: I'm fine, thanks.

Extension: Pupils act out similar dialogues in pairs.

### 6. Look, read and choose.

Explain to pupils that they must choose the correct sentence in items 1-3. Pupils do the exercise orally, then in writing. Ask pupils to justify their answers.

1 a      2 b      3 a

### 7. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again. Pupils repeat chorally and individually. Pupils act out the dialogue in pairs. Check pupils' pronunciation/intonation.

### 8. Talk with your friend, then write.

Pupils, in pairs, act out dialogues using the dialogue in Ex. 7 as a model. Pupils do the exercise orally, then in writing in class.



#### Suggested Homework

- 1 Copy: 2 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

## Lesson 2 (pp. 6 - 7)

- ☐ **Vocabulary:** friend, school, teacher, parrot, Who's that?, welcome, spell, everyone
- ☐ **Language focus:** Who's that? That's ... — Hello, everyone — This is ..... — How do you spell it?

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 11 - 15

Pupils' books closed. Pin up flashcards 11 - 15. Point to each one and say one appropriate word/phrase. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and individually.



## LISTENING & READING

### 2. Listen and choose.

Read out the incomplete sentence and the two possible answers. Play the cassette. Pupils listen and circle the correct answer.

The correct answer is : b

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 16 - 19

Pupils' books closed. Show pupils flashcard No. 16. Say: "Hello everyone! This is Oscar!" Pupils repeat chorally and individually. Pin up the flashcard on the board and write the sentences on the board. Pupils read out the sentences chorally. Show pupils flashcard No. 17. Say: "Hello, everyone! This is Wendy!" Pupils repeat chorally and individually. Pin up the flashcard on the board. Show pupils flashcard No. 18. Ask a pupil to use the pattern on the board and introduce Lin. Pin up the flashcard on the board. Do the same for flashcard 19. Wipe the example off the board. Point to various flashcards in random order. Individual pupils introduce each person. Pupils' books open. Pupils look at Ex. 4. Read out the example. Pupils do the exercise.

- 2 Hello, everyone! This is Wendy!
- 3 Hello, everyone! This is Lin!
- 4 Hello, everyone! This is Miss Parker!

Extension: Individual pupils introduce their classmates to the class.

## GRAMMAR



#### FLASHCARDS 16 - 19

Pin up flashcard No. 16. Ask pupils: "Who is that?" Write it on the board. Answer: "That is Oscar." Write it on the board. Pupils repeat chorally and individually. Explain how the contracted types are formed. Show pupils flashcard No. 17. Ask "Who's that?" Elicit the answer. Show pupils flashcards 18 and 19. Pupils ask and answer in pairs. Wipe the example off the board. Show pupils flashcards 16 - 19. Pupils ask and answer using the patterns taught.

### 5. Look, say and write.

Read the example. Then, pupils in pairs, do Ex. 5 orally then in writing in class.

- 1 A: Who's that?  
B: That's my friend, Wendy!
- 2 A: Who's that?  
B: That's my friend, Lin!
- 3 A: Who's that?  
B: That's my friend, Bob!
- 4 A: Who's that?  
B: That's my friend, Patrick!
- 5 A: Who's that?  
B: That's my teacher, Miss Parker!

### 6. Look, read and match.

Read sentences 1 - 5. Pupils match each sentence orally to the correct picture. Individual pupils read out the sentences.

2 d      3 e      4 a      5 c

### 7. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Pupils act out the dialogue in pairs.

### 8. Talk with your friend, then write.

Pupils act out dialogues in pairs using the dialogue in Ex. 7 as a model. Pupils do the exercise orally first, then in writing in class.

(Pupils' own answers)



#### Suggested Homework

- 1 Copy: 2 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

## Lesson 3 (pp. 8 - 9)

Check pupils' HW.

## LISTENING & READING

### 1. Listen, read and write the word.

Play the cassette. Pupils listen and fill in the correct word. Play the cassette again with pauses for pupils to repeat chorally and individually. Individual pupils read out from the text.

1 friend      2 teacher      3 dog

### 2. Look and read. Put a tick (✓) or a cross (X).

Read out the sentences. Pupils put a tick for a correct answer or a cross for a wrong answer.

2 ✓      3 X      4 ✓



## WRITING

### 3. Project.

Ask pupils to use the text in Ex.1 as a model, then ask some pupils to do the exercise orally. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Pupils' own answers)

### 4. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **a** is pronounced.

**a** can be pronounced: /æ/ as in that  
/ə/ as in and  
/e/ as in name

Pupils listen and repeat chorally or individually. Check pupils' intonation and pronunciation.

### 5. Let's play!

Pupils look at the table. Read out each instruction and mime them. Pupils repeat chorally and individually. Now play the game. Give instructions in random order. Pupils carry out the instructions.

Alternatively, divide the class into two teams. Give instructions in random order. Teams, in turn, carry out the instructions. Each correct answer gets one point. The team with the most points is the winner.

### 6. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: part of text Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: two sentences from Ex. 1
- 4 Act out: Ex. 4
- 5 Project: Ex. 3
- 6 Workbook: do some exercises in class, assign the rest as written HW.

## Unit 2 - Family and friends! (pp. 10 - 15)

### Objectives/Targets

introducing/identifying family members, introducing Masid the genie, commenting on possessions, numbers 1 - 10, talking about ownership, asking sb's phone number

### Structures

possessive adjectives, possessive case

### Vocabulary

father, mother, brother, sister, grandmother, grandfather, lamp, genie, family, numbers 1 - 10, phone book, TV, computer, radio, parrot, bike

### Communication

identifying people, identifying & commenting on possessions

### Project

writing about your family

### Lesson 1 (pp. 10 - 11)

- ☐ **Vocabulary:** father, mother, grandfather, grandmother, sister, brother, genie, lamp
- ☐ **Language focus:** This is my ..., His name's ..., Who's that? , That's .....
- ☐ **Grammar:** Possessive adjectives (my, your, his ... etc)

### PRESENTATION

#### 1. Listen and repeat.

#### ★ FLASHCARDS 1 - 2

Pupils' books closed. Pin up flashcard 1 (*Wendy's family*). Point to each person and say who they are (e.g. father, sister etc.). Pupils repeat chorally and individually. Explain the relationship between them. Pin up flashcard 2 and say the words. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and/or individually.

### LISTENING & READING

#### 2. Listen and write yes or no.

Read sentences 1 and 2. Play the cassette. Pupils write yes next to the correct sentence and no next to the incorrect one.

1 yes      2 no

#### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogues in pairs.

### PRACTICE

#### 4. Look and say.

#### ★ FLASHCARD 3

Pupils' books closed. Pin up flashcard 3 on the board. Point to 1 (Bill) and say: "*This is my grandfather. **His** name's Bill.*" Write the example on the board and underline **his**. Pupils repeat chorally and individually. Point to 2 (Doris) and say: "*This is my grandmother. **Her** name is Doris.*" Write the example on the board and underline **her**. Pupils repeat chorally and individually. Explain that we use **his** for **men** or **boys** and **her** for **women** or **girls**. Point to the rest of the pictures. Pupils repeat the pattern for items 3 - 6. Wipe the examples off the board. Point to pictures (1 - 6) in random order. Pupils present the characters. Pupils' books open. Read the example, then pupils do the exercise.

- 2 This is my grandmother. Her name's Doris.
- 3 This is my father. His name's Bob.
- 4 This is my mother. Her name's Ann.
- 5 This is my sister. Her name's Wendy.
- 6 This is my sister. Her name's Lucy.

### GRAMMAR

Show pupils your pen and say. "That's my pen" emphasising **my**. Pupils repeat chorally. Write **my** on the board. Approach a pupil, point to his/her pen and say: "That's **your** pen". Pupils repeat chorally. Write **your** on the board. Do the same to present all possessive adjectives. Pupils look at the board and read out the table.

## 5. Say and write: my, his, her, our, their.

Read the example in Ex. 5, then pupils do Ex. 5 orally in class. Check pupils' answers, then pupils do the exercise in writing in class.

- 1 his 2 her 3 their 4 our

## 6. Listen and repeat.



## FLASHCARD 4

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat. Pupils read out the dialogue in pairs.

Extension: Pupils' books closed. Pin up flashcard No. 4. Pupils look at the flashcard and act out the dialogue in pairs.

## 7. Talk with your friend, then write.



## FLASHCARDS 5 - 7

Do item 1 with pupils. Then, in pairs, pupils, do items 2 and 3 orally in class. Pupils' books closed. Pin up flashcards 4 - 7. Pupils act out dialogues for each flashcard in pairs. Pupils' books open. Pupils do the exercise in writing in class. Check pupils' answers.

- 1 Wendy, her
- 2 that, That's, her mother
- 3 Who's, That's, his grandfather



## Suggested Homework

- 1 Copy: two exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, 7

## Lesson 2 (pp. 12 - 13)

- ☐ **Vocabulary:** numbers 1-10, phone book, TV, computer, radio, secret, friend, phone number, bike
- ☐ **Language focus:** What's your phone number?, What's this?, It's ...
- ☐ **Grammar:** Possessive case

Check pupils' HW.

## PRESENTATION

## 1. Listen and repeat.



## FLASHCARDS 8 - 22

Pupils' books closed. Pin up flashcards 8 - 17 (*numbers 1-10*). Point to each number and count out loud. Count out again. Pupils repeat after you each time chorally and individually.

Then, pupils look at the board and count chorally. Ask individual pupils to say the numbers as you point to each figure in random order.

Pin up flashcards 18 - 22. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and/or individually.

## LISTENING &amp; READING

## 2. Listen and write.

Read the question, then play the cassette. Pupils listen and fill in the missing number.

The missing number is: ... 2

## 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

## 4. Look and say.



## FLASHCARDS 23 - 29

Pupils' books closed. Pin up flashcard No. 23. Say: "*This is Masid's house.*" Pupils repeat chorally and individually. Write the example on the board. Pin up flashcard No. 24. Pupils identify the characters. Say: "*This is Eddy's parrot.*" Pupils repeat chorally and individually. Show pupils flashcards 25 - 29. Pupils make sentences, as in the example. Wipe the example off the



board. Point to flashcards in random order. Pupils make sentences, as in the example. Pupils' books open. Read the example, then pupils do the exercise.

- 1 This is Eddy's parrot.
- 2 This is Eddy's TV.
- 3 This is Wendy's brother.
- 4 This is Lin's mother.
- 5 This is Cindy's radio.
- 6 This is Wendy's computer.

## GRAMMAR

Explain the use of the possessive case. Write: "This is Masid's house" on the board and underline 's. Explain that this shows that sth belongs to sb. [Point out that this is different from 's (short form of is).]

### 5. Read and choose.

Pupils read the questions and choose the correct answer.

- 1 a      2 b

### 6. Read and say.

Read the example, then pupils act out similar dialogues in pairs.

- A: What's Eddy's phone number?  
B: 3691842.
- A: What's Lin's phone number?  
B: 9654371.
- A: What's Wendy's phone number?  
B: 5796384.

Pupils fill in their phone number.

### 7. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Pupils read out the dialogue in pairs.

### 8. Talk with your friend, then write.



#### FLASHCARDS 30 - 33

Pupils' books closed. Pin up flashcard No. 30 on the board. Read out item 1. Elicit the correct answers from pupils. Pin up flashcards 31 - 33 on the board. Pupils complete the exercise orally.

Pupils' books open. Pupils complete the exercise in writing in class.

- 1 Lin's, nice
- 2 this, It's Cindy's, very
- 3 What's this, It's Eddy's, It's
- 4 What's this, It's Wendy's computer, It's very nice



#### Suggested Homework

- 1 Copy: two exchanges from dialogue Ex. 3
- 2 Reading aloud: Ex.3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

## Lesson 3 (pp. 14 - 15)

Check pupils' HW.

## LISTENING & READING

Pre-teach the words: dad (short for father), mum (short for mother), meet

### 1. Listen and repeat.

Explain that the people in the picture are Masid's family. Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Individual pupils read out from the text. Ask pupils to write the names of Masid's family under their pictures.

### 2. Read and match.

Read out the example, then pupils read the text in Ex. 1 and match the names to the people.

- 2 Laila      3 Bibi      4 Halim

### 3. Match and write.

Pupils look at the pictures and identify the drawings (dog, ball, umbrella, ring, hat), then follow the lines to match the children to what they have. Pupils do the exercise orally, then in writing in class.

- |                        |                    |
|------------------------|--------------------|
| 2 ... Oscar's umbrella | 4 ... Eddy's dog   |
| 3 ... Lin's hat        | 5 ... Cindy's ring |

## WRITING

### 4. Project.

Pupils use the text in Ex. 1 as a model and talk about their families. Refer pupils to the Photo File Section and assign the exercise as written HW.

(Pupils' own answers)

### 5. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **s** is pronounced.

**s** can be pronounced: /s/ as in **this**  
/z/ as in **is**

Pupils listen and repeat the sentence chorally or individually. Check pupils' intonation and pronunciation.

### 6. Let's play!



#### FLASHCARDS 23 - 33

Using flashcards 23 - 33, show pupils one flashcard at a time. Ask them to make sentences using the possessive case.

e.g. T: (showing flashcard 25)

Whose is this?

P1: It's Eddy's.

T: (showing flashcard 31)

Whose is this?

P2: It's Cindy's. etc.

The game can be made into a competition. Divide the class into two teams. Show teams flashcards 23 - 33 in turn. Each correct answer gets one point. The team with the most points is the winner.

### 7. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: three sentences from Ex. 1
- 2 Act out: Ex. 5
- 3 Reading aloud: Ex. 1
- 4 Dictation: three sentences from Ex. 1
- 5 Project: Ex. 4
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Unit 3 - A doll's house! (pp. 16 - 21)

### Objectives/Targets

Introducing/identifying parts of house/furniture, colours, identifying position of objects, there is

### Structures

He is, she is, it is (long/short form), prepositions of place (in/on/under), a - an

### Vocabulary

bed, bedroom, bath, bathroom, kitchen, chair, living room, bookcase, garden, swing, dolls' house, doll, colours, pink, red, yellow, green, blue, black, white, brown, sofa, armchair, cupboard, cap, vase, frog, rabbit, tree, in, on, under

### Communication

asking about colours/parts of house

### Project

describing your bedroom

### GAME (optional)

Divide the class into two teams. Point to different colours. Teams, in turn, say the name of the colour you are pointing to. Each correct answer gets 1 point. The team with the most points is the winner.

## LISTENING & READING

### 2. Listen and answer.

Read questions 1 and 2. Play the cassette. Pupils write the correct answer.



- 1 Cindy      2 Masid

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation & intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### Lesson 1 (pp. 16 - 17)

-  **Vocabulary:** doll's house, doll, bathroom, bath, kitchen, chair, bedroom, bed, swing, garden, living room, bookcase, black, white, green, blue, pink, yellow, red, brown
-  **Language focus:** Where's ...?, He's/She's in ..., What colour is ...?, It's ..., There's a(n) ...

## PRESENTATION

### 1. Listen and repeat.

### ★ FLASHCARDS 1 - 7

Pupils' books closed. Pin up flashcard No. 1 (doll's house) and explain what this is. Pin up flashcards 2 - 6 showing parts of the doll's house. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pin up flashcard No. 7. Point to each colour and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen, then repeat chorally and/or individually.

### 4. Look and say.



### FLASHCARDS 8 - 12

Pupils' books closed. Show pupils flashcard No. 8. Say: "There's a pink bed in the bedroom!" Pupils repeat chorally and individually. Pin up the flashcard and write the sentence on the board. Show pupils flashcard No. 9. Say: "There's a blue bath in the bathroom!" Pupils repeat chorally and individually. Pin up the flashcard on the board. Show pupils flashcard No. 10. Ask a pupil to use the pattern to talk about what there is in the kitchen. Do the same for flashcards 11 and 12. Wipe the example off the board. Point to flashcards in random order. Individual pupils make sentences about each picture. Pupils' books open. Read out the example. Pupils do the exercise orally in class.

- 2 There's a blue bath in the bathroom!
- 3 There's a yellow chair in the kitchen!
- 4 There's a brown bookcase in the living room!
- 5 There's a red swing in the garden!



## GRAMMAR

Present the third person singular. Point to a male pupil. Say, then write on the board: "**He is a boy.**" Point to a female pupil. Say, then write on the board: "**She is a girl.**" Point to a classroom object e.g. a pen. Say, then write on the board: "**It is a pen.**"

Underline the third person singular. Explain that these are long forms. Write next to each sentence the short forms. Read the sentences out. Pupils repeat after you. Now point to pupils and objects in class and ask pupils to make sentences using **he's**, **she's** or **it's**.

e.g. T: (pointing to a female pupil)

P1: She's Stella.

T: (pointing to male pupil)

P2: He's Tony.

T: (pointing to a pen)

P3: It's a pen. etc.

## 5. Say and write.

Read the examples. Pupils do the exercise orally, then in writing in class.

2 She is, She's

5 It is, It's

3 It is, It's

6 She is, She's

4 He is, He's

## 6. Listen and colour.



## FLASHCARDS 13 - 16

Ask pupils to take the yellow, red, brown and blue crayons out of their pencil cases. Pupils look at the pictures. Play the cassette. Pupils listen and colour in the pictures correctly.

bed: yellow

swing: red

bookcase: brown

table: blue

Extension: Show pupils flashcards 13 - 16. Ask questions about colours.

e.g. T: What colour is the bed?

P1: It's yellow. etc.

Pupils, in pairs, act out similar dialogues for each flashcard.

## 7. Ask, answer and write.

Read the example, then ask two pupils to read the example again. Pupils do items 2 - 4, orally in pairs. Practise the structures round the class, then pupils complete the sentences in writing in class.

2 A: ... colour is the swing?

B: ... red.

3 A: ... colour is the bookcase?

B: ... brown.

4 A: ... colour is the table?

B: ... blue.

## 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Pupils act out the dialogue in pairs.

## 9. Talk with your friend, then write.

Ask pupils to look at the pictures in Ex. 6. Read item 1. Pupils complete the sentence. Pupils, in pairs, act out similar dialogues for items 2 - 4. Finally, they complete the exercise in writing in class.

1 B: ... in the bedroom.

2 A: Where's ...

B: She's in the kitchen.

3 A: Where's ...

B: He's in the living room.

4 A: Where's ...

B: She's in the garden.



## Suggested Homework

1 Copy: 4 exchanges from Ex. 3

2 Reading aloud: Ex. 3

3 Dictation: Ex. 1

4 Act out: Ex. 4, Ex. 9

## Lesson 2 (pp. 18 - 19)

☐ **Vocabulary:** sofa, cupboard, armchair, frog, rabbit, tree, cap, vase, in, on, under

☐ **Language focus:** What's in ...?, Where's ...?, What colour ...?

☐ **Grammar:** a/an, there is



Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 17 - 27

Pupils' books closed. Pin up flashcards 17 - 27. Point to one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and individually.

## LISTENING & READING

### 2. Listen and choose.

Read questions 1 and 2 and the three possible answers. Play the cassette. Pupils listen and choose the correct answer.

1 c      2 a

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 28 - 32

Pupils' books closed. Show pupils flashcard No. 28. Say: "Where's Masid?" Pupils repeat chorally and individually. Answer: "He's in the cupboard!"

Pin up the flashcard and write the question and answer on the board. Pupils read out the example. Pin up flashcard No. 29. Ask: "Where's Masid?" Elicit answer from pupils. Do the same for flashcards 30 - 32. Wipe the example off the board. Show pupils the flashcards in random order. Pupils follow the pattern to ask and answer the questions. Pupils' books open. Two pupils read out the example, then pupils do the exercise orally in pairs.

2 Where's Masid?

He's in the bath!

3 Where's Masid?

He's on the sofa!

4 Where's Masid?

He's under the table!

5 Where's Masid?

He's in the armchair!

## GRAMMAR



#### FLASHCARDS 17 - 24

Show pupils flashcard No. 17. Say: "a sofa". Pupils repeat after you. Show pupils flashcard No. 19 and say: "an armchair." Pupils repeat after you. Pin these flashcards on the board and write the words next to them. Explain that we use **a** before words which start with a consonant sound whereas we use **an** before words which start with a vowel sound. Show pupils flashcards 17 - 24 one at a time. Pupils add **a** or **an**.

### 5. Say and write: a or an.

Pupils do the exercise orally, then in writing in class.

1 a	3 an	5 a	7 a
2 an	4 a	6 an	8 an

### 6. Look, say and write.

Pupils look at the picture. Then ask questions about each object/animal.

e.g. T: Where's the cat?

P1: In the armchair.

T: Where's the cap?

P2: On the bed.

T: Where's the umbrella?

P3: Under the bed. etc

Read the example. Then, pupils do items 2 - 8 orally, then in writing in class.

## GAME (optional)

Divide the class into two teams. Ask pupils to look at the picture of Ex. 6 for a minute, then close their books. Ask questions about each object/animal. Each correct answer gets one point. The team with the most points is the winner.

e.g. T: Where's the cat?

Team A P1: It's in the armchair.

T: Correct! Team A gets 1 point. Now, where's the vase?

Team B P1: It's on the table. etc.

### 7. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Pupils, then act out the dialogue in pairs.

## 8. Now, talk with your friend.



## FLASHCARDS 33 - 36

Pupils' books closed. Pin up flashcard No. 33. Ask: "What's in the kitchen?" Elicit answer: "A chair." Ask again: "What colour is it?" Elicit answer: "Yellow." Write the sentences on the board. Show flashcards 34 - 36. Pupils act out similar dialogues in pairs. Pupils' books open. Pupils look at the pictures and do the exercise in pairs.

- A: What's in the kitchen?  
 B: A chair.  
 A: What colour is it?  
 B: Yellow.  
 A: What's in the bathroom?  
 B: A bath.  
 A: What colour is it?  
 B: Blue.  
 A: What's in the bedroom?  
 B: A bed.  
 A: What colour is it?  
 B: Pink.  
 A: What's in the garden?  
 B: A swing.  
 A: What colour is it?  
 B: Red.

Note: You can ask pupils to write these short dialogues in their notebooks.



## Suggested Homework

- 1 Copy: 3 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

## Lesson 3 (pp. 20 - 21)

Check pupils' HW.

## LISTENING &amp; READING

## 1. Read and write the word.

Pupils look at the picture. Ask questions and elicit answers.

- e.g. T: What is in Tom's bedroom?  
 P1: A table.  
 T: What colour is the table?  
 P2: Black. etc

Individual pupils read from the text and fill in the missing words.

- |        |         |        |          |
|--------|---------|--------|----------|
| 1 bed  | 3 table | 5 red  | 7 yellow |
| 2 blue | 4 chair | 6 lamp | 8 rabbit |

## 2. Listen, read again and answer.

Read the questions. Play the cassette again. Pupils listen and write the answers. Check pupils' answers. Pupils write their favourite colour.

- 1 blue    2 black    3 red    4 on the bed

(Suggested answer) blue

Extension: Pupils ask and answer questions about Tom's bedroom in pairs.

## 3. Listen and draw a line.

Ask pupils to look at the picture. Play the cassette. Pupils listen and draw lines to show where each object/animal is.

- cat in the armchair
- dog under the table
- ball on the chair

Extension: Practise the following structures with pupils.

T: Where's the glass?

P1: On the table.

P2: Where's the dog?

P3: Under the table. etc

Then, pupils ask and answer questions in pairs.

## WRITING

## 4. Project.

Pupils use the text in Ex. 1 as a model and talk about their bedroom. Refer pupils to the Photo File Section and assign this exercise as written HW.

(Pupils' own answers)

## 5. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **wh** is pronounced.

**wh** can be pronounced: /w/ as in **what**

/h/ as in **who**

Pupils listen, then repeat. Check pupils' pronunciation and intonation.

## 2 Let's play!

Pupils look at the pictures and identify the rooms. Read the model dialogue. Pupils follow the lines. Choose a pupil. Ask him/her to choose one of the four pictures and think of a place to hide the rabbit somewhere in this room. Pupils ask questions until they find where the rabbit is. Choose another pupil and continue the game.

## 3 Let's sing!

Play the cassette. Pupils listen and follow the lines. Read the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: 3 sentences from Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: colours [Lesson 1 (Ex. 1)]
- 4 Act out: Ex. 5 or short description of own bedroom
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Revision 1 Units 1 - 3 (pp. 22 - 23)

Assign these exercises as written HW after you have scanned each exercise. Check pupils' answers in the next lesson. Pupils are then prepared for the test.)

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

9 three      12 nine      15 ten  
10 eight      13 four      16 seven  
11 two      14 six      17 five

18 It's Lin's computer.  
19 It's Eddy's cap.  
20 It's Cindy's house.

D 21 a      23 an      25 an      27 a      29 a  
22 a      24 a      26 an      28 a

E 30 their      31 my      32 his

F 33 on      34 in      35 in      36 under

G 37 What's      39 How      41 Goodbye  
38 name's      40 fine

H 42 bed      44 chair      46 parrot  
43 table      45 vase      47 lamp

I 48 yes      49 yes      50 no



## Unit 4 - Happy Birthday! (pp. 24 - 29)

### ✓ Objectives/Targets

talking about birthdays, gifts, presents, toys, age; numbers 11 - 20; identifying presents

### ✓ Structures

there is - there are; plurals; the verb 'to be'

### ✓ Vocabulary

CD, watch, present, bat, cake, guitar, basketball, camera, blow out, candles, eleven - twenty, robot, car, twins, bus, aeroplane, clock, helicopter

### ✓ Communication

asking about age; giving and receiving presents; talking about quantity; How many presents ...?, What is it ...?; identifying objects; clarifying information

### ✓ Project

making a birthday card

chorally and individually. Pupils then count out loud. Ask individual pupils to say the numbers as you point at each figure in random order. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and write yes or no.

Read the two sentences. Play the cassette. Pupils listen and write yes next to the correct sentence and no next to the incorrect one. Check pupils' answers.

1 no 2 yes

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation. Pupils read out the dialogue in pairs.

## PRACTICE

### Lesson 1 (pp. 24 - 25)

- ☐ **Vocabulary:** CD, watch, present, bat, cake, guitar, basketball, camera, blow out, candles, numbers 11 - 20, happy birthday, birthday cake, make a wish, how many
- ☐ **Language focus:** this is for you, how many
- ☐ **Grammar:** there is/are; plurals

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 1 - 10

Pupils' books closed. Pin up flashcards Nos 1 - 9. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pin up flashcard No. 10. Explain that this is a cake with candles on it. Now present numbers 11 - 20. Point to each number and say the appropriate word. Pupils repeat after you each time



#### FLASHCARDS 11 - 16

Pupils' books closed. Pin up flashcard No. 11 on the board. Say: "This is for you. It's a CD!" Write the sentence on the board. Pupils repeat chorally and individually. Pin up flashcard No. 12. Say: "This is for you. It's a ... ." Pupils say "watch". Say the whole sentence. "It's a watch!" Pin up flashcard No. 13. Ask a pupil to use the pattern on the board and talk about this flashcard. Do the same with the rest of the flashcards. Wipe the example off the board. Point to flashcards in random order. Individual pupils talk about each picture. Pupils' books open. Read out the example. Pupils do the exercise orally in class.

- 2 This is for you. It's a watch!
- 3 This is for you. It's a basketball!
- 4 This is for you. It's a present!
- 5 This is for you. It's a bat!
- 6 This is for you. It's a guitar!

## GRAMMAR

Present **there is/are**. Put a book on your table. Say: "There is a book on the table." Pupils repeat after you. Write the structure on the board. Now, put one more book on your table. Say: "There are two books on the table." Pupils repeat after you. Write the structure on the board. Repeat the same using your pencil, then another pencil. Explain the formation of plurals. Drill pupils. Write nouns in the singular on the board. Pupils form the plural. Suggested words: guitar, ball, bat, watch, present, ball, star, etc.

## 5. Count, say and write.

Pupils look at the pictures and do the exercise orally, then in writing in class.

- 2 There are three boxes.
- 3 There are five bats.
- 4 There are four glasses.
- 5 There are seven candles.
- 6 There are eight stars.

Extension: Pupils, in pairs, ask and answer questions about each picture after you have practised the following structure on the board:

- How many cars are there?  
There are two cars.

## 6. Read and match.

Pupils read 1 - 4 and a - d. Then, pupils match the numbers to the letters to make complete sentences. Individual pupils read the completed sentences.

- 2 d    3 a    4 c

## 7. Look, ask and answer.

## ★ FLASHCARDS 17 - 22

Pupils' books closed. Pin up flashcard No. 17. Say: "How old is Tom?" Pupils repeat chorally and individually. Elicit the answer from pupils: "He's five." Write the example on the board. Pin up flashcard No. 18. Practise the model dialogue with the pupils for this flashcard. Do the same with flashcards Nos 19 - 22. Wipe the example off the board. Point to flashcards in random order. Pupils ask and answer questions about each person's age. Pupils' books open. Read out the example. Pupils do the exercise.

- A: How old is Wendy?    • A: How old is Lin?  
B: She's eleven.            B: She's ten.
- A: How old is Teresa?    • A: How old is Ken?  
B: She's fifteen.            B: He's eighteen.
- A: How old is Cindy?  
B: She's twelve.

## 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Pupils act out the dialogue in pairs.

## 9. Now, talk with your friend.

Pupils, in pairs, act out similar dialogues about themselves using the dialogue in Ex. 8 as a model.

## (Suggested dialogue)

- A: Happy birthday, Tony! Here's your present.  
B: Oh, thank you!  
A: How old are you today?  
B: I'm ten.



## Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 6, Ex. 9

## Lesson 2 (pp. 26 - 27)

- ☐ **Vocabulary:** robot, car, twins, bus, aeroplane, clock, helicopter
- ☐ **Language focus:** What is it? Open it and see! You're welcome!
- ☐ **Grammar:** the verb 'to be' (affirmative, interrogative, negative) (long/short forms)

Check pupils' HW.

## PRESENTATION

## 1. Listen and repeat.



## ★ FLASHCARDS 23 - 29

Pupils' books closed. Pin up flashcards 23 - 29. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and individually.

## LISTENING & READING

### 2. Listen and choose.

Read the question and the possible answers. Play the cassette. Pupils listen and choose the correct answer.

C) A robot

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 30 - 34

Pupils' books closed. Pin up flashcard No. 30. Ask pupils: "Is it a TV?" Pupils answer: "No". Say: "No, it isn't. It's a robot." Write the example on the board. Pin up flashcard No. 31. Ask pupils: "Is it a doll?" Elicit answer from pupils. Do the same with flashcards Nos 32 - 34. Wipe the example off the board. Point to flashcards in random order. Pupils ask and answer questions in pairs, as in the example. Pupils' books open. Read the example, then pupils ask and answer questions using the prompts in pairs.

- 2 A: Is it a doll?  
B: No, it isn't. It's a teddy bear.
- 3 A: Is it a bus?  
B: No, it isn't. It's a car.
- 4 A: Is it a helicopter?  
B: No, it isn't. It's an aeroplane.
- 5 A: Is it a watch?  
B: No, it isn't. It's a clock.

## GRAMMAR

Present the affirmative, negative and interrogative forms of the verb 'to be'. Point to yourself. Say: "I'm Mrs ...". Write *I am* on the board. Point to a pupil and say: "You're John." Write *you are* on the board. Do the same for all persons, singular and plural. Pupils look at the board and read out the affirmative form of the verb "to be". Show pupils how the short forms are made. Follow the same instructions to present the negative and interrogative forms of the verb

'to be'. Pupils' books open. Individual pupils read out the grammar table.

Extension: Pupils make sentences about themselves, their classmates and classroom objects using various forms of the verb 'to be'.

e.g. P1: *He's a boy.*

P2: *I'm Tom.*

P3: *Are you Linda?* etc

### 5. Match and write.

Pupils read 1 - 6 and a - f and match the items to make a sentence. Check pupils' answers. Then, pupils make full sentences using the long and short forms of the verb 'to be' first orally, then in writing in class.

2 e      3 a      4 f      5 c      6 b

- 2 She is Miss Parker./She's Miss Parker.
- 3 They are my friends./They're my friends.
- 4 He is my brother./He's my brother.
- 5 It is a helicopter./It's a helicopter.
- 6 We are twins./We're twins.

### 6. Listen and put a tick (✓) or a cross (X).

Pupils look at the pictures. Explain that the two girls are Tarra and Tikko and they are twins. They are Lin's sisters. Elicit from pupils how old they are. Read out sentences 1 - 4, then play the cassette. Pupils listen and put ticks or crosses accordingly. Check pupils' answers. Ask two pupils to read the short dialogue. Pupils, in pairs, ask and answer questions based on items 1 - 4.

2 ✓      3 X      4 ✓

### Now, ask and answer.

- A: Are they twins?  
B: Yes, they are.
- A: Are they twelve?  
B: No, they aren't.
- A: Are they happy?  
B: Yes, they are.

### 7. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Pupils act out the dialogue in pairs.

3. Now, talk with your friend.



### FLASHCARD 35

Put up flashcard 35. Pupils name the objects shown. Then, in pairs, pupils act out similar dialogues to the one in Ex. 7 using the objects.

#### (Suggested answers)

- A: What is it?  
 B: Open it and see!  
 A: Wow! It's a guitar! Thank you!  
 B: You're welcome!



#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8, the verb 'to be'

## Lesson 3 (pp. 28 - 29)

Check pupils' HW.

## LISTENING & READING

### 1. Listen and read.

Explain that these are birthday cards that Cindy received on her birthday. Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Individual pupils read the cards.

### 2. Read and answer.

Read the questions. Pupils answer orally, then in writing in class.

- 1 Three.
- 2 Twelve.
- 3 Wendy, Lin and Oscar.

### 3. Listen and write a name or a number.

Play the cassette. Pupils listen and fill in a name or a number.

- 1 Ben                      2 thirteen

## WRITING

### 4. Project.

Ask pupils to use Ex. 1 as a model, then ask some pupils to do the exercise orally in class. Refer pupils to the Photo File Section and assign the exercise as written HW.

#### (Pupils' own answers)

### 5. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how *rr* and *r* are pronounced. Pupils listen and repeat. Check pupils' intonation and pronunciation.

### 6. Let's play!

Pupils look at the pictures. Pupils ask and answer questions in pairs, practising the following pattern.

A: "How old is Tom?"

B: "He's five."

Choose a pupil. Ask him/her to choose one of the characters in the pictures. Pupils ask questions as in the model dialogue until they find who the person is. The pupil who finds the person chooses another character and the game continues.

### 7. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: one of the three cards in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: the verb 'to be'
- 4 Act out: Ex. 5, Ex. 7
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written HW.



## Unit 5 - She's a clown! (pp. 30 - 35)

### Objectives/Targets

talking about possession, clothes; clarifying possession of clothes

### Structures

this - that/these - those; possessive pronouns (mine, yours, his ...)

### Vocabulary

ballerina, clown, chef, policeman, doctor, clothes, trousers, shoes, coat, skirt, jacket, boots, gloves, big, small, shorts, dress, shirt, glasses, mirror, bin, shelf, door, long, short, behind

### Communication

talking about clothes and possessions; Whose is this? ..., This ... is not mine, It's too ...

### Project

describing a person's clothes

### Lesson 1 (pp. 30 - 31)

- ☐ **Vocabulary:** clown, chef, policeman, ballerina, doctor, clothes, trousers, shoes, coat, skirt, jacket, gloves, boots
- ☐ **Language focus:** Whose ... is this?, Are these ...?
- ☐ **Grammar:** this - that/these - those

### PRESENTATION

#### 1. Listen and repeat.



#### FLASHCARDS 1 - 2

Pupils' books closed. Pin up flashcard No. 1. Point to each character and say the appropriate word. Pupils repeat chorally and individually. Now pin up flashcard No. 2. Explain that this flashcard shows clothes. Point to each piece of clothing and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and/or individually.

Extension: Point to pupils' clothes. Individual pupils identify them.

### LISTENING & READING

#### 2. Listen and answer.

Read the questions. Play the cassette. Pupils write the correct answers.

- 1 Wendy      2 Oscar

#### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### PRACTICE

#### 4. Look and say.



#### FLASHCARDS 3 - 7

Pupils' books closed. Point to your shirt, then to your shoes and say: "This is my shirt and these are my shoes." Pin up flashcard No. 3. Say, then write on the board: "This is my skirt and these are my shoes." Pupils repeat chorally and individually. Pin up flashcard No. 4. Say: "This is my jacket and these are my boots." Pupils repeat chorally and individually. Pin up flashcards Nos 5 - 7 one at a time. Pupils make sentences, as in the example. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences. Pupils' books open. Read the example, then pupils do the exercise.

- 2 This is my jacket and these are my boots.
- 3 This is my hat and these are my trousers.
- 4 This is my hat and these are my gloves.
- 5 This is my coat and these are my shoes.

Extension: Individual pupils point to their clothes and talk about them.

### GRAMMAR

Pupils' books closed. Approach a pupil, point to him and say: "This is John." Write the sentence on the board. Point to another pupil further away from you and say: "That is Susan." Write the sentence on the board. Explain that we use **this** for sth or sb near us and **that** for sth or sb far away from us. Explain that the plural forms of **this** - **that** are **these** - **those** and write examples on the board. Pupils' books open. Individual pupils read out the examples in the grammar table.

### 3 Look, say and write: this, that, these, those.

Explain that the hand indicates if the item is near or far. Pupils read items 1 - 5. Pupils do the exercise orally, then writing in class.

- |        |         |         |
|--------|---------|---------|
| 1 This | 3 These | 5 Those |
| 2 That | 4 That  |         |

### 4 Read and write: Whose or Who's.

Explain the examples for **whose** - **who's**. Explain that we use **whose** to ask about **possession** whereas we use **who's** (= **who is**) to **ask about a person**. Pupils do the exercise orally, then in writing in class.

- |         |         |         |         |
|---------|---------|---------|---------|
| 1 Whose | 2 Who's | 3 Whose | 4 Who's |
|---------|---------|---------|---------|

### 5 Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again for pupils to repeat chorally and individually. Pupils act out the dialogue in pairs.

### 6 Talk with your friend, then write.


#### ★ FLASHCARDS 1, 8

Pupils' books closed. Pin up flashcards No. 1 and No. 8. Pupils identify the characters in flashcard No. 1 and the items of clothing in flashcard No. 8. Point to the chef's hat and answer: "Whose hat is this?" It's Oscar's. He's a chef." Write the example on the board. Pupils act out the example in pairs. Point to the boots. Pupils act out a similar dialogue to the one on the board in pairs. Do the same with the skirt and the gloves. Wipe the example off the board. Point to various items of clothing. Pupils act out the dialogues in pairs. Pupils' books open. Read the prompts, then do item 1 with pupils. Pupils do items 2 - 4 orally in pairs, then complete the dialogues in writing in class.

- 1 Oscar's, chef
- 2 are these, Wendy's, clown
- 3 skirt is this, Lin's, She's a ballerina!
- 4 gloves are these, They're Eddy's, He's a policeman!

## Lesson 2 (pp. 32 - 33)

- ☐ **Vocabulary:** (short/long) dress, (big/small) shirt, shorts, glasses, mirror, bin, shelf, door, too, behind, help, right
- ☐ **Language focus:** Whose is ...?, This ... is not mine., It's too ..., This isn't right!
- ☐ **Grammar:** possessive adjectives, possessive pronouns

 Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### ★ FLASHCARDS 9 - 17

Pupils' books closed. Pin up flashcards Nos 9 - 17. Point to each one and say the appropriate word or phrase. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and individually.

## LISTENING & READING

### 2. Listen and write yes or no.

Read the sentences. Play the cassette. Pupils listen and write yes for a correct answer and no for an incorrect one. Check pupils' answers.

- |      |       |
|------|-------|
| 1 no | 2 yes |
|------|-------|

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.



#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8



## PRACTICE

### 4. Look and say.



#### FLASHCARDS 18 - 22

Pupils' books closed. Pin up flashcard No. 18. Say, then write on the board: "*These glasses are too big!*" Pupils repeat chorally and individually. Explain that **too** means very much, a lot. Pin up flashcard No. 19. Point to Oscar's trousers. Pupils say: "*These trousers are too short!*" Do the same with flashcards Nos 20 - 22. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences practising the structure. Pupils' books open. Read the example. Pupils repeat chorally, then do the exercise orally in class.

- 1 These trousers are too short!
- 2 This skirt is too long!
- 3 This dress is too short!
- 4 These shoes are too small!

### GRAMMAR

Ask pupils to tell you the possessive adjectives. Write them on the board. Say and write: "*This is **my** book.*" Pupils repeat chorally. Now say and write: "*It is **mine**.*" Pupils repeat chorally. Underline **my** and **mine**. Do the same to present the other possessive pronouns. Point out that possessive adjectives take a noun after them whereas possessive pronouns do not take anything after them. Individual pupils make sentences talking about their possessions and their classmates' possessions.

### 5. Read and match.

Read the example. Pupils read items 2 - 6 and a - f and match them. Check pupils' answers.

2 d    3 a    4 b    5 f    6 c

### 6. Look, ask and answer.



#### FLASHCARDS 23 - 24

Pupils' books closed. Pin up flashcards Nos 23 and 24. Introduce Lucy and Patrick. Pupils identify their clothes. Ask and answer questions about Lucy's clothes: "*Whose is the red shirt?*" "*It's hers.*" Write the example on the board. Pupils repeat chorally and individually. Ask and answer questions about Patrick's clothes: "*Whose are the*

*brown trousers?*" "*They're his.*" Write this example on the board. Point to the other clothes. Pupils ask and answer questions in pairs. Wipe the examples off the board. Point to various items of clothing. Pupils ask and answer questions in pairs. Pupils' books open. Read out the example. Pupils do the exercise in pairs.

### 7. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Pupils, then act out the dialogue in pairs. Check pupils' pronunciation and intonation.

### 8. Talk with your friend, then write.

Explain that pupils should use the dialogue in Ex. 7 as a model. Choose two pupils to act out item 1, then pupils in pairs, act out similar dialogues for items 2 and 3. After pupils have done the exercise orally, they do it in writing in class.


- 1 A: This dress is not mine. It's too **long**!  
B: No, it's **mine**! Yours is **behind the mirror**.
- 2 A: These trousers are not **mine**. They are **too short**!  
B: No, they're **mine**! Yours are **under the chair**.
- 3 A: These shoes are not mine. **They're too big**!  
B: No, **they're mine**! **Yours are on the shelf**.



#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

**Lesson 3 (pp. 34 - 35)**

 Check pupils' HW.

**LISTENING & READING****1. Listen and read.**

Ask pupils to look at the pictures. Explain that the first picture shows a **nurse** and the second shows a **policewoman**. Ask pupils about each character's clothes. Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Individual pupils read out from the texts.

**2. Read and match.**

Pupils read the two columns and match the items to make a sentence. Check pupils' answers, then pupils read the completed sentences.

- 1 Pat is a **nurse**.
- 2 Rita is a **policewoman**.
- 3 Pat's hat is **white and pink**.
- 4 Rita's shoes are **black**.

**3. Listen and tick (✓) the box.**

Ask pupils to look at the pictures. Explain that pupils should tick the person described. Play the cassette. Pupils listen and tick the correct box.

2 ✓

**WRITING****4. Project.**

Point out that pupils should use the texts in Ex. 1 as a model. Refer pupils to the Photo File Section. Individual pupils look at the pictures and describe each character. After pupils have done the exercise orally in class, assign written HW.

**(Suggested answers)**

- This is Wendy's father. He's a policeman. Look at his clothes! This is his hat. It's blue. This is his jacket and these are his trousers. They are blue. These are his shoes. They are black!

- This is Oscar's mother. She's a nurse. Look at her clothes! This is her coat. It's white. These are her shoes. They are white!

**5. TWISTER Listen and repeat.**

Play the cassette. Focus pupils' attention on how **c**, **s**, **sh** are pronounced.

**c** and **s** are pronounced: /s/ as in **Cindy**, **small**

**sh** is pronounced: /ʃ/ as in **shoe**

Pupils listen and repeat.

**6. Let's play!**

Divide the class into two teams. Ask pupils to look at the picture for one minute, then close their books. Ask questions about the position of objects in the room. Teams, in turn, answer your questions. Each correct answer gets 1 point. The team with the most points is the winner.

e.g. T: *Where are the boots?*

Team A P1: *They're under the table.*

T: *Good. Team A gets a point. Where's the shirt?*

Team B P1: *It's on the bed.*

T: *Wrong! Team B gets no point. etc.*

**7. Let's sing!**

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.

**Suggested Homework**

- 1 Copy: one of the two texts in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: the verb 'to be'
- 4 Act out: Ex. 5, Ex. 7
- 5 Project: Ex. 4
- 6 Workbook: do some exercises in class, assign the rest as written HW.



## Unit 6 - I can't draw! (pp. 36 - 41)

### ✓ Objectives/Targets

talking about abilities; making suggestions

### ✓ Structures

The verb 'can', Let's go to ...

### ✓ Vocabulary

jump, draw, sing, hear, see, fly, read, dance, run, cook, drive a car, ride a bike, play the piano/the drum/tennis/soccer, swim, fish, carpet, beach, cinema, park, zoo

### ✓ Communication

talking about abilities

### ✓ Project

What can you do? Write about you

### Lesson 1 (pp. 36 - 37)

- ☐ **Vocabulary:** jump, draw, sing, hear, see, fly, read, dance, run, cook, stop, help, do my homework
- ☐ **Language focus:** I can ..., I can't ..., Can you ...?
- ☐ **Grammar:** the verb 'can'

### PRESENTATION

#### 1. Listen and repeat.



#### FLASHCARDS 1 - 10

Pupils' books closed. Pin up flashcards Nos 1 - 10. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally or individually.

#### GAME (optional)

Divide the class into two teams. Teams, in turn, mime one of the verbs presented before. The other team must guess which verb this is. Each correct guess gets 1 point. The team with the most points is the winner.

### LISTENING & READING

#### 2. Listen, read and fill in.

Play the cassette. Pupils listen and fill in the missing verbs.

see, fly

#### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in groups.

### PRACTICE

#### 4. Look and say.



#### FLASHCARDS 11 - 15

Pupils' books closed. Pin up flashcard No. 11. Say, then write "Tom can jump!" Pupils repeat chorally and individually. Pin up flashcards Nos 12 - 15 one at a time. Pupils identify the characters and make sentences, as in the example. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences. Pupils' books open. Ask pupils to look at pictures 1 - 5. Read out the example. Pupils do the exercise orally in class.

2 Lin can dance.

4 Masid can cook.

3 Cindy can run.

5 Tom can read.

### GRAMMAR

Pupils' books closed. Write on board: *I can dance. Lin can dance.* Elicit from pupils that **can** is the same in all persons. Do the same to present the negative (long-short forms) and the interrogative. Pupils make sentences using various forms of **can**. Pupils' books open. Read out the table, then pupils make sentences about themselves using **can/can't**.

#### 5. Look, say and write.

Read the example. Pupils ask and answer questions in pairs, as in the example. Pupils then do the exercise in writing. Point out that negative short answers for **can** are formed with **No, + personal subject pronoun + can't**.

2 A: Can it jump?

B: No, it can't.

4 A: Can he cook?

B: No, he can't.

3 A: Can he run?

B: No, he can't.

5 A: Can she see?

B: No, she can't.

## 6. Tick (✓) what you can do and cross (X) what you can't do.

Read the list of verbs. Pupils tick what they can do and cross what they can't do. Pupils make sentences about themselves orally, then in writing in class.

(Pupils' own answers)

## 7. Listen and put a tick (✓) or a cross (X).

Explain that pupils must listen to what the characters can/can't do. Play the cassette. Pupils put ticks or crosses in the correct box for each character.

	dance	sing	draw
Oscar	X	✓	✓
Cindy	✓	X	✓
Eddy	✓	X	X

Extension: Pupils look at the completed table and talk about what Oscar, Cindy and Eddy can or can't do.

## 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils act out the dialogue in pairs.

## 9. Now, talk with your friend.

Pupils act out dialogues similar to the one in Ex. 8 in pairs, using the answers from Exs. 6 and 7.

(Suggested answer)

A: Can Cindy sing?

B: No, she can't.

A: Can you sing?

B: Yes, I can. etc.



### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 9

## Lesson 2 (pp. 38 - 39)

- ☐ **Vocabulary:** drive a car, ride a bike, play soccer, play tennis, play the piano, play the drum, swim, fish, carpet, park, zoo, beach, cinema
- ☐ **Language focus:** Let's go to ...
- ☐ **Grammar:** the verb 'can'

## PRESENTATION

### 1. Listen and repeat.



### FLASHCARDS 16 - 28

Pupils' books closed. Pin up flashcards Nos 16 - 28. Point to each one and say the appropriate word/phrase. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally and individually.

## LISTENING & READING

### 2. Listen and choose.

Read the incomplete sentence and the three possible answers. Play the cassette. Pupils listen and choose the correct answer.

The correct answer is : C

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



### FLASHCARDS 29 - 32

Pupils' books closed. Pin up flashcard No. 29. Say, then write on the board: "Let's go to the park!" Pupils repeat chorally and individually. Pin up flashcards Nos 30 - 32 one at a time. Pupils make sentences, as in the example. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences. Pupils' books open. Ask pupils to look at pictures 1 - 4. Read out the

example. Pupils do the exercise orally, then in writing in class.

- 2 Let's go to the cinema.
- 3 Let's go to the zoo.
- 4 Let's go to the beach.

### 5. Look, say and write.



#### FLASHCARDS 33 - 36

Pupils' books closed. Pin up flashcard No. 33. Ask pupils to identify what Tom can do (read & write). Say, then write on the board: "Tom can read and he can write, too!" Pupils repeat chorally and individually. Pin up flashcards Nos 34 - 36 one at a time. Pupils identify what each character can do, then make sentences, as in the example. Wipe the example off the board. Point to the flashcards in random order. Pupils make sentences. Pupils' books open. Read out the example, then pupils do the exercise.

- 2 Eddy can play soccer and he can play tennis, too!
- 3 Lin can sing and she can dance, too!
- 4 Oscar can play the piano and he can play the guitar, too!

### 6. What can we do in the park? Listen and put a tick (✓).

Explain that pupils are going to listen to various sounds. Pupils look at the pictures and the prompts. Play the cassette. Pupils tick the correct boxes.

**Boxes to be ticked:** 4, 5

### 7. Tell the class, then write.

Pupils use Ex. 6 to talk about what they can/can't do in the park. Pupils do the exercise orally, then in writing in class.

**(Suggested answers)**

- |               |                  |
|---------------|------------------|
| 1 run         | 3 play the piano |
| 2 ride a bike | 4 drive a car    |

### 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils act out the dialogue in pairs.

### 9. Read and put a tick (✓) or a cross (X) in the box. Then, talk with your friend.

Read questions 1 - 5 and ask pupils to put a tick or a cross in the first column (You). Then, pupils in pairs ask their partner questions 1 - 5 and fill in the second column

(Your friend). Pupils act out similar dialogues in pairs using their notes.

**(Suggested answer)**

- A: Can you ride a bike?  
 B: Yes, I can and I can dance, too.  
 Can you dance?  
 A: No, I can't but I can sing. etc.



#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 9

## Lesson 3 (pp. 40 - 41)

Check pupils' HW.

## LISTENING & READING

### 1. Listen, read and fill in.

Play the cassette. Pupils listen and follow the lines. Play the cassette again. Pupils listen and fill in "can" or "can't". Check pupils' answers, then individual pupils read out from the text.

- 1 can't    2 can't    3 can    4 can

### 2. Read again and write yes or no.

Pupils read the text of Ex. 1, then read sentences 1 - 8 and write yes next to a correct sentence and no next to an incorrect one. Check pupils' answers.

- |       |       |      |       |
|-------|-------|------|-------|
| 1 no  | 3 no  | 5 no | 7 yes |
| 2 yes | 4 yes | 6 no | 8 yes |

## PRACTICE

### 3. Look at the picture. Read the questions. Write one-word answers.

Pupils look at the picture and read questions 1 - 4. Pupils answer the questions first orally, then in writing in class.

- 1 beach    2 guitar    3 swim    4 Two

## WRITING

### 4. Project.

Individual pupils talk about what they can/can't do using the text in Ex. 1 as a model. Refer pupils to the Photo File Section and assign Ex. 4 as written HW after pupils have discussed it orally in class.

(Pupils' own answers)

### 5. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **y** is pronounced.

**y** can be pronounced: /j/ as in **you**  
/aɪ/ as in **fly**

Pupils listen and repeat. Check pupils' intonation and pronunciation.

### 6. Let's play!

Choose a pupil. He/She mimes one of the verbs/phrases presented in Unit 6. Pupils try to guess what he/she can do. The pupil whose guess is correct mimes another verb/phrase and the game continues.

Extension: Give flashcards 1 - 23 to pupils. Choose a pupil. Pupil looks at flashcard without showing class. The rest of the pupils ask questions until they find what the flashcard shows. Choose another pupil and continue the game.

e.g. P1: (holding flashcard of jump)

P2: Can you jump?

P1: Yes, I can.

### 7. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: 4 sentences from Ex. 1
- 2 Reading aloud: Ex.1
- 3 Dictation: Ex. 1 Lesson 2
- 4 Act out: Ex. 4, Ex. 5
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written HW.

## Revision 2 Units 4 - 6 (pp. 42 - 43)

Assign these exercises as written HW after you have scanned each exercise. Check pupils' answers in the next lesson. Pupils are then prepared for the test.)

- A 1 ...it isn't. It's a clock.  
2 ...it isn't. It's a guitar.  
3 ...they aren't. They're boots.  
4 ...they aren't. They're gloves.  
5 ...it isn't. It's a watch.  
6 ...they aren't. They're trousers.

- B 7 twelve  
8 fourteen  
9 eighteen  
10 twenty

- C 11 Those  
12 This  
13 These  
14 That

- D 15 e 16 a 17 f 18 b 19 c

- E 20 x 22 ✓ 24 x 26 ✓ 28 x  
21 ✓ 23 ✓ 25 x 27 x

- F 29 watches 32 dresses 35 glasses  
30 buses 33 doors 36 clocks  
31 bins 34 mirrors

- G 37 birthday 39 thank  
38 present 40 you

- H 41 can 43 can't 45 can't  
42 can 44 can

#### I (Suggested answers)

- 46 I am twelve. 49 Yes, I can.  
47 No, I can't. 50 Yes, I can.  
48 No, I can't.



## Unit 7 - You've got a happy face! (pp. 44 - 49)

### ✓ Objectives/Targets

talking about parts of the body

### ✓ Structures

have got; irregular plurals

### ✓ Vocabulary

blonde hair, grey eyes, nose, ears, mouth, teeth, happy face, sad face, planet, monster, ugly, beautiful, body, head, arms, hands, fingers, legs, toes, feet

### ✓ Communication

talking about parts of the body and describing the appearance of friends and family

### ✓ Project

writing about your monster

### Lesson 1 (pp. 44 - 45)

- ☐ **Vocabulary:** blonde hair, grey, eyes, nose, ears, teeth, mouth, happy face, sad face, planet, monster, magic book, everything, any
- ☐ **Language focus:** What's Lin like? Where are we?
- ☐ **Grammar:** the verb 'have got'

### PRESENTATION

#### 1. Listen and repeat.



#### FLASHCARDS 1 - 5

Pupils' books closed. Point to your **face** and say: "face". Pupils repeat chorally and individually. Present *eyes, teeth, mouth, ears, nose, hair* the same way. Pin up flashcard No. 1. Point to parts of the face. Pupils say their names chorally. Pin up flashcards Nos 2 - 5. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally or individually.

### LISTENING & READING

#### 2. Listen, read and fill in.

Ask pupils to look at the pictures. Play the cassette. Pupils listen and fill in the missing words. Check pupils' answers.

**missing words:** ears, hair

#### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils act out the dialogue in pairs.

### PRACTICE

#### 4. Look and say.



#### FLASHCARDS 6 - 9

Pupils' books closed. Pin up flashcard No. 6. Point to it and say: "He *hasn't got any hair*." Write the sentence on the board. Pupils repeat chorally and individually. Pin up flashcard No. 7. Say: "eyes". Elicit answer from pupils. Pupils, then repeat chorally and individually. Do the same with flashcards Nos 8 and 9. Wipe the example off the board. Point to various flashcards and elicit answers from pupils. Pupils' books open. Read the example, then pupils do the exercise orally in class.

- 2 He hasn't got any eyes.
- 3 He hasn't got any ears.
- 4 He hasn't got any teeth.

### GRAMMAR

Pupils' books closed. Point to your eyes. Say, then write on the board: "**I have got (green) eyes**". Underline **I have got**. Explain its meaning. Write under the first sentence "**I've got (green) eyes**". Underline the short form and explain how this is formed. Point to a pupil, say, then write on the board: "**You have got (blue) eyes**". Do the same with other pupils to get all persons, singular and plural, of the verb 'have got'.

Write on the board "**I have not got blue eyes**". Read the sentence. Pupils repeat chorally and individually. Write under this sentence "**I haven't got blue eyes**". Read the sentence. Pupils repeat chorally and individually. Explain

that these are the long and short forms of the verb 'have got' in the negative. Present all other persons. Write on the board: "Have I got (green) eyes?". Read the sentence. Pupils repeat chorally and individually. Underline 'Have I got'. Explain how the interrogative is formed. Present all other persons of the verb 'have got' in the interrogative. Ask pupils to make sentences about themselves and their schoolmates practising the forms. Pupils' books open. Read out the table.

### 5. Look, say and write.

Choose two pupils to read the example. Pupils, in pairs, do the exercise orally, then in writing in class.

- 2 A: Has she got ...  
B: ... she hasn't. She's got blonde hair.  
3 A: Has she got ...  
B: ... she hasn't. She's got green eyes.  
4 A: Has he got ...  
B: ... he hasn't. He's got white hair.

### 6. Listen and tick (✓) the box.

Play the cassette. Pupils listen to the description and tick the correct box.

Correct box: C

### 7. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 8. Talk with your friend, then write.

#### ★ FLASHCARDS 10 - 13

Pin up flashcard No. 10. Ask pupils: "What's Lin like?" Elicit answer from pupils. "She's got brown eyes and black hair". Write the example on the board. Ask two pupils to read out the short dialogue. Pin up flashcards Nos 11 - 13, one at a time. Pupils act out similar dialogues in pairs. Wipe the example off the board. Pupils, in pairs, do the exercise using the dialogue in Ex. 7 as a model. Pupils do the exercise orally, then in writing in class.



#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 2
- 2 Reading aloud: Ex. 2
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

## Lesson 2 (pp. 46 - 47)

- ☐ **Vocabulary:** ugly, beautiful, body, arms, head, hands, fingers, legs, feet, toes
- ☐ **Language focus:** How many arms ...?, What colour is/are ...?
- ☐ **Grammar:** irregular plurals

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 14 - 16

Pupils' books closed. Pin up flashcard No. 14. Point to each part of the body and say the appropriate word. Pupils repeat chorally and individually. Point to various parts of your body. Pupils say the words. Pin up flashcards Nos 15 and 16 and present the words. Pupils' books open. Play the cassette. Pupils listen and repeat chorally or individually.

## LISTENING & READING

### 2. Listen and choose.

Read the incomplete sentence and the three possible answers. Play the cassette. Pupils listen and choose the correct answer.

Correct answer: b

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 17 - 22

Pupils' books closed. Pin up flashcard No. 17. Point to the monster's arms. Say, then write on the board: *"He's got hair on his arms"*. Pupils repeat chorally and individually. Pin up flashcards Nos 18 - 22, one at a time. Point to various parts of the monster's body, say their names and elicit answers from pupils. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences. Pupils' books open. Pupils look at pictures 1 - 6. Read the example, then pupils do the exercise orally in class.

- 2 He's got hair on his legs.
- 3 He's got hair on his hands.
- 4 He's got hair on his toes.
- 5 He's got hair on his feet.
- 6 He's got hair on his body.

### GRAMMAR

Pupils' books open. Read the table and explain that the words in yellow are the plural forms of the words in white. Read each set out. Pupils repeat chorally and individually. As an extension say the words in the singular. Pupils say their plural forms.

### 5. Fill in: have got or has got.

Explain that **has got** is only used in the third person singular. Read item 1 and complete it with pupils. Pupils do the exercise orally, then in writing in class.

- |            |            |            |
|------------|------------|------------|
| 1 has got  | 3 has got  | 5 have got |
| 2 have got | 4 have got | 6 has got  |

### 6. Listen and colour.

Ask pupils to take their green, yellow, brown, pink and blue crayons out of their pencil case. Pupils look at the picture carefully. Play the cassette. Pupils listen. Play the cassette again, then pupils colour the monster.

- |              |                    |            |
|--------------|--------------------|------------|
| head: green  | arms: brown        | legs: blue |
| body: yellow | hands & feet: pink |            |

### 7. Look, ask and answer

Choose two pupils to read the example. Then pupils, in pairs, look at the picture in Ex. 6 and act out similar dialogues.

#### (Suggested answers)

- A: What colour is the monster's body?  
B: It's yellow.  
A: What colour are the monster's legs?  
B: They're blue. etc.

### 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 9. Now, talk with your friend.

Pupils look at the pictures. Then, in pairs, ask and answer questions using the dialogue in Ex. 8 as a model.

- A: How many faces has the monster got?  
B: It's got two faces.
- A: How many toes has the monster got?  
B: It's got six toes.
- A: How many legs has the monster got?  
B: It's got three legs.
- A: How many fingers has the monster got?  
B: It's got twelve fingers.




#### Suggested Homework




- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Grammar table (irregular plurals), Ex. 9



**Lesson 3 (pp. 48 - 49)**



 Check pupils' HW.

**LISTENING & READING****1. Read and write the word.**

 Pupils to look at Tom's monster. Read the text. Pupils  
 then write the missing words. Individual pupils read  
 from the text.




- |        |         |           |
|--------|---------|-----------|
| 1 face | 3 mouth | 5 fingers |
| 2 eyes | 4 teeth | 6 feet    |

**2. Listen, read again and answer.**

 Pupils to read the questions 1 - 4. Play the cassette.  
 Pupils listen and fill in the answers. Check pupils' answers.





- 1 Three    2 Red    3 Four    4 Pink

**3. Look, read and circle.**

 Present the characters in each picture, then read out  
 them. Individual pupils read out sentences 2 - 4 and do  
 the exercise by circling the correct answer.

- 2 happy    3 big    4 black

**WRITING****4. Project.**

 Refer pupils to the Photo File Section. Pupils describe a  
 monster using the text in Ex. 1 as a model. After pupils  
 have done this orally in class assign the exercise as  
 written HW.

**(Suggested answers)**

- Look at my picture! It's Zakki, the monster. He's got a very big head and two big black eyes. He's got a small black mouth. He's got two arms and eight fingers. He's got two legs and two big feet. Zakki hasn't got any hair.
- Look at my picture! It's Zop, the monster. He's got a very big head and four small eyes. He's got two ears and a big mouth. He hasn't got any teeth. He's got two arms and eight fingers. He's got two legs and big toes. He's got hair on his toes.

- Look at my picture! It's Zilla, the monster. She's got a very big head and three big blue eyes. She's got a green mouth. She hasn't got any teeth. She's got three arms and twelve fingers. She's got four legs and four big feet. She's got beautiful yellow hair.

**5. TWISTER Listen and repeat.**

Play the cassette. Focus pupils' attention on how **z** and **s** are pronounced.

- z** is pronounced: /z/ as in **Zog**  
**s** can be pronounced: /s/ as in **mouths**  
/z/ as in **noses**

Pupils listen and repeat chorally or individually. Check pupils' pronunciation and intonation.

**6. Let's play!**

Choose a pupil. He/She chooses one of the four monsters. The class asks him/her questions until they find who the monster is. The pupil who guesses correctly chooses another monster and the game continues.

**7. Let's sing!**

Play the cassette. Pupils listen and follow the lines. Read the song out. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.

**Suggested Homework**

- 1 Copy: irregular plurals (Grammar table in Lesson 2 p.47)
- 2 Reading aloud: Ex. 1
- 3 Dictation: the verb 'have got', irregular plurals
- 4 Act out: Ex. 5
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written HW



## Unit 8 - Is there any food? (pp. 50 - 55)

### Objectives/Targets

introducing items of food; asking about and commenting on food; some/any; a/an; talking about meal times

### Structures

some/any; there is some/there are some; Is there any ...?/Are there any ...?

### Vocabulary

thirsty, hungry, rice, banana, burger, milk, pizza, fridge, orange juice, bread, ice cream, sausage, chicken, hot dog, water, fish, French fries, carrot, lemonade, tomato, beans, potato, salad

### Communication

talking about food preferences; ordering food; meal times

### Project

writing a memo to your mum

### Lesson 1 (pp. 50 - 51)

- ☐ **Vocabulary:** thirsty, hungry, rice, banana, burger, milk, pizza, fridge, orange juice, bread, ice cream, sausage, chicken, hot dog, sorry, food, Let's see, Hey, Let's go
- ☐ **Language focus:** Is there any ...?, There's some ...
- ☐ **Grammar:** some, any

### PRESENTATION

#### 1. Listen and repeat.

#### ★ FLASHCARDS 1 - 14

Pupils' books closed. Pin up flashcards Nos 1 - 14 one at a time. Point to each and say the appropriate word. Pupils repeat chorally and individually. Ask pupils to look at the flashcards and say what we can eat and what we can drink. Pupils' books open. Play the cassette. Pupils listen and repeat chorally or individually.

### LISTENING & READING

#### 2. Listen and write yes or no.

Read out sentences 1 - 3. Play the cassette. Pupils listen and write yes next to a correct sentence and no next to an incorrect one.

1 yes    2 no    3 yes

#### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils act out the dialogue in pairs.

### PRACTICE

#### 4. Look and say.

#### ★ FLASHCARDS 15 - 20

Pupils' books closed. Pin up flashcard No. 15. Ask: "Are there any eggs?" Elicit answer from pupils. "No." Add to pupils' answer: "No, there aren't any eggs but there's some bread." Write the example on the board. Pupils read out the example in pairs. Pin up flashcards Nos 16 - 20 one at a time. Pupils identify the food/drink in each picture then, in pairs, act out similar dialogues, as in the example. Wipe the example off the board. Point to flashcards in random order. Pupils act out dialogues in pairs. Pupils' books open. Read the example, then pupils make sentences.

- 2 A: Are there any oranges?  
B: No, there aren't, but there's some milk.
- 3 A: Are there any bananas?  
B: No, there aren't, but there's some rice.
- 4 A: Are there any sausages?  
B: No, there aren't, but there's some chicken.
- 5 A: Are there any apples?  
B: No, there aren't, but there's some cake.
- 6 A: Are there any burgers?  
B: No, there aren't, but there's some pizza.

### GRAMMAR

Pupils' books closed. Pin up flashcard No. 15. Say, then write on the board: "There is **some** bread. There aren't **any** eggs". Pupils repeat chorally and individually. Explain that we use **some** in the affirmative, whereas we

**any** in the negative. Ask pupils: "Is there **any** milk?" Write the sentence on the board. Explain that **any** is used in the interrogative, too. Show pupils flashcards 16-21. Pupils make sentences with **some** and **any** in the affirmative, negative and interrogative. Pupils' books closed. Read the table aloud.

**Look, read and fill in: some or any.**

Pupils read out from the dialogue and fill in **some** or **any**. Pupils do the exercise orally, then in writing. Pupils read out the completed dialogue in pairs.

- |        |        |        |        |
|--------|--------|--------|--------|
| 1 any  | 3 any  | 5 any  | 7 some |
| 2 some | 4 some | 6 some |        |

**Listen and repeat.**

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

**Now, talk with your friend.**

### FLASHCARD 21

Pin up flashcard No. 21. Pupils identify the food/drink in the pictures. Using the dialogue in Ex. 6 as a model, pupils in pairs, act out dialogues using the pictures as prompts.

#### Suggested answers)

- A: I'm thirsty! Let's get some apple juice!  
 B: Mmm, I love apple juice.  
 A: I'm hungry! Let's get some burgers!  
 B: Mmm, I love burgers.



#### Suggested Homework

- Copy: 4 exchanges from Ex. 3
- Read aloud: Ex. 3
- Dictation: Ex. 1
- Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 52 - 53)

**Vocabulary:** water, fish, French fries, carrot, lemonade, tomato, beans, potato, salad, waiter

**Language focus:** What can I get you?, Watch out, I like, I love, Can I have ..., Are you ready to order?

**Grammar:** a, an, some

Check pupils' HW.

## PRESENTATION

1. Listen and repeat.



### FLASHCARDS 22 - 30

Pupils' books closed. Pin up flashcards Nos 22 - 30, one at a time and say the appropriate words/phrases. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils listen and repeat chorally or individually.

## LISTENING & READING

2. Listen and tick (✓) the children's food.

Pupils read the words. Play the cassette. Pupils listen and tick the food they hear.

**items to be ticked:** burgers, hot dogs, salad, French fries

3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

4. Look and say.



### FLASHCARD 31

Pupils' books closed. Pin up flashcard No. 31. Pupils identify the food/drink shown. Say, then write on the board: "Have they got any French fries? I like French fries!" Pupils repeat chorally and individually. Pupils make sentences for all food/drink shown. Wipe the example off the board. Point to various food/drink. Pupils make sentences similar to the example. Pupils' books open. Read out the example. Pupils do the exercise orally.

- Have they got any ice cream? I like ice cream.
- Have they got any burgers? I like burgers.
- Have they got any salad? I like salad.
- Have they got any hot dogs? I like hot dogs.
- Have they got any lemonade? I like lemonade.

## GRAMMAR

Pupils' books closed. Write on the board: "There is **a** banana. There is **an** apple. There is **some** bread." Read out the sentences and underline **a**, **an** or **some**. Explain that we use **a** with countable nouns (nouns which can be counted) starting with a consonant sound, **an** with uncountable nouns starting with a vowel sound and **some** with uncountable nouns (nouns which cannot be counted). Pupils' books open. Read out the sentences. Individual pupils make sentences using **a**, **an** or **some**. Extension: Say various nouns. Pupils, in two teams, add **a**, **an** or **some**. Each correct answer gets 1 point. The team with the most points is the winner.

(Suggested list of nouns: **water, banana, egg, apple, lemonade, hot dog, burger, orange, milk, etc.**)

T: water

Team A P1: some water

T: banana

Team B P1: a banana

T: egg

Team A P2: an egg etc.

## 5. Write: a, an or some.

Complete items 1 and 2 with pupils, then individual pupils do the exercise orally in class.

- |        |        |        |         |
|--------|--------|--------|---------|
| 1 a    | 4 some | 7 some | 10 a    |
| 2 some | 5 some | 8 an   | 11 some |
| 3 a    | 6 a    | 9 an   | 12 some |

## 6. Look and write the words. Then, listen and tick (✓) Eddy's food.

Pupils say the names of the food/drink in the pictures chorally, then they write them. Play the cassette. Pupils listen and tick Eddy's food.

- |                |            |          |
|----------------|------------|----------|
| 2 hot dog      | 5 fish     | 8 potato |
| 3 French fries | 6 lemonade |          |
| 4 rice         | 7 water    |          |

**Eddy's food:** burger, French fries, water

## 7. Listen and repeat.

Pupils read the menu. Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## 8. Talk with your friend, then write.



## FLASHCARD 32

Pin up flashcard No. 32. Pupils, in pairs, act out similar dialogues to the one in Ex. 7 using the food/drink on the menu. After pupils have done the exercise orally, they do it in writing in class.



## Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 8

## Lesson 3 (pp. 54 - 55)

Check pupils' HW.

## LISTENING &amp; READING

## 1. Listen and read.

Explain what a 'memo' is. Play the cassette. Pupils listen and follow the lines. Then, individual pupils read from the text.

Note: Explain that **some** can be used in questions if it is a request.

## 2. Read again and write yes or no.

Pupils read the text in Ex. 1 again, then read the sentences 1 - 4. Pupils write yes next to a correct sentence and no next to an incorrect one.

- |       |      |      |      |
|-------|------|------|------|
| 1 yes | 2 no | 3 no | 4 no |
|-------|------|------|------|

## PRACTICE

## 3. Look and read. Put a tick (✓) or a cross (X) in the box.

Pupils look at the pictures and read the sentences. Then, pupils put a tick for a correct sentence and a cross for an incorrect one.

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 2 ✓ | 3 X | 4 ✓ | 5 X | 6 ✓ |
|-----|-----|-----|-----|-----|



## WRITING

### 4. Project.

Pupils use the text in Ex. 1 as a model, and do the exercise orally in class. Refer pupils to the Photo File Section, then assign the exercise as written HW.

### 5. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **ch** is pronounced.

**ch** can be pronounced: /k/ as in **Chris**  
/tʃ/ as in **lunch**

Pupils listen and repeat chorally or individually. Check pupils' pronunciation and intonation.

### 6. Let's play! (Memory Game)

Pupils look at the picture and identify the food/drink. Let pupils look at the picture for one minute, then ask them to close their books. Pupils, in teams, try to remember what food/drink was in the picture. Each correct sentence gets one point. The team with the most points is the winner.

**Food/Drinks in the picture:** water, ice cream, orange juice, chicken, cake, rice, milk, potatoes, French fries, eggs, bread, tomatoes, apples, bananas, oranges, beans, lemonade, sausages, pizza, fish, carrots, burger

### 7. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read the song out. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: Ex. 1 from Lessons 1 & 2
- 4 Act out: Ex. 5
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written HW.



## Unit 9 Everyone's having fun! (pp. 56 - 61)

### ✓ Objectives/Targets

introducing present continuous; talking about present activities while on holidays; talking about the weather

### ✓ Structures

present continuous (formation and spelling)

### ✓ Vocabulary

drink chocolate, eat chocolate, watch TV, make a snowman, school trip, listen to music, It's raining, It's snowing, It's windy, It's cold, It's hot, It's sunny, lake, boat, wash the dishes, sleep, come, go

### ✓ Communication

talking about present activities; talking about the weather - What's the weather like?

### ✓ Project

writing a postcard to your mum and dad from a holiday resort

### Lesson 1 (pp. 56 - 57)

- ☐ **Vocabulary:** drink chocolate, eat chocolate, watch TV, make a snowman, school trip, listen to music, it's raining, it's snowing, it's windy, it's cold, it's hot, it's sunny, at home
- ☐ **Language focus:** What's the weather like?, What are you doing?
- ☐ **Grammar:** present continuous

### PRESENTATION

#### 1. Listen and repeat.



#### FLASHCARDS 1 - 13

Pupils' books closed. Pin up flashcards Nos 1 - 6. Point to each one and say the appropriate word/phrase. Pupils repeat chorally and individually. Pin up flashcard No. 7. Ask: "What's the weather like?" Pin up flashcard No. 8. Say: "It's raining." Pupils repeat chorally and individually. Do the same with flashcards Nos 9 - 13. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

### LISTENING & READING

#### 2. Listen and write yes or no.

Read the sentences, then play the cassette. Pupils listen and write *yes* next to the correct sentence and *no* next to the incorrect one.

1 no      2 yes

#### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### PRACTICE

#### 4. Look and say.



#### FLASHCARDS 14 - 19

Pupils' books closed. Pin up flashcard No 14. Ask: "What's the weather like?" Write it on the board. Pupils repeat chorally and individually. Elicit answers from pupils: "Raining." Complete pupils' answer: "Yes, it's raining." Write on the board: "It's raining." Pupils repeat chorally and individually. Ask different pupils to act out the dialogue. Pin up flashcards Nos 15 - 19 one at a time. Ask about the weather and elicit appropriate answers from pupils. Wipe the example off the board. Point to flashcards in random order. Pupils act out dialogues in pairs about each picture. Pupils' books open. Read out the example, then pupils in pairs, act out dialogues using the prompts.

- 2 A: What's the weather like?  
B: It's windy.
- 3 A: What's the weather like?  
B: It's snowing.
- 4 A: What's the weather like?  
B: It's hot.
- 5 A: What's the weather like?  
B: It's cold.
- 6 A: What's the weather like?  
B: It's sunny.

## GRAMMAR



## FLASHCARDS 1 - 6

Pupils' books closed. Say then write on the board: "**I am reading a book.**" Underline "**I am reading**" and explain that this tense is the present continuous, then say how it is formed. Point out that this tense is used to talk about actions happening now at the moment of speaking. Write under the first sentence: "**I'm reading a book.**" Underline "**I'm reading**" and explain that this is the short form of the tense. Present all the other persons of the affirmative, negative and interrogative in the singular in the same way. Ask pupils to make sentences about themselves and their schoolmates practising present continuous forms. Now present 'short answers'. Point to a pupil and ask the class: "**Is John sleeping?**" Elicit answer: "**No.**" Complete pupils' answer: "**No, he isn't.**" Write the sentences on the board. Point to another pupil and ask the class: "**Is (Stella) reading?**" Elicit answer: "**Yes, she is.**" Write these sentences on the board, too. Show pupils flashcards Nos 1 - 6. Ask questions about each flashcard eliciting yes/no answers.

e.g. T: (showing flashcard No. 3) **Is he eating chocolate?**

P1: **No, he isn't.**

T: **Is he making a snowman?**

P2: **No, he isn't.**

T: **Is he watching TV?**

P3: **Yes, he is.** etc.

Pupils' books open. Read out the grammar table. Drill your pupils.

e.g. T: **I am dancing. You ...**

P1: **You are dancing.**

T: **He ...**

P2: **He is dancing.** etc.

## 5. Look, ask and answer. Then write.

Ask pupils to look at the picture in Ex. 5 and say what each person is doing. (Lin is drawing. Wendy is making a snowman. Masid is sleeping. Eddy is reading a book. Cindy is eating a hot dog. Oscar is drinking hot chocolate.) Say item 1 with pupils then, pupils in pairs, use the prompts and the information from the picture and do the exercise orally, then in writing in class.

2 Is Wendy singing?

No, she isn't. She's making a snowman.

3 Is Oscar eating?

No, he isn't. He's drinking hot chocolate.

4 Is Masid cooking?

No, he isn't. He's sleeping.

5 Is Cindy jumping?

No, she isn't. She's eating a hot dog.

6 Is Eddy sleeping?

No, he isn't. He's reading (a book).

## 6. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## 7. Now, talk with your friend.

Read the list of prompts, then pupils in pairs use the prompts to act out similar dialogues to the one in Ex. 6.

## (Suggested answers)

P1: What are you doing?

P2: I'm making a cake. What are you doing?

P1: I'm eating a burger. etc.



## Suggested Homework

1 Copy: 4 exchanges from Ex. 3

2 Reading aloud: Ex. 3

3 Dictation: Ex. 1

4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 58 - 59)

- ☐ **Vocabulary:** lake, boat, sail, wash the dishes, sleep, come, go
- ☐ **Language focus:** Where are they?, What are they doing?
- ☐ **Grammar:** present continuous - spelling

Check pupils' HW.

## PRESENTATION

## 1. Listen and repeat.



## FLASHCARDS 20 - 24

Pupils' books closed. Pin up the flashcards Nos 20 - 24. Point to each one and say the appropriate word/phrase. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and answer.

Read the question, then play the cassette. Pupils listen and write the answer.

It's **sunny**.

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 25 - 29

Pupils' books closed. Pin up flashcard No. 25. Ask pupils: "What's the weather like?" Pupils answer: "It's sunny". Ask again: "Where are Oscar and Eddy going?". Elicit answer: "They're going to the lake". Pupils repeat chorally and individually. Pin up flashcard No. 26. Ask: "What's the weather like?" Elicit answer: "It's cold". Ask again: "What are Oscar and Eddy doing?" Elicit answer: "They're drinking hot chocolate". Ask pupils to make sentences about flashcard No. 26, as in the example on the board. Do the same with flashcards Nos 27 - 29. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences about each, practising the pattern presented before. Pupils' books open. Read the example, then pupils make sentences for pictures 2 - 5.

- 2 It's cold! We're drinking hot chocolate!
- 3 It's hot! We're swimming!
- 4 It's raining! We're watching TV!

## GRAMMAR

Present the plural forms of the present continuous the same way as you presented the singular forms (See Lesson 1 Grammar). Present all other persons of the affirmative, negative and interrogative in the plural in the same way. Ask pupils to make sentences practising plural forms. Then, write the examples on the board and explain the spelling for the **-ing** ending. Drill pupils. Write

verbs on the board and invite pupils to add the **-ing** form. (suggested verbs: rain, snow, make, sleep, play, sing, dance, ride, swim, have, eat, listen).

### 5. Listen and choose.

Pupils read items 1 - 4. Explain to pupils that they will listen to various sounds. Play the cassette. Pupils listen and choose the correct answer, then read out the completed sentences.

1 b      2 a      3 a      4 a

### 6. Read and write.

Read item 1 with pupils. Explain that they must put the word in brackets into the present continuous. Then, pupils read items 2 - 6 and say the correct answer. Check pupils' spelling on the board, then pupils write down the answers in their books.

- |           |            |          |
|-----------|------------|----------|
| 2 riding  | 4 swimming | 6 making |
| 3 running | 5 having   |          |

### 7. Listen and repeat, then talk with your friend.



#### FLASHCARDS 30 - 33

Pin up flashcard No. 30. Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs. Then, pin up flashcards Nos 31 - 33. Pupils look at the pictures and identify the characters. Pupils in pairs, act out dialogues for each picture.

- 2 A: Where are Tom and Wendy?  
B: They're in the kitchen.  
A: What are they doing?  
B: They're washing the dishes.
- 3 A: Where are Lin and Cindy?  
B: They're in the garden.  
A: What are they doing?  
B: They're cooking.
- 4 A: Where are Masid and Eric?  
B: They're in the bedroom.  
A: What are they doing?  
B: They're sleeping.




#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Read aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7



**Lesson 3 (pp. 60 - 61)**

 Check pupils' HW.

**LISTENING & READING****1. Look, read and match.**

Pupils look at the pictures, then read the two postcards aloud and match the postcards to the pictures by putting the correct letter in the box.

1 B    2 A

**2. Listen, read again and answer.**

Pupils read questions 1 - 6. Play the cassette for pupils to listen. Pupils, then read the postcards and answer the questions orally, then in writing in class.

- 1 It's hot and sunny.
- 2 She's sitting on the beach.
- 3 She's swimming.
- 4 It's cold and windy.
- 5 She's wearing her jacket and her red hat.
- 6 They're making a funny snowman.

**3. Listen and draw a line.**

Pupils look at the picture and read the names underneath. Play the cassette. Pupils listen and draw lines to match the names to the characters.

Ben - swimming in the lake  
 Linda - sitting under the tree wearing a red jacket  
 Josh - riding his bike  
 Tracy - reading a book and eating an ice cream

**WRITING****4. Project.**

Refer pupils to the Photo File Section. Pupils use the texts in Ex. 1 as a model and do the exercise orally. Help pupils with ideas and vocabulary needed to do the task. After pupils have done the exercise orally in class, assign it as written HW.

**Suggested answers)**

- Dear Mum and Dad,  
 We're having fun here in the Bahamas. It's hot and sunny today.  
 I'm sitting on the beach. Sally is swimming.  
 Love and kisses,  
 Molly and Sally

- Dear Mum and Dad,  
 I'm having fun here in Sweden. It's cold and windy here.  
 I'm drinking chocolate. Bob is making a snowman.

Love and kisses,  
 Ed

**5. TWISTER Listen and repeat.**

Play the cassette. Focus pupils' attention on how **g** is pronounced.

**g** can be pronounced: /g/ as in **girl**  
 /ŋ/ as in **drinking**  
 /dʒ/ as in **genie**

Pupils listen and repeat. Check pupils' pronunciation and intonation.

**6. Let's play!**

Choose a pupil. Ask him/her to choose one of the activities listed and write it on a piece of paper. Pupils try to guess what the activity is. The pupil who guesses correctly chooses another activity and the game continues.

L: (watch TV)

What am I doing?

P1: Are you reading a book?

L: No, I'm not.

P2: Are you listening to music?

L: No, I'm not.

P3: Are you drawing?

L: No, I'm not.

P4: Are you watching TV?

L: Yes, I am. etc.

**7. Let's sing!**

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.

**Suggested Homework**

- 1 Copy: one of the postcards in Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: present continuous (grammar tables in lessons 1 & 2)
- 4 Act out: Ex. 5
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written HW



## Unit 10 - We play basketball every Saturday! (pp. 62 - 67)

### ✓ Objectives/Targets

introducing the present simple; talking about times and daily routines

### ✓ Structures

present simple; prepositions of time (at - on - in)

### ✓ Vocabulary

wake up, get up, tidy, visit, days of the week, Monday - Sunday, pool, shower, gym, theatre, work, coffee, spaghetti, breakfast, lunch, dinner, o'clock

### ✓ Communication

asking and answering about routines/timetables, What time is it?

### ✓ Project

writing about sb's daily routine

### Lesson 1 (pp. 62 -63)

- ☐ **Vocabulary:** wake up, get up, tidy, visit, days of the week (Monday - Sunday), bus, Hooray
- ☐ **Language focus:** What does he do on ...?
- ☐ **Grammar:** present simple

### PRESENTATION

#### 1. Listen and repeat.



#### FLASHCARDS 1 - 5

Pupils' books closed. Pin up flashcards Nos 1 - 5. Point to each one and say the appropriate words. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually. Extension: Say the first day of the week, pupils, one after the other, say the other days.

### LISTENING & READING

#### 2. Listen and choose.

Read the question and the three possible answers. Play the cassette. Pupils listen and choose the correct answer.

**correct answer:** c) Saturday

#### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### PRACTICE

#### 4. Look and say.



#### FLASHCARDS 6 - 10

Pupils' books closed. Pin up flashcard No. 6. Ask pupils "What day is it?" Elicit answer: "Saturday" Say, then write on the board: "He plays basketball every Saturday" Pupils repeat chorally and individually. Pin up flashcards Nos 7 - 10, one at a time. Pupils make sentences, as in the example. Wipe the example off the board. Point to various pictures. Pupils make sentences practising the pattern presented. Pupils' books open. Read the example, then pupils do the exercise.

- 2 He goes to the cinema every Sunday.
- 3 He visits his grandfather every Monday.
- 4 He tidies his room every Tuesday.
- 5 He washes the car every Wednesday.

### GRAMMAR

Pupils' books closed. Say, then write on the board: "I play tennis every Saturday". Pupils repeat chorally and individually. Underline "I play". Explain that this tense is the present simple. Explain that is used to talk about things we do every day (routine). Write the second and the third person singular on the board. Underline **s** in the third person. Explain that the third person singular is usually formed by adding **-s** to the verb. Point out that there are exceptions to the rule. Write these verbs on the board: **wash, watch, tidy, go**, and show pupils how the third person singular is formed. Present the interrogative and negative in the same way as the affirmative. Point out that we need **do** to form the first and second person

singular and **does** to form the third person singular. Ask pupils to make sentences about themselves and their classmates practising the present tense forms presented. Write on the board:

**Do you play soccer?** < **Yes, I do.**  
**No, I don't.**

Explain how the short answers are formed, then do the same for the third person singular. Pupils ask and answer questions in pairs about themselves practising short answers.

Extension: Show flashcards Nos 6 - 10 to pupils. Ask questions about Eddy and elicit yes/no answers.

eg 1: (Flashcard No. 10) **Does he play tennis every Saturday?**

P1: **No, he doesn't.** etc.

Read the table. Drill your pupils. Write some verbs on the board and ask pupils to write the third person singular. Check their spelling. [Suggested verbs: **play, have, tidy, get, want, eat, work, drink, swim, fish, etc.**]

## 5. Look, ask and answer.

Pupils look at item 1. Choose a pupil to read out what Eddy says, then read the example. Pupils practise with items 2 and 3 orally, then do the exercise in writing in class.

- 2 ... he doesn't. He washes his dog on Fridays.
- 3 ... she doesn't. She goes to the cinema on Saturdays.

## 1. Listen and match.

Pupils read the list of activities and the days of the week. Play the cassette twice. Pupils listen and match the activities to the days. Check pupils' answers.

Tuesday: wash my dog  
Wednesday: tidy my room  
Thursday: have a guitar lesson  
Friday: visit my grandfather  
Saturday: play basketball  
Sunday: go to Burger-World

## 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils, in pairs, act out similar dialogues using the information in Ex. 6.

- A: What does Oscar do on Tuesdays?  
B: He washes his dog.

A: What does Oscar do on Wednesdays?  
B: He tidies his room.

A: What does Oscar do on Thursdays?  
B: He has a guitar lesson.

A: What does Oscar do on Fridays?  
B: He visits his grandfather.

A: What does Oscar do on Saturdays?  
B: He plays basketball.

A: What does Oscar do on Sundays?  
B: He goes to Burger-World.

Extension: Ask pupils to write a table with their own daily routine, similar to the table in Ex. 6. Pupils, ask and answer, in pairs, using the notes in their tables.

e.g. P1: **What do you do on Mondays?**

P2: **I wash my dog.** etc.



### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 64 - 65)

- ☐ **Vocabulary:** pool, shower, gym, theatre, work, coffee, spaghetti, breakfast, lunch, dinner, o'clock, want, get, points
- ☐ **Language focus:** What time is it?, Well done!
- ☐ **Grammar:** present simple

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



### FLASHCARDS 11 - 21

Pupils' books closed. Pin up flashcards Nos 11 - 20, one at a time. Point to each one and say the appropriate word/phrase. Pupils repeat chorally and individually. Pin up flashcard No. 21. Ask: "What time is it?" and answer: "It's one o'clock." Write numbers on the board (e.g. 6, 8, 11, etc). Point to the first number and ask a pupil: "What time is it?" He/She answers: "It's six o'clock." Continue with the rest of the numbers. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and write yes or no.

Read sentences 1 and 2. Play the cassette. Pupils listen and write **yes** next to the correct sentence and **no** next to the incorrect one.

- 1 yes      2 no

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 22 - 26

Pupils' books closed. Pin up flashcard No. 22. Ask pupils: "What time is it?" Pupils answer: "It's one o'clock." Say, then write on the board: "It's one o'clock, it's time for lunch!" Pupils repeat chorally and individually. Do the same with flashcards Nos 23 - 26. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences, as in the example. Pupils' books open. Ask pupils to look at the clock faces. Read the example, then pupils do the exercise orally in class.

- 2 It's seven o'clock, it's time for breakfast.
- 3 It's eight o'clock, it's time for school.
- 4 It's six o'clock, it's time for dinner.
- 5 It's ten o'clock, it's time for bed.

## GRAMMAR

Present the plural forms and the short answers of the present simple the same way as you presented the singular forms (see Lesson 1 Grammar).

### 5. Read and correct.

Read item 1 with pupils. Individual pupils read the sentences and correct them orally. Check pupils' answers. Then, pupils do the exercise in writing in class.

- 2 Masid **drinks** coffee in the morning.
- 3 They **play** basketball.
- 4 What time **do** you get up?

- 5 Lin and Cindy **don't** work.
- 6 We **like** ice cream.

### 6. Write: in, at, or on.

Explain the use of prepositions of time [**on + days, at + hours/noon/night, in + parts of the day**]. Pupils do the exercise orally, then in writing in class.

- 2 in    3 in    4 on    5 at    6 at

### GAME (optional)

Divide the class into two teams. Say time phrases. Teams, in turn, add **at, in** or **on**. Each correct answer gets 1 point. The team with the most points is the winner.

e.g. T: *the morning*

Team A P1: *In the morning*

T: *Sunday*

Team B P1: *On Sunday*      etc.

### 7. Listen and fill in.

Pupils read the incomplete table. Play the cassette. Pupils listen and fill in the missing information. Check pupils' answers. Then, pupils ask and answer questions in pairs about Jack, as in the example.

**pool, 8 o'clock, gym, plays**

- A: What does Jack do at 7 o'clock?  
 B: He swims in the pool.  
 A: What does Jack do at 8 o'clock?  
 B: He has breakfast.  
 A: What does Jack do in the morning?  
 B: He goes to the gym or he visits friends.  
 A: What does Jack do in the evening?  
 B: He plays basketball.

### 8. Ask your friend and fill in.

Pupils, in pairs, ask their partners the questions listed and fill in the answers.

#### (Suggested answers)

- 7 o'clock.                      • 1 o'clock.
- 8 o'clock.                      • 5 o'clock.
- 9 o'clock.                      • 9 o'clock.

### 9. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs. Then, pupils use the information in Ex. 8 and act out dialogues, as in the example.

#### (Pupils' own answers)



**Suggested Homework**

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 9

**Lesson 3 (pp. 66 - 67)**

Check pupils' HW.

**LISTENING & READING****1. Listen, read and draw the times.**

Pupils look at the clock faces and the sentences next to them. Play the cassette twice. Pupils listen and draw the hour hand on the clock to show the times. Pupils then read the text to check their answers. Individual pupils read aloud from the text.

Helen gets up. — eight o'clock  
 Helen has breakfast. — nine o'clock  
 Helen goes to bed. — twelve o'clock

**2. Read again and put a tick (✓) or a cross (x).**

Pupils read the sentences, then read the text in Ex. 1 again. Pupils put a tick next to a correct sentence and a cross next to an incorrect one.

1 x    2 ✓    3 ✓    4 x

**PRACTICE****3. Say and write the sentences.**

Read the example and explain that pupils must use the prompts to make a complete sentence. Point out that pupils should also add the correct prepositions (at, on, in) to the sentences. Individual pupils do the exercise orally, then in writing in class.

- 2 Lin has breakfast **at** 8 o'clock **in** the morning.
- 3 Masid eats lunch **at** one o'clock.
- 4 Wendy goes to the cinema **on** Sundays.

**4. Project.**

Refer pupils to the Photo File Section. Pupils look at the pictures and talk about Masid using the text in Ex. 1 as a model. After pupils have done the exercise orally in class, assign it as written HW.

**(Suggested answer)**

Masid is Wendy's secret friend! He gets up at seven o'clock in the morning. He has breakfast at eight o'clock. He plays basketball with his friends at five o'clock in the afternoon. He watches TV at ten o'clock. He goes to bed at twelve o'clock. Masid is great!

**5. TWISTER Listen and repeat.**

Play the cassette. Focus pupils' attention on how **oo** is pronounced.

**oo** can be pronounced: /ɔ:/ as in **door**

/ʊ/ as in **book**

Pupils listen and repeat. Check pupils' pronunciation and intonation.

**6. Let's play!**

Pupils read Masid's diary. Ask pupils questions about Masid's daily routine. Then, pupils close their books. Divide the class into two teams. Ask questions about Masid's daily routine. The teams, in turn, try to remember what Masid does. Each correct answer gets 1 point. The team with the most points is the winner.

**7. Let's sing!**

Play the cassette. Pupils listen and follow the lines. Read the song out. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.

**Suggested Homework**

- 1 Copy: Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: Ex. 1 from Lessons 1 & 2
- 4 Act out: Ex. 5, pupils' own daily routine
- 5 Workbook: do some exercises in class, assign the rest as written HW



## Revision 3 Units 7 - 10 (pp. 68 - 70)

(Assign these exercises as written HW after you have explained each exercise. Check pupils' answers in the next lesson. Pupils are then prepared for the test.)

- A**
- |        |         |          |
|--------|---------|----------|
| 1 hair | 4 ears  | 7 leg    |
| 2 eyes | 5 mouth | 8 finger |
| 3 nose | 6 arm   | 9 toes   |
- B**
- |       |        |        |
|-------|--------|--------|
| 10 no | 12 yes | 14 no  |
| 11 no | 13 yes | 15 yes |
- C**
- |          |          |         |          |
|----------|----------|---------|----------|
| 16 teeth | 18 child | 20 fish | 22 sheep |
| 17 woman | 19 mouse | 21 feet |          |
- D**
- |             |             |
|-------------|-------------|
| 23 have got | 25 has got  |
| 24 has got  | 26 have got |

- E**
- |      |      |      |      |
|------|------|------|------|
| 27 B | 29 B | 31 B | 33 A |
| 28 B | 30 A | 32 A |      |
- F**
- |            |           |           |
|------------|-----------|-----------|
| 34 play    | 36 does   | 38 like   |
| 35 doesn't | 37 washes | 39 visits |
- G**
- |       |       |       |
|-------|-------|-------|
| 40 at | 41 on | 42 in |
|-------|-------|-------|
- H**
- |            |          |
|------------|----------|
| 43 thirsty | 44 pizza |
|------------|----------|
- I**
- |         |        |        |
|---------|--------|--------|
| 45 some | 46 any | 47 any |
|---------|--------|--------|
- J**
- |      |      |      |
|------|------|------|
| 48 x | 49 ✓ | 50 x |
|------|------|------|

## Unit 11 - I like spring! (pp. 70 - 75)

### ✓ Objectives/Targets

introducing seasons and months; the imperative; talking about likes and dislikes

### ✓ Structures

the imperative; like doing - don't like doing

### ✓ Vocabulary

seasons, winter, spring, summer, autumn, months, December - November, plant, hole, seed, grow, cover, water, flower, catch, gardening, skiing, horse riding, wet

### ✓ Communication

talking about seasons; inquiring about birthdays; talking about likes and dislikes

### ✓ Project

letter to a pen-friend

### Lesson 1 (pp. 70 - 71)

- ☐ **Vocabulary:** seasons, winter, spring, summer, autumn, months (December - November), plant, hole, seed, grow, cover, water, flower.
- ☐ **Language focus:** What's your favourite season? What do you do in the ...?
- ☐ **Grammar:** the imperative

### PRESENTATION

#### 1. Listen and repeat.

#### ★ FLASHCARDS 1 - 11

Pupils' books closed. Pin up flashcards Nos 1 - 11. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually. Extension: Say the seasons. Pupils say the appropriate months.

## LISTENING & READING

### 2. Listen and choose.

Read the sentence and the three possible answers. Play the cassette. Pupils listen and choose the correct answer.

The small seeds grow into big flowers in the **summer** (c).

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 12 - 15

Pupils' books closed. Pin up flashcard No. 12. Say, then write on the board: "Make a small hole!" Pupils repeat chorally and individually. Pin up flashcards Nos 13 - 15 one at a time and present the structures as with flashcard No. 12. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences, as in the example. Pupils' books open. Pupils look at the pictures. Read the examples, then pupils do the exercise.

- 2 Put the seeds (in the hole).
- 3 Cover the hole.
- 4 Water the seeds.

## GRAMMAR

Pupils' books closed. Ask pupils to do certain things for you. e.g. "Stand up! Sit down!" Write the sentences on the board. Explain that this is the imperative. Explain that we form the negative imperative using **don't**. Pupils' books open. Read the grammar table.

### 5. Read, say and write. Make rules for your classroom!

Pupils look at the prompts and the examples and make rules for the classroom. Pupils do the exercise orally, then in writing in class.

- 3 Don't eat in class!
- 4 Listen to the teacher!
- 5 Don't shout!

### 6. Fill in the months.

Pupils fill the gaps with the missing months. Pupils do the exercise orally, then in writing in class.

Spring: March, **April**, May

Summer: **June**, July, **August**

Autumn: September, **October**, **November**

Winter: **December**, **January**, February

### 7. Listen and put a tick (✓). Then write about Wendy.

Pupils look at the table and read the prompts. Play the cassette twice. Pupils listen and tick what Wendy does in different seasons. Pupils make sentences orally, then in writing in class.

	spring	autumn	summer	winter
plant flowers	✓			
fly my kite		✓		
play in the snow				✓
swim in the pool			✓	

- 2 In autumn Wendy flies her kite.
- 3 In summer Wendy swims in the pool.
- 4 In winter Wendy plays in the snow.

### 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 9. Now, talk with your friend.

Pupils use the prompts to act out similar dialogues to the one in Ex. 8 in pairs.

(Pupils' own answers)




#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1 and rest of Ex. 1 Lesson 1
- 4 Act out: Ex. 4, Ex. 8

## Lesson 2 (pp. 72 - 73)

- ☐ **Vocabulary:** catch, gardening, skiing, horse riding, wet
- ☐ **Language focus:** Do you like ...?
- ☐ **Grammar:** like - don't like

 Check pupils' HW.

## PRESENTATION

1. Listen and repeat.



**FLASHCARDS 16 - 20**

Pupils' books closed. Pin up flashcards Nos 16 - 20. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

## LISTENING & READING

2. Listen and write yes or no.

Read the sentences. Play the cassette twice. Pupils listen and write *yes* next to the correct sentence and *no* next to the incorrect one.

- 1** yes      **2** no

3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

4. Look and say.



**FLASHCARDS 21 - 24**

Pupils' books closed. Pin up flashcard No. 21. Say, then write on the board: *"I like spring because I like gardening."* Pupils repeat chorally and individually. Pin up flashcards Nos 22 - 24, one at a time. Elicit sentences

from pupils. Wipe the example off the board. Point to the flashcards in random order. Pupils make sentences, as in the example. Pupils' books open. Pupils look at the pictures and the prompts. Read the example, then pupils do the exercise orally in class.

- 2 I like summer because I like swimming.  
3 I like autumn because I like playing soccer.  
4 I like winter because I like skiing.

## GRAMMAR

Pupils' books closed. Say, then write on the board: "***I like skiing. I don't like gardening.***" Underline "***I like, I don't like***" and explain their meaning to the pupils. Point out that **like** is followed by the -ing form of the verb. Ask pupils to make sentences about themselves using these structures. Say, then write on the board:

**Does he** like horse riding?      Yes, **he does.**  
No, **he doesn't.**

Underline “does he” and the short answers. Then, explain how questions and short answers are formed. Pupils’ books open. Read out the grammar table.

5. Look, say and write.

Pupils look at the table. Ask questions to elicit short answers.

**T:** Does Wendy like gardening?

P1: Yes, she does. etc.

Read item 1 with pupils. Pupils do the exercise orally, then in writing in class.

- 1 ... sailing.
- 2 ... likes swimming and sailing. He doesn't like gardening.
- 3 ... likes gardening and sailing. He doesn't like swimming.
- 4 ... likes swimming and sailing. She doesn't like gardening.

6. Look, ask and answer about Eddy.



**FLASHCARDS 25 - 30**

Pupils' books closed. Pin up flashcard No. 25. Ask pupils: *"Does Eddy like sailing?"* Elicit answer: *"Yes, he does."* Write the question and answer on the board. Pupils read out the example chorally. Pin up flashcard No. 26. Ask pupils: *"Does he like playing soccer?"* Elicit answer: *"No, he doesn't."* Write this question and answer on the board. Pupils read out the example chorally. Now, pin up flashcards Nos 27 - 30, one at a time. Pupils, in pairs, ask and answer questions, as in the examples. Wipe the examples off the board. Point to flashcards in random order. Pupils act out dialogues in pairs. Pupils' books



open. Pupils look at the pictures. Choose a pair to read out the dialogue. Then, pupils, in pairs, act out similar dialogues using the prompts.

- 3 A: Does he like horse riding?  
B: No, he doesn't.
- 4 A: Does he like gardening?  
B: No, he doesn't.
- 5 A: Does he like swimming?  
B: Yes, he does.
- 6 A: Does he like skiing?  
B: Yes, he does.

## 7. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## 8. Put a tick (✓) or a cross (X). Then, talk with your friend.

Pupils read the list of activities and put a tick next to what they like or a cross next to what they don't like. In pairs, pupils use the completed table to act out dialogues similar to the one in Ex. 7.

**Pupils' own answers)**



### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1 and rest of Ex. 1 lesson 1
- 4 Act out: Ex. 4, Ex. 8

## Lesson 3 (pp. 74 - 75)

Check pupils' HW.

## LISTENING & READING

### 1. Listen and read.

Explain that the letter is from Cindy to her pen-friend. Make sure pupils understand what a pen-friend is. Ask pupils to look at the pictures and say what Cindy likes doing. Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat

chorally and individually. Check pupils' intonation and pronunciation. Individual pupils read out from the text.

### 2. Read again and answer.

Pupils read the questions, then read the text in Ex. 1 again and answer the questions orally, then in writing in class.

- 1 She likes listening to music, dancing and horse riding.
- 2 She likes eating pizza and ice cream.

### 3. Look at the pictures and read the questions. Write one-word answers.

Ask pupils to look at the first picture. Read the example and ask question 2. Pupils answer, then write their answer in their books. Ask questions 3 - 6 one at a time. Pupils answer orally, then in writing in class.

- |              |             |
|--------------|-------------|
| 2 ice cream. | 5 Swimming. |
| 3 bus.       | 6 pool.     |
| 4 cap.       |             |

## WRITING

### 4. Project.

Refer pupils to the Photo File Section. Pupils choose from the pictures and talk about themselves. Pupils use the text in Ex. 1 as a model and do the exercise orally. After pupils have done the exercise orally in class, assign it as written HW.

**(Pupils' own answers)**

### 5. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **ee**, **ea**, **e** are pronounced.

**ee**, **ea**, **e** are pronounced: /i:/ as in **three**, **tea**, **me**  
Pupils listen and repeat chorally and individually. Check pupils' pronunciation and intonation.

### 6. Let's play!

Pupils read the list of activities. Choose a pupil. He/She chooses one of the activities in the table and writes it on a piece of paper. Pupils ask him/her questions to find what he/she likes. The pupil who guesses correctly, chooses another activity from the list and the game continues.



## 7. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: 4 sentences from Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: names of seasons and months
- 4 Act out: Ex. 5
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written H W

## Unit 12 - My rabbit and other animals! (pp. 76 - 81)

### Objectives/Targets

talking about animals/pets/wild animals

### Structures

adjectives; short answers

### Vocabulary

clean, spider, insects, snake, vegetables, clever, lizard, horse, tail, cheese, meat, tall, giraffe, fast, lion, fat, hippo, Africa, climb, monkey, elephant, tiger, baby

### Communication

exchanging information about pets; asking and answering questions about wild animals

### Project

writing about your pet/favourite animal

### Lesson 1 (pp. 76 - 77)

- ☐ **Vocabulary:** animal, clean, clever, cheese, meat, spider, insects, snake, vegetables, lizard, horse, tail, know, it's time
- ☐ **Language focus:** short/long/small/big, Have you got ...?, What's its name?, What does she eat?, How old is she?
- ☐ **Grammar:** adjectives

### PRESENTATION

#### 1. Listen and repeat.



#### FLASHCARDS 1 - 10

Pupils' books closed. Pin up flashcards Nos 1 - 10, one at a time. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and answer.

Read questions 1 and 2. Play the cassette. Pupils listen and write the correct answers.

- 1 white      2 vegetables

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARD 11

Pupils' books open. Pupils identify the animals and read the prompts. Make sure pupils understand the meaning of the adjectives (short, long, big, small). Read the example, then pupils do the exercise. Pupils' books closed. Pin up flashcard No 11. Point to various animals. Pupils make sentences practising the structure.

- 2 My horse's got a big body.
- 3 My snake's got a long body.
- 4 My mouse's got a small nose.
- 5 My spider's got long legs.
- 6 My lizard's got short legs.

## GRAMMAR

Pupils' books closed. Say, then write: "*Pinky's got a short tail.*" "*Pinky's got long ears!*" Write the two examples on the board. Underline the adjectives. Ask pupils: "*Where is each adjective? Before or after the noun?*" Elicit the answer: "*Before the noun.*" Explain that adjectives go before nouns and are the same in the singular and plural. Pupils' books open. Read the examples.

### 5. Choose and fill in.

Read the adjectives, then read out the texts sentence by sentence. Pupils say what the missing word is, then fill in the words. Individual pupils read out from the texts.

- |               |          |      |          |       |          |       |
|---------------|----------|------|----------|-------|----------|-------|
| <b>lizard</b> | <b>1</b> | long | <b>2</b> | small | <b>3</b> | short |
| <b>horse</b>  | <b>1</b> | big  | <b>2</b> | small | <b>3</b> | long  |

### 6. Look, say and write.

Read the table with pupils, then ask questions.

T: Can a rabbit walk?

P1: Yes, it can.

T: Can a rabbit run?

P2: Yes, it can.

T: Can a rabbit fly?

P3: No, it can't.

T: Can a rabbit swim?

P4: No, it can't. etc.

Read the example. Pupils repeat chorally and individually. Ask questions about the spider and the parrot. Elicit answers. After pupils have done the exercise orally, they do it in writing in class.

- 2 A spider can walk and run but it can't fly or swim.
- 3 A parrot can walk and fly but it can't run or swim.

### 7. Match and write.

Pupils identify the animals and foods in the picture. Read the example. Pupils do the exercise orally, then in writing in class.

- 2 ... cheese
- 3 ... eat fish.
- 4 Lizards eat insects.

### 8. Listen and repeat.

Explain to pupils that we use **he/she** to refer to animals only when we know their sex (usually from their name). Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 9. Choose a pet. Talk with your friend, then write.

Pupils identify the pets. Then, in pairs, act out dialogues about each pet using the dialogue in Ex. 8 as a model. Pupils do the exercise orally, then in writing in class.

#### (Suggested answer)

A: Have you got a pet?

B: Yes, I've got a dog.

A: What's its name?

B: Rex.

A: How old is he?

B: Two.

A: What does he eat?

B: Meat.

**Suggested Homework**

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 9

**Lesson 2 (pp. 78 - 79)**

- ☐ **Vocabulary:** tall giraffe, fast lion, fat hippo, Africa, climb, monkey, elephant, tiger, baby, wild animal, come from, clean, live.
- ☐ **Language focus:** Where do ... come from?, Welcome to ...
- ☐ **Grammar:** short answers

**PRESENTATION****1. Listen and repeat.****FLASHCARDS 12 - 20**

Pupils' books closed. Pin up flashcards Nos 12 - 20, one at a time. Point to each one and say the appropriate word/phrase. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

**LISTENING & READING****2. Listen and write.**

Read questions 1 and 2. Play the cassette. Pupils listen and fill in the missing words.

- 1 Africa                      2 clean

**3. Now, listen again and read.**

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

**PRACTICE****4. Look and say.****FLASHCARDS 21 - 25**

Pupils' books closed. Pin up flashcard No. 21. Say, then write on the board: "*Elephants are very clean animals.*" Pupils repeat chorally and individually. Pin up flashcard No. 22. Elicit sentence from pupils: "*Lions are very fast animals.*" Do the same with flashcards Nos 23 - 25. Pupils make sentences, as in the example. Wipe the example off the board. Point to the flashcards in random order. Pupils make sentences as in the example. Pupils' books open. Read the example, then pupils do the exercise.

- 2 Lions are very fast animals!
- 3 Giraffes are very tall animals!
- 4 Hippos are very fat animals!
- 5 Monkeys are very clever animals!

**GRAMMAR**

Pupils' books closed. Remind pupils of the formation of short answers. Point out that in short answers we use the auxiliary verb, not the full tense form. Pupils' books open. Read the grammar box with pupils.

**5. Read the text. Write one-word answers.**

Individual pupils read from the text and find the missing words. After pupils have done the exercise orally, they do it in writing in class.

- |          |           |          |
|----------|-----------|----------|
| 1 Africa | 4 bananas | 7 monkey |
| 2 ears   | 5 meat    |          |
| 3 clever | 6 zoo     |          |

**6. Ask and answer, then write.**

Pupils read the example questions. Then pupils use the text in Ex. 5 to answer questions orally, then in writing in class.

- |                     |                   |
|---------------------|-------------------|
| 2 No, they haven't. | 4 No, they don't. |
| 3 Yes, they are.    | 5 Yes, they can.  |

**7. Listen and tick (✓) the animals you hear.**

Pupils identify the animals in the pictures. Explain that pupils will hear sounds made by some of these animals. Play the cassette twice. Pupils listen and tick the appropriate box when they hear each animal.

**animals to be ticked:** tiger, snake, elephant, monkey



## 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## 9. Now, talk with your friend.

Read the prompts. Then pupils, in pairs, use these prompts to act out dialogues for each of the two animals, using the dialogue in Ex. 8 as a model.

## (Suggested answers)

- 1 A: Where do hippos come from?  
B: They come from Africa.  
A: Can they climb trees?  
B: No, they can't, but they can swim.  
A: Have they got big ears?  
B: No, they haven't, but they've got a big body!
- 2 A: Where do giraffes come from?  
B: They come from Africa.  
A: Can they fly?  
B: No, they can't, but they can run!  
A: Have they got long tails?  
B: No, they haven't, but they've got long legs.

**Suggested Homework**

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 9

**Lesson 3 (pp. 80 - 81)**

Check pupils' HW.

**LISTENING & READING**

## 1. Listen, read and match.

Pre-teach the names of the three animals in the pictures. Pupils repeat chorally and individually. Now, play the cassette. Pupils listen, read and match the texts to the animals.

A crocodile      B zebra      C dolphin

Play the cassette again with pauses for pupils to repeat chorally and individually. Individual pupils read from the texts.

## 2. Read again and write yes or no.

Pupils read sentences 1 - 6, then read the texts in Ex. 1 again and write *yes* next to a correct sentence and *no* next to an incorrect one.

- |       |       |       |
|-------|-------|-------|
| 1 no  | 3 yes | 5 no  |
| 2 yes | 4 no  | 6 yes |

**PRACTICE**

## 3. Read and circle the correct word.

Individual pupils read the sentences. Then, pupils circle the correct word.

- |        |          |          |
|--------|----------|----------|
| 2 tall | 4 clever | 6 horses |
| 3 meat | 5 fish   |          |

**WRITING**

## 4. Project.

Refer pupils to the Photo File Section. Pupils identify the animals/pets in the pictures, then use the texts in Ex. 1 as a model to talk about their pet/favourite animal. After pupils have done the exercise orally in class, assign it as written HW.

## (Pupils' own answers)

## 5. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **ph** and **f** are pronounced.

**ph, f** are pronounced: /f/ as in **phone, fish**

Pupils listen and repeat. Check pupils' pronunciation and intonation.

## 6. Let's play!

Pupils identify the animals in the pictures. Write the following prompts on the board for pupils to use while playing the game:

- |            |                        |
|------------|------------------------|
| • run fast | • two/four legs        |
| • fly      | • long/short tail      |
| • climb    | • big/small body       |
| • swim     | • eat fish/cheese etc. |
| • walk     |                        |

Choose a pupil. He/She chooses an animal from the picture and writes it on a piece of paper. Pupils ask questions to find what the animal is. The pupil who



guesses correctly chooses another animal and the game continues.

**(Suggested answer)**

Animal chosen: elephant

P1: Can it run?

L: Yes, it can.

P2: Has it got four legs?

L: Yes, it has.

P3: Has it got big ears?

L: Yes, it has.

P4: Has it got a long tail?

L: No, it hasn't.

P5: Has it got a big body?

L: Yes, it has.

P6: Is it an elephant?

L: Yes, it is.

## 7. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read out the song. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: 1 text from Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: 1 text from Ex. 1
- 4 Act out: Ex. 5
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written HW

## Unit 13 - The picnic! (pp. 82 - 87)

### Objectives/Targets

countable and uncountable nouns; how much/how many; question words

### Structures

how much; how many; question words

### Vocabulary

picnic, fruit, omelette, sugar, butter, sandwich, biscuits, onion, salt, cheese, flour, pirate, ship, violin, sword, plate, London, basket, window

### Communication

going shopping for food; asking about personal information using question words

### Project

recipe – how to make my favourite sandwich

### Lesson 1 (pp. 82 - 83)

- ☐ **Vocabulary:** picnic, fruit, omelette, sugar, butter, sandwich, biscuits, onion, salt, cheese, flour, a kilo, shopping list
- ☐ **Language focus:** How many ...?, How much ...?, Not many!, Not much!, Here you are, A lot, Don't forget
- ☐ **Grammar:** How many /How much, Not many/Not much/ A lot

### PRESENTATION

#### 1. Listen and repeat.



#### FLASHCARDS 1 - 11

Pupils' books closed. Pin up flashcards Nos 1 - 11. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and choose.

Pupils read out questions 1 and 2 and the possible answers. Play the cassette. Pupils listen and choose the correct answer.

1 A                      2 C

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 12 - 13

Pupils' books closed. Pin up flashcard No. 12. Pupils identify the foods. Point to the sandwiches. Say, then write on the board: "*How many sandwiches have you got?*" Pupils repeat chorally and individually. Point to various foods. Pupils make sentences, as in the example. Pin up flashcard No. 13. Say, then write on the board: "*How much meat have you got?*" Pupils repeat chorally and individually. Repeat the structure as for flashcard No. 12. Wipe the examples off the board. Point to foods in random order. Pupils make sentences using *how much* - *how many*. Pupils' books open. Read out the example then pupils, do the exercise using the prompts.

- How many carrots have you got?
- How many apples have you got?
- How many eggs have you got?
- How many bananas have you got?
- How many biscuits have you got?
  
- How much flour have you got?
- How much sugar have you got?
- How much salt have you got?
- How much cheese have you got?
- How much butter have you got?

## GRAMMAR

Pupils' books closed. Write the examples on the board. Explain that **how many** goes before countable nouns whereas **how much** goes before uncountable nouns. Drill

pupils. Say various foods. Pupils add *how much* or *how many*.

e.g. T: *fruit*

P1: *How much fruit?*

T: *apples*

P2: *How many apples?*

T: *sugar*

P3: *How much sugar?*                      etc.

Explain that we answer these questions with **not many/ much** or **a lot**.

### 5. Look at the pictures. Ask and answer, then write.

Pupils look at the pictures and identify the foods shown. Read the examples, then pupils, in pairs, do the exercise orally, then in writing in class.

- 3 A: How much butter have you got?  
B: Not much!
- 4 A: How many eggs have you got?  
B: Not many!
- 5 A: How many biscuits have you got?  
B: Not many!
- 6 A: How much cheese have you got?  
B: A lot!

### 6. Listen and tick (✓) how to make a cheese omelette.

Pupils identify the foods in the pictures. Play the cassette twice. Pupils listen and tick the ones used to make an omelette.

items to be ticked: 1, 2, 3, 5

### 7. Listen and repeat, then talk with your friend.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs. Explain what a shopping list is. Read out the prompts, then pupils, in pairs, act out dialogues using the prompts.

#### (Suggested answer)

- P1: Good morning! Can I have some oranges, please?  
P2: How many?  
P1: Two kilos, please!  
P2: Here you are!  
P1: Thank you!

- P1: Good morning! Can I have some flour, please?  
P2: How much?  
P1: A kilo, please!  
P2: Here you are!  
P1: Thank you!
- P1: Good morning! Can I have some meat, please?  
P2: How much?  
P1: A kilo, please!  
P2: Here you are!  
P1: Thank you!
- P1: Good morning! Can I have some potatoes, please?  
P2: How many?  
P1: Five kilos, please!  
P2: Here you are!  
P1: Thank you!



### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 7

## Lesson 2 (pp. 84 - 85)

- ☐ **Vocabulary:** pirate, sword, plate, ship, violin, London, basket, window
- ☐ **Language focus:** asking questions
- ☐ **Grammar:** who, whose, where, what, how, when (question words)

Check pupils' HW.

## PRESENTATION

### 1. Listen and repeat.



#### FLASHCARDS 14 - 21

Pupils' books closed. Pin up flashcards Nos 14 - 21. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and answer.

Pupils read questions 1 and 2. Play the cassette. Pupils listen and fill in the correct answer.

- 1 a pirate      2 food

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.



#### FLASHCARDS 22 - 26

Pupils' books closed. Pin up flashcard No. 22. Say, then write on the board: "Whose basket is this?" Pupils repeat chorally and individually. Pin up flashcards Nos 23 - 26, one at a time. Pupils make sentences, as in the example. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences using **whose**. Pupils' books open. Read the example, then pupils do the exercise orally.

- 2 Whose ship is this?
- 3 Whose sword is this?
- 4 Whose violin is this?
- 5 Whose clock is this?

## GRAMMAR

Write the examples on the board. Underline the question words and explain what each one means and when we use them. Pupils read the table. As an extension ask pupils to make their own questions using the question words.

### 5. Read and match.

Pupils, read items 1 - 6 and A - F. Then, pupils match the questions to the answers orally, then in writing.

- 2 E      3 B      4 A      5 C      6 D



## 6. Fill in: Who, What, Where, Whose, When or How.

Pupils read the questions and fill in the correct question word orally, then in writing in class.

- |         |        |         |
|---------|--------|---------|
| 2 Whose | 4 When | 6 Where |
| 3 How   | 5 What |         |

## 7. Look, ask and answer. Then, write.

Pupils look at the picture. Explain that this room is Paul's bedroom. Read the example, then pupils fill in the question words. Pupils ask and answer the questions in pairs.

- |             |                  |
|-------------|------------------|
| 2 What does | 5 Where does ... |
| 3 Who is    | 6 How ...        |
| 4 When is   |                  |

## 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## 9. Talk with your friend, then write.

Pupils, in pairs, act out dialogues about themselves using the dialogue in Ex. 8 as a model. After pupils have done the exercise orally, they do it in writing in class.

### (Suggested answers)

- A: **Where do you live?**  
 B: **In England.**  
 A: **How old are you?**  
 B: **I'm ten.**  
 A: **When's your birthday?**  
 B: **In May.**  
 A: **Who's your favourite singer?**  
 B: **Sting.**



### Suggested Homework

- Copy: 4 exchanges from Ex. 3
- Reading aloud: Ex. 3
- Dictation: Ex. 1
- Act out: Ex. 4, Ex. 9

## Lesson 3 (pp. 86 - 87)

Check pupils' HW.

## LISTENING & READING

### 1. Listen and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Individual pupils read aloud from the text. Extension: Ask pupils questions about the text. e.g. *Who's that in the picture? What's his favourite sandwich?* etc.

### 2. Read again and put a tick (✓) or a cross (x).

Pupils read items 1 - 6, then read the text in Ex. 1 again and tick the items used to make the sandwich and cross the items not used.

1 x    2 ✓    3 x    4 ✓    5 ✓    6 x

### 3. Put the food in the correct basket.

Pupils read the prompts, then write the words in the baskets under the correct headings.

**Fruit:** orange, banana, apple

**Vegetables:** carrot, potato, onion

**Meat:** chicken, burger, sausage

## WRITING

### 4. Project.

Refer pupils to the Photo File Section. Pupils use the pictures and the text in Ex. 1 as a model to talk about their favourite sandwich. After pupils have done Ex. 4 orally in class, assign it as written HW.

### 5. TWISTER Listen and repeat.

Play the cassette. Focus pupils' attention on how **ee** and **i** are pronounced.

**ee** is pronounced: /i:/ as in **sheep**

**i** is pronounced: /ɪ/ as in **chips**

Pupils listen and repeat chorally and individually. Check pupils' intonation and pronunciation.



## 6. Let's play!

Divide the class into two teams. Teams look at the picture for a minute, then Team B close their books. Team A with books open, ask questions (**How much ... - How many ...**). Team B answer using **not much/not many**. Each correct answer gets one point. After Team A have asked questions about all the foods/drinks shown in the picture, the teams swap roles. Team B, with books open, ask questions and Team A, with books closed, answer them. The team with the most points is the winner.

## 7. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read the song out. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



### Suggested Homework

- 1 Copy: Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: Grammar table Unit 13 Lesson 2
- 4 Act out: Ex. 5
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written H W

# Unit 14 - Magic moments! (pp. 88 - 93)

## Objectives/Targets

describing people and activities in photos, introducing sports and sport timetables

## Structures

personal object pronouns (me, you, him, etc.); present simple vs. present continuous

## Vocabulary

travel, train, China, ski-lift, motorboat, water-ski, juggle, wave, photo album, race, match, hockey, gold medal, table tennis, volleyball, win

## Communication

describing and talking about photos; arranging sporting activities

## Project

making a small photo album and describing the photos

## Lesson 1 (pp. 88 - 89)

- ☐ **Vocabulary:** travel, train, ski-lift, motorboat, juggle, wave, water-ski, photo album, China, Spain, Africa, Italy, France, Turkey
- ☐ **Language focus:** This is me ...
- ☐ **Grammar:** personal object pronouns

## PRESENTATION

### 1. Listen and repeat.



### FLASHCARDS 1 - 9

Pupils' books closed. Pin up flashcards Nos 1 - 9. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

## LISTENING & READING

### 2. Listen and choose.

Read the two incomplete sentences and the possible answers. Play the cassette twice. Pupils listen and choose the correct answer.

- 1 a                      2 b

### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## PRACTICE

### 4. Look and say.

#### ★ FLASHCARDS 10 - 14

Pupils' books closed. Pin up flashcards Nos 10 - 14 on the board and ask pupils to say which country each shows. Help pupils where necessary, then write the names under each picture. Point to flashcard No. 10. Say, then write on the board: "This is me on holiday in China." Pupils repeat chorally and individually. Point to flashcards Nos 11 - 14, one at a time. Pupils make sentences similar to the example. Wipe the example off the board. Point to the flashcards in random order. Pupils make sentences, as in the example. Pupils' books open. Read the example, then pupils do the exercise orally in class.

- 2 This is me on holiday in Spain.
- 3 This is me on holiday in Italy.
- 4 This is me on holiday in Africa.
- 5 This is me on holiday in Turkey.

## GRAMMAR

Present personal pronouns. Say, then write on the board: "I am a teacher. Look at me!" Underline the personal subject pronoun, then the personal object pronoun. Explain that the personal subject pronouns are used before verbs whereas personal object pronouns are used after verbs. Present the rest of the personal subject pronouns. e.g. T: (Painting to a pupil) He is (Tom). Look at him. She is (Mary). Look at her. etc.

Write the pronouns on the board. Pupils read them out.

### 5. Look, ask and answer.

Read out the example. Pupils repeat chorally or individually. Then, pupils, in pairs, do the exercise orally in class.

- 1 A: Do you know them?  
B: Yes, they're Tarra and Tikko.
- 2 A: Do you know her?  
B: Yes, she's Cindy's mother.
- 3 A: Do you know him?  
B: Yes, he's Jamal.
- 4 A: Do you know them?  
B: Yes, they're Ziggy and Ziggor.

### 6. Read and fill in.

Read out the example. Explain that pupils must fill in the personal pronouns. Pupils, do the exercise orally, then in writing in class.

- 2 him    3 them    4 us    5 you    6 it

### 7. Listen and tick (✓) the box.

Pupils look at the pictures. Explain that they have to identify which of the three pictures is described. Play the cassette. Pupils listen and tick the correct box.

The correct picture is No 2. (Cindy & Oscar playing tennis).

### 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### 9. Talk with your friend, then write.

Pupils identify the characters in the pictures, then in pairs, act out dialogues similar to the one in Ex. 8. After pupils have done the exercise orally, they do it in writing in class.

- A: Who's in the picture?
- B: Eddy and his mother.
- A: Where are they?
- B: They're in Italy.
- A: What are they doing?
- B: They're eating pizza.

- A: Who's in the picture?
- B: Masid and Wendy.
- A: Where are they?
- B: They're in France.
- A: What are they doing?
- B: They are riding a bike.

**Suggested Homework**

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 9

**Lesson 2 (pp. 90 - 91)**

- ☐ **Vocabulary:** race, match, hockey, gold medal, table tennis, volleyball, win
- ☐ **Language focus:** arranging a meeting

Check pupils' HW.

**PRESENTATION****1. Listen and repeat.****FLASHCARDS 15 - 21**

Pupils' books closed. Pin up flashcards Nos 15 - 21. Point to each one and say the appropriate word. Pupils repeat chorally and individually. Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

**LISTENING & READING****2. Listen and choose.**

Read out questions 1 and 2 and the possible answers. Play the cassette. Pupils listen and choose the correct answer.

1 a      2 c

**3. Now, listen again and read.**

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

**PRACTICE****4. Look and say.****FLASHCARDS 22 - 26**

Pupils' books closed. Pin up flashcard No. 22. Ask pupils to identify the time on the clockface. Say, then write on the board: "My volleyball match is at two o'clock!" Pupils repeat chorally and individually. Pin up flashcards Nos 23 - 26 and elicit sentences from pupils. Wipe the example off the board. Point to flashcards in random order. Pupils make sentences, as in the example. Pupils' books open. Read out the example, then pupils do the exercise.

- 2 My hockey match is at seven o'clock!
- 3 My tennis match is at three o'clock!
- 4 My basketball match is at five o'clock!
- 5 My soccer match is at ten o'clock!

**5. Look, say and write.**

Pupils look at the pictures and say what each person is doing. Read out the example, then pupils do the exercise orally, then in writing in class.

- 2 Tom is playing table tennis. He plays table tennis every Wednesday.
- 3 Lin is playing hockey. She plays hockey every Friday.
- 4 Wendy is playing volleyball. She plays volleyball every Monday.

**6. Read, say and write.**

Complete item 1 with pupils. Pupils, then read the sentences one by one and do the exercise orally, then in writing in class.

- |              |              |              |
|--------------|--------------|--------------|
| 1 is playing | 3 tidies     | 5 plants     |
| 2 eats       | 4 is cooking | 6 is singing |

**7. Listen and colour.**

Ask pupils to take their red, blue, green and brown crayons out of their pencil cases. Pupils look at the picture. Play the cassette twice. Pupils listen, then draw and colour in.

- ball under the table (red)
- ball in the basket (blue)
- ball on boy's head (green)
- draw ball in the box behind the teacher (brown)



## 8. Listen and repeat.

Play the cassette. Pupils listen and follow the lines. Play the cassette again with pauses for pupils to repeat chorally and individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

## 9. Talk with your friend, then write.

Pupils, in pairs, use the prompts to act out dialogues similar to the one in Ex. 8. Pupils do the exercise orally, then in writing in class.

## (Suggested answers)

- A: Do you play basketball?  
B: Yes, I do. Why?  
A: There's a match at two o'clock.  
Do you want to play?  
B: Yes, great!
- A: Do you play volleyball?  
B: Yes, I do. Why?  
A: There's a match at five o'clock.  
Do you want to play?  
B: Yes, great!



## Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 4, Ex. 9

Note: Ask pupils to bring some holiday photos of their own to the next lesson.

## Lesson 3 (pp. 92 - 93)

Check pupils' HW.

## LISTENING &amp; READING

## 1. Listen, read and match.

Pupils look at the pictures and say what Masid is doing in each one. Play the cassette. Pupils listen and match what Masid says to each picture. Play the cassette again with pauses for pupils to repeat chorally and individually. Then individual pupils read out from the text.

1 C      2 A      3 B

## 2. Read again and answer.

Read the questions, then pupils read the texts in Ex. 1 again. Pupils answer the questions orally, then in writing in class.

- 1 He's drinking coffee.
- 2 He's eating ice cream.
- 3 He's fishing.

## 3. Look at the pictures and read the questions. Write one-word answers.

Pupils look at the pictures, then read the questions. Pupils answer with one word orally, then in writing in class.

- 1 Reading
- 2 Three
- 3 Italy
- 4 Pizza

## WRITING

## 4. Project.

Pupils use the pictures they brought with them and the texts in Ex. 1 as a model to talk about their holiday photos. Refer pupils to the Photo File Section. After pupils have done Ex. 4 in class, assign it as written HW.

## 5. TWISTER Listen and repeat.

Play the cassette. Pupils listen and repeat. Focus pupils' attention on how **h** is pronounced.

**h** is pronounced: /h/ as in holiday

Pupils listen and repeat chorally and individually. Check pupils' pronunciation and intonation.

## 6. Let's play!

Pupils look at the pictures for one minute, then spot the differences as in the example.

As an alternative, the game can be played as a competition. The class in teams look at the pictures for a minute, then teams in turn spot the differences. Each correct sentence gets one point. The team with the most points is the winner.

## (Suggested answers)

- In picture A the woman is wearing a hat. In picture B the woman isn't wearing a hat. She's wearing sunglasses.
- In picture A the boy is eating an ice cream. In picture B the boy isn't eating an ice cream. He's eating a sandwich.
- In picture A the man is reading. In picture B the man isn't reading. He's listening to music.
- In picture A there are two dolphins. In picture B there aren't two dolphins. There is one dolphin.



- In picture A there is an aeroplane. In picture B there isn't an aeroplane. There is a helicopter.
- In picture A a cat is sleeping. In picture B a cat isn't sleeping. A dog is sleeping.
- In picture A there is a blue boat. In picture B there isn't a blue boat. There is a red boat.
- In picture A the boy has got black hair. In picture B the boy hasn't got black hair. He's got blond hair.

**Suggested Homework**

- 1 Copy: 2 texts from Ex. 1
- 2 Reading aloud: Ex. 1
- 3 Dictation: one text from Ex. 1
- 4 Act out: Ex. 5
- 5 Project
- 6 Workbook: do some exercises in class, assign the rest as written HW

**7. Let's sing!**

Play the cassette. Pupils listen and follow the lines. Read the song out. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.

**Revision 4 Units 11 - 14 (pp. 94 - 95)**

*(Assign these exercises as written HW after you have explained each exercise. Check pupils' answers in the next lesson. Pupils are then prepared for the test.)*

A    1 January            3 May            5 September  
      2 spring            4 July            6 November

B    7 fast            9 fat  
      8 clever        10 tall

C    11 reading            14 horse riding  
      12 playing soccer    15 climbing  
      13 skiing            16 sailing

D    17 ... I am.            22 ... they aren't.  
      18 ... they don't.    23 ... they haven't.  
      19 ... it can't.       24 ... shé does.  
      20 ... they have.    25 ... it isn't.  
      21 ... he doesn't.

## Merry Christmas! (pp. 96 - 97)

This unit is optional. It is designed to be taught just before Christmas.

### PRESENTATION

#### 1. Listen and repeat.

Pupils' books open. Play the cassette. Pupils repeat chorally and/or individually.

### LISTENING & READING

#### 2. Listen and answer.

Pupils read the question. Play the cassette. Pupils listen and answer the question.

It is **Masid's**.

#### 3. Now, listen again and read.

Play the cassette. Pupils listen and follow the lines. Play the cassette again for pupils to repeat chorally or individually. Check pupils' pronunciation and intonation. Pupils read out the dialogue in pairs.

### PRACTICE

#### 4. Match, say and write.

Pupils look at the pictures and identify the objects. Pupils follow the arrows to match each person to an object and then say who has which object. Read the example, then pupils do the exercise orally, then in writing.

- 2 ...'s got a watch.
- 3 ...'s got a guitar.
- 4 ...'s got a camera.
- 5 ...'s got a car.
- 6 ...'s got a ball.

#### 5. Look at the pictures and write the words. Then, read.

Pupils look at the letter and write the words for the pictures in the gaps. Then, individual pupils read out the completed letter.

Dear **Santa Claus**,

My name's Tom. I'm **five** years old. My **house** is at 22 Red Lane.

Can I have a **car** for Christmas, please? Say hello to Rudolph, the **reindeer**.

Merry Christmas  
Love,  
Tom

#### 6. Project.

Refer pupils to the Photo File Section. Pupils use the text in Ex. 5 as a model to write a letter to Santa Claus. After pupils have done the exercise in class, assign it as written HW.

#### 7. Look at the pictures and write the words. Find the secret word.

Pupils look at the pictures and write the words in the grid. Explain that the letters in the coloured pair of the grid will spell out the secret word. Pupils do the exercise. Check pupils' answers.

- |          |                  |               |
|----------|------------------|---------------|
| 1 cake   | 4 reindeer       | 7 milk        |
| 2 sleigh | 5 stocking       | 8 Santa Claus |
| 3 star   | 6 Christmas tree | 9 bells       |

The secret word is CHRISTMAS.

#### 8. Let's sing!

Play the cassette. Pupils listen and follow the lines. Read the song out. Pupils listen and repeat. Play the cassette again. Pupils listen and try to sing along with the recording.



#### Suggested Homework

- 1 Copy: 4 exchanges from Ex. 3
- 2 Reading aloud: Ex. 3
- 3 Dictation: Ex. 1
- 4 Act out: Ex. 8
- 5 Project

# Play — The Lost Lamp

## SUGGESTIONS ON HOW TO APPROACH A PRODUCTION OF THE PLAY.

Give pupils some time to become acquainted with English before doing any work on the play. [After Unit 4 would be a good time to begin.]

There are some cut-out characters in the workbook that can be used to practise the roles. Assign roles to pupils. It is a good idea to build up gradually, by rehearsing a few lines at a time. Pupils can listen to the accompanying cassette in order to practise pronunciation and intonation of the lines. This can be done by listening, pausing and repeating and should be first demonstrated by the teacher in class. [This could be assigned as HW.] In the following lesson, pupils must use the cut-out characters and act out their lines.

Make sure you pre-teach any new vocabulary before rehearsing the lines of the play. e.g. puppet, teapot, recycle, etc.

If there are more pupils than parts, any 'extra' pupils can act as a choir for the songs. On cassette, at the end of the play, there is an instrumental version of the songs. This can be used as a musical accompaniment for the production.

### Suggested props:

- genie's lamp
- old clock (+ any other antique objects for recycle shop)
- teacups
- tea bags
- birthday cake

**Suggested scenery** (see pictures in the Pupil's Book)

### Act I

A kitchen: A table and some chairs.

### Act II

Antique shop: some old objects  
A table

Puppet castle: A table and some chairs.

### Suggested costumes

There are pictures of the characters at the beginning of the play, which will give the teacher a good indication of the costumes that should be worn.

## Welcome Song

(Curtains open — All members of the cast and choir are on stage and sing the Welcome song. Curtains close. When the curtains reopen, the Lost Lamp play begins.)

## The Lost Lamp

### Act I

(Curtains open — Masid is eating breakfast at the table — lamp is in the middle of the table — Wendy runs on stage in a hurry)

**Wendy:** Masid! What time is it?

**Masid:** It's eight o'clock.

**Tom:** (enters in a hurry)  
Masid! What time is it?

**Masid:** (Masid stands up — sings)  
This is the time you go to school,  
Go to school, go to school,  
This is the time you go to school,  
It's 8 o'clock in the morning!

**Wendy:** This is the time we go to school.

**Tom:** Bye, Masid.

**Masid:** Bye, Tom. Bye, Wendy. (looks at his watch) Time to get into my lamp! (disappears)

(Wendy's mum enters)

**Mum:** Oh? What's this? (picks it up, looks at it, takes it off stage)

(Tom and Wendy enter)

**Tom:** We're home!

**Wendy:** My friends are having tea with me. Where's Masid? Where's the lamp?

**Oscar:** Is it in the cupboard? (looks)

**Cindy:** Is it under the table? (looks)

**Lin:** Is it on the chair? (looks)

**Eddy:** Is it behind the door? (looks)

**All:** (Sing)  
Where, oh where is the magic lamp?  
Is it in the living room?  
Is it in the pink bathroom?

Where, oh where is the magic lamp?  
In the kitchen on the chair?  
In my favourite blue armchair?  
Where are you, oh magic lamp?  
Where are you, where are you, where  
are you?

**Mum:** What are you doing?  
**All:** We're looking for a lamp!  
**Mum:** Oh — that! It's not here!  
**All:** Where is it?  
**Mum:** It's in the recycle shop!  
**All:** OH NO!!!

## End of Act I (curtains close)

## Act II

(At the recycle shop)

**Shopkeeper:** Can I help you?  
**Eddie:** Yes, please. Have you got an old lamp?  
**Shopkeeper:** No, but I've got an old clock.  
**Wendy:** Where's the old lamp?  
**Shopkeeper:** Lady Puppet's got it.  
**Cindy:** Where does she live?  
**Shopkeeper:** At Puppet Castle.  
**All:** Thank you. Bye! (they leave)

(curtains close)

(knocking-on door of Puppet Castle. A puppet-type figure answers the door)

**Woody:** Yes, can I help you?  
**Oscar:** Hello, my name's Oscar. These are my friends Wendy, Eddy, Tom, Cindy and Lin.  
**Woody:** Hello, my name's Woody.  
**Lin:** Can we speak to Lady Puppet?  
**All:** Hello, Lady Puppet.  
**Lady Puppet:** Please come in and have some tea. Do you like tea?  
**All:** Oh yes!

(Sing)  
I like coffee,  
I like tea,  
I like swimming  
In the sea!

I like ice cream,  
I like cake,  
I like sailing  
On the lake!

I like Elvis,  
I like Sting,  
I like gardening  
In the spring!

I like English,  
I like school,  
I like sitting  
By the pool!

**Lady Puppet:** Very good, children! Marionetta!

(enter Marionetta. She looks like Woody — both are puppets with straw-like hair etc)

**Cindy:** You look like Woody!

**Marionetta:** He's my brother.

**Tom:** You've got the same head!

**Eddy:** And shoulders!

**Wendy:** And knees and toes!

(Sings)  
Head, shoulders, knees and toes,  
Knees and toes,  
Head, shoulders, knees and toes,  
Knees and toes!  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes  
Knees and toes!

**Lady Puppet:** Now, let's have tea.

**Oscar:** Lady Puppet, your teapot is very nice!

(they all look at the lamp — the children look at one another)

**Lady Puppet:** Yes, it is. I like my new teapot.

**Marionetta:** Lady Puppet! There's someone at the door.

**Lady Puppet:** Please excuse me, children.  
(she exits)

(Oscar follows her — he winks at the others)

**Eddy:** Ok. Let's get Masid!  
(He rubs the lamp)

(Masid pops out — covered in tea bags)



**Masid:** Oh, thank you! Hello everyone!

**All:** Hello, Masid!

**Wendy:** Let's go now.

**Cindy:** Sh — Here's Lady Puppet.  
(Masid hides)

(Lady Puppet and Oscar enter. Oscar gestures to the others as if to say 'no deal!')

**Lady Puppet:** My teapot! Oh dear, dear, dear! You can't have my teapot. I'm sorry.

(everyone looks sad)

### **End of Act II (curtains close)**

## **Act III**

(The children are centre stage. Lady Puppet is off-stage. Marionetta and Woody are clearing away tea cups etc.)

**Oscar:** Oh dear! Now what can we do?

**Marionetta:** We've got an idea! (pointing at Woody and herself)

**Cindy:** Oh, please help us!

**Woody:** Well... it's Lady Puppet's birthday today.

**Marionetta:** Can you sing?

**Woody:** Can you dance? Can you play the piano? I

**All:** I can play the piano

**All:** (Sing)  
I can play the piano  
Piano, piano,  
I can play the piano,  
And you can play with me!

I can sing and I can dance,  
Sing and dance, sing and dance,  
I can sing and I can dance,  
And you can dance with me!

I can run and I can jump,  
Run and jump, run and jump,  
I can run and I can jump,  
And you can run with me!

I can fish and I can swim,  
Fish and swim, fish and swim,  
I can fish and I can swim,  
And you can swim with me!

**Woody:** Very good, children.

**Marionetta:** Come. Let's all sing for Lady Puppet.

**Woody:** (calls off-stage) Lady Puppet!

(Lady Puppet enters — They all sing — Marionetta brings a big cake)

**All:** (Sing)  
Happy birthday to you!  
Happy birthday to you!  
Happy birthday, Lady Puppet!  
Happy birthday to you!

**Lady Puppet:** Oh, children! Thank you. This is the best birthday! How can I thank you?

**Oscar:** Well.....

**Lady Puppet:** The teapot?

**All:** Yes!

(she hands over the lamp — everyone laughs)

**Eddy:** Goodbye, Lady Puppet. Thank you.

**Lady Puppet:** Goodbye, children!

**All:** Goodbye! (exit children)

### **THE END (curtains close)**

## Unit 1 - Hello! (pp. 4 - 7)

- 1** 2 Good afternoon! 5 Good evening!  
3 Good morning! 6 Goodbye!  
4 Good night!
- 2** 2 school 3 parrot 4 dog
- 3** 2 C 3 A 4 B
- 4** 2 A: Who's that? 5 A: Who's that?  
B: That's Cindy. B: That's Lin.  
3 A: Who's that? 6 A: Who's that?  
B: That's Wendy. B: That's Eddy.  
4 A: Who's that?  
B: That's Tom.

- 5** 1 My name's Rose.  
2 Rose? How do you spell it?
- 6** 1 My name's ... 2 I'm fine 3 Bye

- 7** 1 Linda 2 Peter 3 Jane

- 8** A 2 NAME 3 THAT 4 WHAT

**B (Pupils' own answers)**

## Unit 2 - Family and friends! (pp. 8 - 11)

- 1** a seven, three, two, one, eight  
b six, eight, one, two, four, five, nine
- 2** 3 X 4 ✓ 5 X 6 ✓ 7 ✓ 8 ✓
- 3** 2 Her 3 Our 4 Its 5 our 6 their
- 4** 2 ... Peter's umbrella. 5 ... Pam's kite.  
3 ... Ann's radio. 6 ... Mike's bike.  
4 ... Jim's ball.
- 5** 2 ... Roy's car.  
3 What's this? It's Judy's phone book.  
4 What's this? It's Tom's ball.  
5 What's this? It's Kim's ring.  
6 What's this? It's Nick's computer.

- 6** ball - Paul radio - Kate  
kite - Mary cat - John

- 7** 2 mother 4 grandfather  
3 grandmother 5 brother

- 8** 2 dad's 3 mum's 4 His 5 Her

## 9 (Suggested answer)

... Ken and her mum's name is Mandy. This is her sister. Her name is Sarah. This is her brother. His name is Simon. Look at her grandfather and her grandmother. His name is Henry and her name is Megan.

## Unit 3 - A doll's house! (pp. 12 - 15)

- 1** 2 bathroom 4 kitchen  
3 bedroom 5 garden
- 2** 2 cupboard 3 cap 4 rabbit
- 3** 1 an 3 a 5 an 7 a  
2 a 4 an 6 an 8 a
- 4** 2 in 3 under 4 on 5 under 6 in
- 5** 1 It's 2 He's 3 It's 4 She's
- 6** 2 What's in the bedroom?  
What colour is it?  
3 What's in the living room?  
What colour is it?  
4 What's in the bathroom?  
What colour is it?
- 7** 1 The ball is under the swing.  
2 The girl is on the swing.  
3 The hat is in the box.  
4 The umbrella is on the chair.  
5 The cat is in the tree.  
6 The dog is under the tree.

- 8** 2 armchair 4 table 6 cat  
3 bookcase 5 vase

## Unit 4 - Happy Birthday! (pp. 16 - 19)

- 1** 1 camera 2 guitar 3 robot 4 bat
- 2** • four • fourteen • nineteen  
• eight • sixteen • twenty  
• twelve • eighteen

**3** 2 ... thirteen 3 ... twenty

**4** 2 they 3 it 4 he

**5** b There is one guitar.  
c There is one helicopter.  
d There is one aeroplane.  
e There are two watches.  
f There are three oranges.  
g There are two cars.  
h There are two boxes.

**6** 2 is 3 is 4 are 5 are

**7** 3 Yes, they are.  
4 No, she isn't. She's fourteen.  
5 No, he isn't. He's sixteen.  
6 No, they aren't. They're thirteen.

**8** 1 What is it  
2 Wow! It's a watch  
3 You're welcome

**9** thirteen (second picture)

**10** Dear **Martin**,  
You **are twelve** today!  
Happy birthday!  
Love from  
**Jane**

## Unit 5 - She's a clown! (pp. 20 - 23)

**1** A 2 gloves 4 trousers 6 boots 8 shoes  
3 shorts 5 jacket 7 skirt 9 coat

B B What is Oscar? He's a chef.  
C What is Eddy? He's a policeman.  
D What is Lin? She's a ballerina.  
E What is Cindy? She's a doctor.

**2** 2 short 3 long 4 long

**3** 2 hers 3 mine 4 theirs  
5 yours 6 ours

**4** 2 hers 4 his 6 theirs  
3 ours 5 yours

**5** 2 Those 3 That 4 These 5 That

**6** 3 Whose cake is this?  
4 Who's this?  
5 Who's this?  
6 Whose book is this?

**7** 2 A: What's this? 3 A: What's this?  
B It's a robot. B: It's a bike.  
A: Whose is it? A: Whose is it?  
B: It's Eddy's. B: It's Oscar's.

**8** hat: red, shirt: green, trousers: yellow, shoes: pink

**9** A 2 are 3 yellow 4 are 5 are  
B 2 her 3 is 4 red 5 are 6 They  
C 2 Our 3 yellow 4 green 5 our 6 are

## Unit 6 - I can't draw! (pp. 24 - 27)

**1** 2 cinema 3 zoo 4 park

**2** 2 play 3 ride 4 play 5 fly 6 cook

**3** 2 Can it, Yes, it can.  
3 Can it, No, it can't.  
4 Can it, Yes, it can.  
5 Can it, Yes, it can.  
6 Can it, No, it can't.

**4** 2 can cook, can sing  
3 can jump, can't cook  
4 can ride a bike, can play football

**5** 3 can fish 5 can read  
4 can swim 6 can drive

**6** 1 A: sing 2 A: swim  
B: dance B: fish  
B: dance B: fish  
A: draw A: play the guitar

**7** 1 ✓ 2 ✓ 3 ✗ 4 ✓

**8** 2 Green 4 ride 6 cap  
3 play 5 Red

## Unit 7 - You've got a happy face! (pp. 28 - 31)

**1** 2 beautiful 3 sad 4 happy

**2** 2 eyes 4 arm 6 fingers  
3 mouth 5 hand 7 leg

**3** 2 Has it got ...?  
... it hasn't.  
It's got four legs!  
3 Has it got ...?  
... it hasn't.  
It's got big ears!  
4 Has it got ...?  
... it hasn't.  
It's got a green body!

**4** 2 men 4 sheep 6 fish  
3 children 5 mice

**5** 2 ... got black hair and blue eyes.  
3 ... got brown hair and brown eyes.  
4 ... got red hair and green eyes.

**6** 3 four 4 five 5 Sandra

**7** 2 Zap 4 Zilla 6 Zippy  
3 Zap 5 Zokko

**8** He's got a very **big** head and **one** big **green** eye.  
He's got a **big** black mouth but he hasn't got any teeth! He's got **two** arms. He's got **four** legs and four small feet. Globbo hasn't got any hair!

## Unit 8 - Is there any food? (pp. 32 - 35)

**1** table: bread, rice, water  
fridge: sausages, bananas, eggs, cake

**2** sausages, beans, eggs, carrots, water (✓)  
chicken, burger, ice cream, tomatoes (X)

**3** 3 An egg.  
4 Some milk.  
5 Some rice.  
6 Some tomatoes.  
7 A sausage.  
8 An apple.

**4** 3 There isn't any lemonade.  
4 There are some hot dogs.  
5 There is some salad.  
6 There aren't any carrots.  
7 There are some French fries.  
8 There isn't any milk.

**5** 3 I'm thirsty. Let's have some water.  
4 I'm hungry. Let's have some fish and some salad.

**6** 1 The tomato is under the table.  
2 The banana is in the fridge.  
3 The burger is on the table.  
4 The salad is under the chair.  
5 The milk is on the fridge.  
6 The bread is behind the chair.

**7** 2 yes 3 no 4 no 5 yes

**8** (Pupils' own answers)

## Unit 9 - Everyone's having fun! (pp. 36 - 39)

**1** 2 flying 4 watching 6 sailing  
3 washing 5 raining

**2** 2 She's dancing.  
3 He's cooking.  
4 They're making a snowman.  
5 She's running.  
6 It's jumping.

**3** 2 No, they aren't. They're making a snowman.  
3 No, they aren't. They're drinking hot chocolate.  
4 No, he isn't. He's playing the drums.  
5 No, she isn't. She's wearing a dress.

**4** Tom isn't driving a car. Wendy's mother is driving a car.  
Wendy's mother isn't cooking. Wendy is cooking.  
Cindy isn't dancing. Tom is dancing.

**5** 2 ... bathroom. He's washing his dog.  
3 ... kitchen. She's cooking.  
4 ... living room. He's reading.  
5 ... garden. It's flying.

**6** 2 What's the weather like, sunny  
3 What's the weather like, snowing  
4 What's the weather like, windy



- 7** 1 Mum is in the kitchen cooking.  
2 Dave and Pete are in the park playing football.  
3 Gina is playing with a doll in the living room.

- 8** 2 sunny 3 burger 4 lemonade 5 hat

## Unit 10 - We play basketball every Saturday! (pp. 40 - 43)

- 1** 2 five 3 three 4 twelve

- 2** Tuesday, Wednesday, Friday, Saturday

- 3** 3 A: Does he ... 5 A: Does she ...  
B: Yes, he does. B: No, she doesn't.  
4 A: Do they ... 6 A: Does he ...  
B: No, they don't. B: No, he doesn't.

### **4 (Suggested answers)**

- 1 I get up at six o'clock every morning.  
2 I have breakfast at seven o'clock.  
3 I go to school at eight o'clock.  
4 I have lunch at one o'clock.  
5 I go to bed at nine o'clock.

### **5 Cindy goes to the cinema.**

Masid **has a shower.**

Eddy **washes the car.**

Mary **tidies her room.**

Sally **plays tennis.**

Eddy and Oscar **watch TV.**

- 6** 2 in 4 at 6 In 8 at 10 On  
3 at 5 at 7 In 9 at 11 on

- 7** 2 ... goes to the theatre.  
3 ... goes to the gym.  
4 ... watches TV.

- 8** 1 eight o'clock.  
2 six o'clock.  
3 ten o'clock.

- 9** 2 Eddy drinks milk every morning.  
3 Wendy goes to the cinema on Sundays.  
4 Lin dances every afternoon.  
5 Oscar has a guitar lesson every Tuesday.

- 10** 1 house 2 kitchen 3 morning

I am a **clock radio.**

## Unit 11 - I like spring! (pp. 44 - 47)

- 1** b January 2 spring  
f May 3 summer  
h July 4 autumn  
k October

- 2** 1 hole 3 Cover 5 seed 7 flower  
2 seed 4 water 6 grows

- 3** 2 Don't drink coffee!  
3 Eat your breakfast!  
4 Don't jump!  
5 Wake up!  
6 Don't go!

- 4** 2 A: Does Steve like playing the piano?  
B: Yes, he does. He likes playing the piano.  
3 A: Does Tom like cooking?  
B: No, he doesn't. He doesn't like cooking.  
4 A: Do they like flying?  
B: Yes, they do. They like flying.  
5 A: Does she like tidying her room?  
B: No, she doesn't. She doesn't like tidying her room.

- 5** 2 I like dancing./I don't like dancing.  
3 I like watching TV./I don't like watching TV.  
4 I like listening to music./I don't like listening to music.  
5 I like sailing./I don't like sailing.  
6 I like washing the dishes./I don't like washing the dishes.  
7 I like cooking./I don't like cooking.  
8 I like fishing./I don't like fishing.

- 6** 2 Winter, I ski  
3 Spring, spring, I plant flowers  
4 Summer, summer I swim

- 7** swimming, French fries, autumn (✓)  
skiing, burger, winter (X)

- 8** 2 brown 4 tennis 6 French fries  
3 eyes 5 music

## Unit 12 - My rabbit and other animals! (pp. 48 - 51)

- 1** 2 insects 4 monkey 6 tiger  
3 lizard 5 snake
- 2** 3 *x* 5 *x* 7 ✓  
4 ✓ 6 *x* 8 *x*
- 3** 2 short 4 big 6 clean  
3 big 5 short
- 4** 2 Yes, he is. 4 No, he hasn't.  
3 Yes, he is. 5 No, he hasn't.
- 5** 2 Yes, they can. 5 Yes, they are.  
3 Yes, they can. 6 No, it isn't.  
4 Yes, they do.
- 6** 2 Yes, I've got a dog. Rex, One, Meat  
3 Yes, I've got a monkey. Ben, Three, Bananas  
4 Yes, I've got a rabbit. Lisa, Four, Carrots
- 7** elephant, snake, giraffe
- 8** 2 Lizards eat insects and spiders.  
3 Lions can run very fast.  
4 Elephants have got big ears.  
5 Monkeys are very clever animals.
- 9** 1 eat  
2 I've, legs, jump, rabbit  
3 I'm, can, spider

## Unit 13 - The picnic! (pp. 52 - 55)

- 1** 2 ship 4 basket 6 violin  
3 sword 5 window
- 2** 2 cheese 6 sausage 10 eggs  
3 onions 7 cheese 11 flour  
4 bread 8 tomatoes 12 sugar  
5 sausage 9 milk 13 butter
- 3** 2 A 3 B 4 B 5 B 6 A
- 4** 2 many/Not many 5 much/Not much  
3 many/A lot 6 many/Not much  
4 much/A lot

- 5** 2 Who 4 Whose  
3 What 5 Where
- 6** 2 How 4 Whose 6 When  
3 Who 5 Where
- 7** 2 A: Can I have **some onions, please?**  
B: How **many?**  
A: **Two** kilos, please.  
3 A: **Can I have some sugar, please?**  
B: **How much?**  
A: **A kilo, please.**  
4 A: **Can I have some carrots, please?**  
B: **How many?**  
A: **Three** kilos, please.
- 8** 3 biscuits ✓ 6 bananas ✓  
4 apples *x* 7 milk *x*  
5 sugar ✓ 8 bread ✓
- 9** 2 milk 3 banana 4 tomato  
2 ✓ 3 ✓ 4 *x*

## Unit 14 - Magic moments! (pp. 56 - 59)

- 1** 2 ski-lift 5 wave 8 cycling  
3 motorboat 6 match  
4 juggle 7 photo album
- 2** 2 table tennis 4 soccer 6 tennis  
3 volleyball 5 water-ski
- 3** 2 I 4 them 6 her  
3 It's 5 They
- 4** 2 ... is cooking.  
... cooks every afternoon.  
3 ... is listening to music.  
... listens to music every evening.  
4 ... are watching TV.  
... watch TV every night.
- 5** 3 travels  
4 is juggling/'s juggling  
5 are playing/'re playing  
6 play  
7 are fishing/'re fishing  
8 is wearing/'s wearing
- 6** 2 Where are, What are they  
3 Where is, He's in  
He's drinking

**7** 2 A: There's a match at seven o'clock.  
Do you want to play?

3 A: hockey

B: ... I do.

A: There's a match at five o'clock.  
Do you want to play?

**8** Bill — Italy

Donna — Spain

Terry — Greece

**9** 3 yes

5 yes

7 yes

4 no

6 no

**10** H - A - V - E

A - N - I - C - E

H - O - L - I - D - A - Y

HAVE A NICE HOLIDAY

## Unit 3 A doll's house!

### Lesson 1 Ex. 6 (p. 17)

**Julie:** Look at the bed!

**Oscar:** Where's the bed?

**Julie:** The bed is in the bedroom. Colour the bed yellow!

**Oscar:** Yellow?

**Julie:** Yes, colour the bed in the bedroom yellow!

**Julie:** Now find the swing!

**Oscar:** Where's the swing?

**Julie:** The swing is in the garden. Colour the swing red!

**Oscar:** Red?

**Julie:** Yes, colour the swing red!

**Oscar:** OK!

**Julie:** Now look in the living room!

**Oscar:** The living room?

**Julie:** Yes, find the bookcase. Colour it brown!

**Oscar:** Brown?

**Julie:** Yes, colour the bookcase in the living room brown!

**Julie:** Now look at the table in the kitchen!

**Oscar:** OK.

**Julie:** Colour the table blue!

**Oscar:** Blue?

**Julie:** Yes, colour the table in the kitchen blue!

### Lesson 3 Ex. 3 (p. 20)

**David:** Look at exercise 3! Now look at the picture. There is one example.

**Julie:** Put the glass on the table!

**Eddy:** Put what on the table?

**Julie:** The glass. Put the glass on the table!

**David:** Can you see the line? Now you listen and draw lines.

**Julie:** Put the cat in the armchair!

**Eddy:** What?

**Julie:** The cat. Put the cat in the armchair!

**Julie:** Put the dog under the table!

**Eddy:** Sorry, what?

**Julie:** The dog, put the dog under the table!

**Julie:** Put the ball on the chair!

**Eddy:** What's on the chair?

**Julie:** The ball. Put it on the chair!

## Unit 4 Happy Birthday!

### Lesson 2 Ex. 6 (p. 27)

**Lin:** This is Tarra and this is Tikko. They are my sisters!

**Cindy:** Are they twins?

**Lin:** Yes, they are! It's their birthday today.

**Cindy:** How old are you today?

**T&T:** We are seven!

**Cindy:** Look at all your presents. Are you happy?

**T&T:** Yes, we are!

### Lesson 3 Ex. 3 (p. 28)

**Sherine:** Hello, what's your name?

**Ben:** My name is Ben.

**Sherine:** How do you spell it?

**Ben:** B-E-N.

**Sherine:** How old are you Ben?

**Ben:** It's my birthday today, I'm thirteen.

**Sherine:** Happy birthday Ben!

**Ben:** Thank you.

## Unit 5 She's a clown!

### Lesson 3 Ex. 3 (p. 34)

**Dave:** This is Jack Smith. These are his clothes. His trousers are blue. His shoes are black. His jacket is white. Jack's hat is white. Jack is a chef!

## Unit 6 I can't draw!

### Lesson 1 Ex. 7 (p. 37)

**Miss Parker:** Oscar, can you dance?

**Oscar:** No, I can't Miss, but Cindy can dance!

**Miss Parker:** Oh, Cindy, can you dance?

**Cindy:** Yes, I can, Miss!

**Eddy:** I can dance too, Miss.

**Miss Parker:** Can you, Eddy? Can you dance?

**Eddy:** Yes, Miss, I can dance, look!

**Miss Parker:** OK Eddy, sit down. Can you sing Eddy?

**Eddy:** No, I can't sing!

**Oscar:** I can sing, Miss!

**Cindy:** Yes, Oscar can sing, Miss.

**Miss Parker:** Good. Can you sing, Cindy?

**Cindy:** No, I can't sing!

**Miss Parker:** Who can draw? Can you draw, Oscar?

**Oscar:** Yes, I can. I can draw but Eddy can't draw.

**Eddy:** No, Miss, I can't draw.

**Miss Parker:** Cindy, can you draw?

**Cindy:** Oh yes, Miss Parker, I can. I can draw.



## Unit 7 You've got a happy face!

### Lesson 1 Ex. 6 (p. 45)

**Cindy:** Which one is Zog? Has he got big brown eyes?  
**Sherine:** Yes, he has.  
**Cindy:** Has he got green ears?  
**Sherine:** No, he hasn't got green ears, he's got big yellow ears.  
**Cindy:** Has he got a big yellow nose?  
**Sherine:** No, he's got a big red nose.  
**Cindy:** And has he got a big pink mouth?  
**Sherine:** Yes, he has, he's got a big pink mouth.

### Lesson 2 Ex. 6 (p. 47)

**David:** Can you see the monster?  
**Oscar:** Yes.  
**David:** Find the monster's head!  
**Oscar:** OK.  
**David:** Colour the monster's head green!  
**Oscar:** Green?  
**David:** Yes, colour the monster's head green!

**David:** Now look at the monster's body! Colour the body yellow!  
**Oscar:** What colour is the body?  
**David:** Yellow, colour the body yellow!  
**Oscar:** OK.

**David:** Now find the monster's arms and colour them brown!  
**Oscar:** Colour what brown?  
**David:** The monster's arms.  
**Oscar:** OK, the arms are brown.

**Oscar:** What colour are the hands?  
**David:** Colour the hands and the feet pink!  
**Oscar:** Sorry?  
**David:** Colour the hands and the feet pink!  
**Oscar:** OK, the hands and the feet pink!

**David:** Now colour the legs blue!  
**Oscar:** What colour are the legs?  
**David:** Colour the legs blue!  
**Oscar:** OK.

## Unit 8 Is there any food?

### Lesson 2 Ex. 6 (p. 53)

**Waiter:** Hello, what can I get you?  
**Eddy:** Have you got any hot dogs?  
**Waiter:** No, but we've got burgers.  
**Eddy:** Can I have a burger and some French fries please?  
**Waiter:** Yes, of course.  
**Eddy:** Oh, and can I have some water please?  
**Waiter:** OK.

## Unit 9 Everyone's having fun!

### Lesson 3 Ex. 3 (p. 60)

**David:** Look at exercise 3! Now look at the picture! There is one example.  
**Ian:** Can you see Ben?  
**Lin:** No, where is he?  
**Ian:** He's swimming in the lake.  
**Lin:** Oh yes, he's swimming in the lake.  
**David:** Can you see the line? Now you listen and draw lines!

**Ian:** Can you see Linda? She's sitting under the tree.  
**Lin:** Linda? Is she wearing a hat?  
**Ian:** No, she's wearing a red jacket.

**Lin:** Where is Josh?  
**Ian:** He is riding his bike, can you see him?  
**Lin:** Yes.

**Ian:** Look, Tracy is eating an ice cream, can you see her?  
**Lin:** Is Tracy reading a book?  
**Ian:** Yes, she is reading a book and eating an ice cream.

## Unit 10 We play basketball every Saturday!

### Lesson 1 Ex. 6 (p. 63)

**Ian:** Oscar, what do you do on Mondays?  
**Oscar:** Mondays? Oh, on Mondays I play tennis.  
**Ian:** And Tuesdays? What do you do on Tuesdays?  
**Oscar:** I wash my dog on Tuesdays.  
**Ian:** What about Wednesdays? What do you do on Wednesdays?  
**Oscar:** On Wednesdays I tidy my room.  
**Ian:** What do you do on Thursdays, Oscar?  
**Oscar:** Thursdays? I have a guitar lesson on Thursdays.  
**Ian:** Fridays?  
**Oscar:** On Fridays I visit my grandfather.  
**Ian:** What do you do on Saturdays and Sundays?  
**Oscar:** Well, on Saturdays I play basketball! And on Sundays I go to burger-world!

**Lesson 2 Ex. 7 (p. 65)**

**Inter:** What time do you get up, Jack?

**Jack:** I get up at six o'clock. Then, at seven o'clock I swim in the pool.

**Inter:** At seven o'clock?

**Jack:** Yes, at seven.

**Inter:** Do you have breakfast?

**Jack:** Oh yes. I have breakfast at 8 o'clock.

**Inter:** And what do you do in the morning?

**Jack:** Oh, I go to the gym.

**Inter:** To the gym?

**Jack:** Yes, I go to the gym or visit my friends.

**Inter:** And in the evening?

**Jack:** In the evening I play basketball, of course!

**Unit 11 I like spring!****Lesson 1 Ex. 7 (p. 71)**

**Masid:** Wendy, what do you usually do in spring?

**Wendy:** Oh, in spring I plant flowers in my garden.

**Masid:** What do you usually do in autumn?

**Wendy:** In autumn I fly my kite.

**Masid:** Ah! What do you do in the summer?

**Wendy:** I swim in the pool in the summer. I love summer.

**Masid:** And in winter? What do you usually do in the winter?

**Wendy:** In winter? Em ... in winter I play in the snow.

**Unit 13 The picnic!****Lesson 1 Ex. 6 (p. 83)**

**Lin:** Mum, what do you need for a cheese omelette?

**Mum:** Well, you need cheese of course.

**Lin:** Yes! What else?

**Mum:** You need eggs.

**Lin:** How many eggs?

**Mum:** Oh, not many, four or five eggs, and you need some milk!

**Lin:** Oh, how much milk?

**Mum:** Oh, not much.

**Lin:** Do you need sugar?

**Mum:** No, but you need some salt.

**Lin:** Is that all?

**Mum:** Yes - cheese, eggs, milk and salt.

**Lin:** Thanks Mum!

**Unit 14 Magic moments!****Lesson 1 Ex. 7 (p. 89)**

**Wendy:** Who's in the photo?

**Lin:** It's Cindy.

**Wendy:** Who's she with?

**Lin:** She's with Oscar!

**Wendy:** Is she playing basketball with him?

**Lin:** No, she's playing tennis with him.

**Lesson 2 Ex. 7 (p. 91)**

**David:** Can you see the ball under the table?

**Lin:** Where?

**David:** Under the table.

**Lin:** Yes.

**David:** Colour it red! Colour the ball under the table red!

**David:** Find the ball in the basket!

**Lin:** In the basket?

**David:** Yes. The ball in the basket.

**Lin:** OK.

**David:** Colour it blue! Colour the ball in the basket blue!

**David:** Can you see the ball on the boy's head?

**Lin:** Where's the ball?

**David:** On the boy's head!

**Lin:** Yes.

**David:** Colour the ball green!

**Lin:** Green?

**David:** Yes. Colour the ball on the boy's head green!

**Lin:** OK.

**David:** Can you see the teacher?

**Lin:** The teacher? Yes!

**David:** Can you see the box behind him?

**Lin:** The box behind the teacher? Yes!

**David:** Draw a ball in the box!

**Lin:** In the box? Draw a ball?

**David:** Yes, draw a ball in the box and colour it brown!

**Lin:** OK, a brown ball!

# Workbook – Tapescripts

## Unit 1 Hello!

### Ex. 7 (p. 6)

- 1 **Woman:** Hello, what's your name?  
**Linda:** Linda.  
**Woman:** How do you spell it?  
**Linda:** L-I-N-D-A.
- 2 **Man:** Hello, what's your name?  
**Peter:** Peter.  
**Man:** How do you spell it?  
**Peter:** P-E-T-E-R.
- 3 **Woman:** Hello, what's your name?  
**Jane:** Jane.  
**Woman:** How do you spell it?  
**Jane:** J-A-N-E.

## Unit 2 Family and friends!

### Ex. 6 (p. 10)

- 1 **Woman:** Whose ball is this?  
**Girl:** Ball?  
**Woman:** Yes, whose is it?  
**Girl:** It's Paul's ball!  
**Woman:** Paul? It's Paul's ball?  
**Girl:** Yes.
- 2 **Woman:** Whose kite is this?  
**Girl:** It's Mary's kite  
**Woman:** Mary's kite?  
**Girl:** Yes, it's Mary's kite!
- 3 **Woman:** Whose radio is this?  
**Girl:** Radio? Oh! It's Kate's radio.  
**Woman:** It's Kate's radio?  
**Girl:** Yes, it's Kate's radio!
- 4 **Woman:** Whose cat is this?  
**Girl:** It's John's cat.  
**Woman:** John?  
**Girl:** Yes, it's John's cat!

## Unit 3 A doll's house!

### Ex. 7 (p. 15)

- 1 **Woman:** Put the ball under the swing!  
**Boy:** Sorry? What?  
**Woman:** The ball, put the ball under the swing!

- 2 **Woman:** Put the girl on the swing!  
**Boy:** The girl?  
**Woman:** Yes, put the girl on the swing!

- 3 **Woman:** Put the hat in the box!  
**Boy:** Pardon?  
**Woman:** The hat, put it in the box!  
**Boy:** OK. The hat's in the box.

- 4 **Woman:** Put the umbrella on the chair!  
**Boy:** Where's the umbrella?  
**Woman:** It's on the chair.

- 5 **Woman:** Put the cat in the tree!  
**Boy:** What's in the tree?  
**Woman:** The cat, put the cat in the tree!

- 6 **Woman:** Put the dog under the tree!  
**Boy:** Sorry?  
**Woman:** Under the tree, put the dog under the tree!  
**Boy:** OK.

## Unit 4 Happy Birthday!

### Ex. 9 (p. 19)

- Girl:** Happy birthday Sam, here's your present!  
**Sam:** Oh! Thank you!  
**Girl:** How old are you today, eleven?  
**Sam:** No! I'm thirteen today.

## Unit 5 She's a clown!

### Ex. 8 (p. 23)

- Man:** Colour the clown's hat red!  
**Boy:** Red?  
**Man:** Yes, colour the hat red!

- Man:** Now colour the shirt green!  
**Boy:** A green shirt?  
**Man:** Yes, the shirt is green.

- Man:** Colour the trousers yellow!  
**Boy:** Yellow trousers?  
**Man:** Yes, yellow trousers.

- Man:** Colour the shoes pink!  
**Boy:** Sorry?  
**Man:** Pink! Colour the shoes pink!

## Unit 6 I can't draw!

### Ex. 7 (p. 27)

- Boy:** Can you swim Lin?  
**Lin:** Yes, I can.  
**Boy:** Can you ride a bike?  
**Lin:** Ride a bike? Oh yes!  
**Boy:** Can you drive a car?  
**Lin:** No! I can't drive a car!  
**Boy:** Can you play the guitar?  
**Lin:** Oh yes! I can play the guitar!

## Unit 7 You've got a happy face!

### Ex. 6 (p. 30)

- Woman:** Is this your monster?  
**Boy:** Yes, it is.  
**Woman:** What's his name?  
**Boy:** Dan.  
**Woman:** How do you spell that?  
**Boy:** D-A-N.
- Woman:** How old is Dan?  
**Boy:** He's ten.  
**Woman:** Ten?  
**Boy:** Yes, Dan is ten years old!
- Woman:** How many teeth has Dan got?  
**Boy:** He's got four teeth.  
**Woman:** Four?  
**Boy:** Yes, Dan's got four teeth.
- Woman:** How many feet has Dan got?  
**Boy:** Oh, Dan's got five feet.  
**Woman:** Five feet?  
**Boy:** Yes, five feet.
- Woman:** Is this Dan's sister?  
**Boy:** Yes, it is!  
**Woman:** What's her name?  
**Boy:** Sandra.  
**Woman:** How do you spell that?  
**Boy:** S-A-N-D-R-A.

## Unit 8 Is there any food?

### Ex. 6 (p. 34)

- Man:** The tomato is under the table.  
**Girl:** Where?  
**Man:** Under the table, the tomato is under the table.

- Man:** The banana is in the fridge.  
**Girl:** Sorry?  
**Man:** The banana is in the fridge.
- Man:** The burger is on the table.  
**Girl:** The table?  
**Man:** Yes, the burger is on the table.
- Man:** The salad is under the chair.  
**Girl:** Where's the salad?  
**Man:** Under the chair.
- Man:** The milk is on the fridge.  
**Girl:** Where?  
**Man:** On the fridge.
- Man:** The bread is behind the chair.  
**Girl:** Pardon?  
**Man:** Behind the chair, the bread is behind the chair.

## Unit 9 Everyone's having fun!

### Ex. 7 (p. 39)

- Girl:** Where's mum?  
**Boy:** She's in the kitchen.  
**Girl:** Is she washing the dishes?  
**Boy:** No, she's cooking.
- Boy:** What are Dave and Pete doing?  
**Girl:** They're playing football.  
**Boy:** Are they in the garden?  
**Girl:** No, they're in the park.
- Mum:** Is Gina playing with her doll?  
**Boy:** Yes.  
**Mum:** Is she in her bedroom?  
**Boy:** No, she's in the living room.

## Unit 10 We play basketball every Saturday!

### Ex. 8 (p. 43)

- Woman:** What time do you have breakfast?  
**Boy:** Breakfast? I have breakfast at eight o'clock.  
**Woman:** Eight o'clock?  
**Boy:** Yes.
- Woman:** What time do you do your homework?  
**Boy:** Oh! I do my homework at six o'clock.  
**Woman:** You do your homework at six o'clock?  
**Boy:** Yes.



- 3 **Woman:** What time do you go to bed?  
**Boy:** I go to bed at ten o'clock.  
**Woman:** At ten o'clock?  
**Boy:** Yes, that's right!

### Unit 11 I like spring!

#### Ex. 7 (p. 47)

- Woman:** Becky, do you like skiing?  
**Becky:** No, I don't. I like swimming.  
**Woman:** Swimming?  
**Becky:** Yes!  
**Woman:** What do you like eating, Becky? Do you like burgers?  
**Becky:** No, I don't like burgers but I like French fries.  
**Woman:** And what's your favourite season?  
**Becky:** Autumn!  
**Woman:** Do you like winter?  
**Becky:** No, I don't. I like autumn!

### Unit 12 My rabbit and other animals!

#### Ex. 7 (p. 51)

- 1 **Boy:** This animal is grey. It's a fat animal. It's got a short tail and it likes the water. It's got very big ears. What is it?
- 2 **Girl:** This animal has got a long body. It's an ugly animal. It's got small eyes. This animal can't walk. What is it?
- 3 **Boy:** This animal lives in Africa. It can run fast. It's got small ears. It's a very tall animal. What is it?

### Unit 13 The picnic!

#### Ex. 8 (p. 55)

- Woman:** David do we need any cheese?  
**Man:** No, we've got some cheese but we need some orange juice. We need some biscuits, too.  
**Woman:** What about apples?  
**Man:** No, we don't need apples, we've got lots. But we do need sugar. We haven't got any sugar.  
**Woman:** Sugar? OK.  
**Man:** And we need some bananas.  
**Woman:** Do we need any milk?  
**Man:** No, we don't need any milk. We haven't got any bread. We need some bread.  
**Woman:** Bread? OK. Let's go shopping!

### Unit 14 Magic moments!

#### Ex. 8 (p. 58)

- Man:** Hello Bill!  
**Bill:** Hello!  
**Man:** Are you going on holiday?  
**Bill:** Yes! I'm going to Italy!  
**Man:** Italy? Great! Have a nice time!  
**Woman:** Are you going on holiday Donna?  
**Donna:** Yes! I'm going to Spain!  
**Woman:** Spain?  
**Donna:** Yes!  
**Woman:** OK. Have a nice time Donna!  
**Girl:** Terry, where are you going?  
**Terry:** On holiday!  
**Girl:** Oh! Where?  
**Terry:** Greece!  
**Girl:** Greece! That's nice! Have a nice holiday!  
**Terry:** Thanks! Bye!

# TEST 1 (Units 1, 2, 3)

(Time: 50 minutes)

1. Vocabulary

Look and choose.



- A It's a shopping bag.  
B It's a school bag.



A It's a cat.



- A It's a kite.  
B It's an umbrella.



- A It's an wreath.  
B It's a chair.



- A It's a bottle.  
B It's a vase.



- A It's a sofa.  
B It's a chair.

Write the numbers.

1

4

3

2

100

1

7

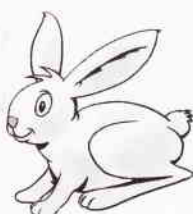
8

# TEST 1 A (Units 1, 2, 3)

(Time: 50 minutes)

## Vocabulary

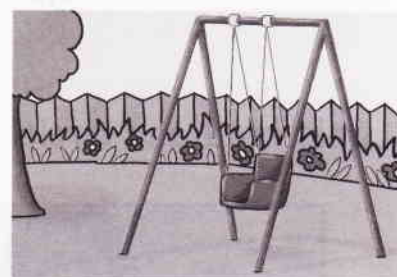
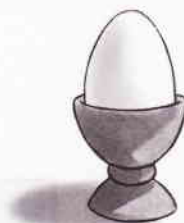
### A. Look and choose.



e.g. Ⓐ It's a lamp.  
B It's a vase.

1 A It's a frog.  
B It's a rabbit.

2 A It's a chair.  
B It's an armchair.



3 A It's a parrot.  
B It's a dog.

4 A It's an apple.  
B It's an egg.

5 A It's a swing.  
B It's a bookcase.

### B. Write the numbers.

1

5

8

9

e.g. one

6 .....

7 .....

8 .....

## Grammar

### C. Whose is it? Match and write.

e.g. It's Miss Parker's radio.

9 It's .....

10 It's .....

11 It's .....

e.g. Miss Parker → cap  
 Lin → radio  
 Oscar → dog  
 Wendy → computer

### D. Fill in: a or an.

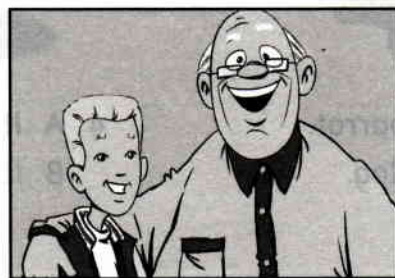
12 ..... cap    14 ..... orange    16 ..... apple

13 ..... sofa    15 ..... umbrella    17 ..... table

### E. Look, read and circle.



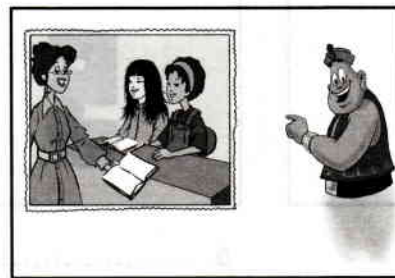
e.g. That's Wendy and that's her/his brother.



19 That's Oscar and that's her/his grandfather.



18 I'm Masid and that's my/your lamp.



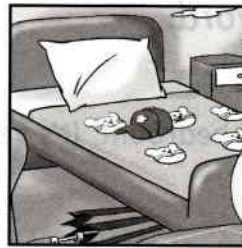
20 That's Wendy and that's Lin. That's their/our teacher.



## F. Look, read and circle.



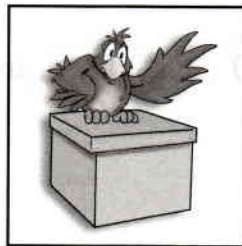
e.g. Where's Masid?  
He's on/in the sofa.



23 Where's the cap?  
It's on/under the bed.



21 Where's the frog?  
It's under/in the vase.



24 Where's the parrot?  
It's on/under the box.



22 Where's Masid?  
He's on/under the table.



25 Where's Cindy?  
She's under/in the armchair.

## Communication

## G. Read and write.

How

name's

Bye

thanks

What's

A: Hello, I'm Bob. 26) ..... your name?

B: My 27) ..... Ann.

A: 28) ..... are you?

B: I'm fine, 29) .....!

A: Goodbye, Ann!

B: 30) ....., Bob.

## Reading and Writing

### H. Read and write the word.

Hi, I'm Bob and this is my bedroom. It's very big! There is a



31) .....

and a



32) ..... in my bedroom.

There is a nice



33) ..... on the table. It's yellow! Look at my



34) ....., Max! He's under the



35) ..... !

### I. Read again and write yes or no.

36 Bob's bedroom is very big. ....

37 There is a sofa in his bedroom. ....

38 There is a table in his bedroom. ....

39 There is a lamp on the table. ....

40 Max is on the bed. ....

## TEST 1 B (Units 1, 2, 3)

(Time: 50 minutes)

## Vocabulary

## A. Look and choose.



- e.g. Ⓐ It's a swing.  
B It's a school.



- 1 A It's a frog.  
B It's a parrot.



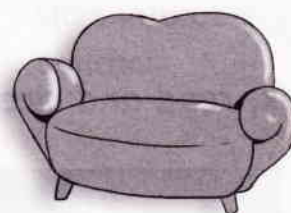
- 2 A It's a kite.  
B It's an umbrella.



- 3 A It's an armchair.  
B It's a chair.



- 4 A It's a vase.  
B It's a lamp.



- 5 A It's a swing.  
B It's a sofa.

## B. Write the numbers.

1

e.g. one

4

6 .....

3

7 .....

2

8 .....

# Grammar

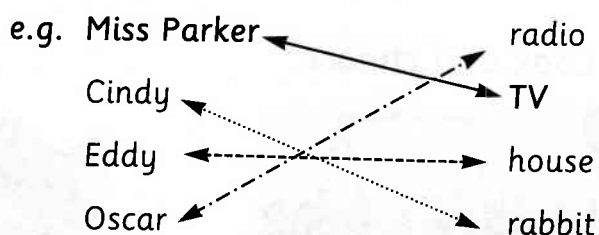
## C. Whose is it? Match and write.

e.g. It's Miss Parker's TV.

9 It's .....

10 It's .....

11 It's .....



## D. Fill in: a or an.

12 ..... rabbit      14 ..... orange      16 ..... egg

13 ..... apple      15 ..... cupboard      17 ..... bike

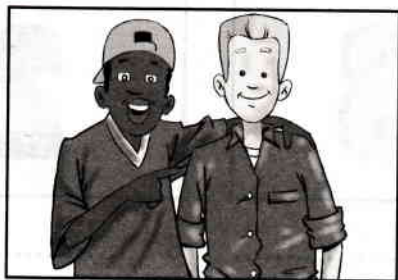
## E. Look, read and circle.



e.g. That's Wendy and that's her/his brother.



19 That's Eddy and that's Oscar. That's their/her friend, Masid.



18 I'm Eddy and that's your/my friend, Oscar.



20 That's Oscar and that's our/his bike.



## F. Look, read and circle.



e.g. Where's Masid?  
He's on/in the sofa.



23 Where's the frog?  
It's under/in the vase.



21 Where's the parrot?  
It's in/on the box.



24 Where's the umbrella?  
It's under/on the bed.



22 Where's Masid?  
He's under/on the table.



25 Where's Wendy?  
She's in/on the  
armchair.

## Communication

## G. Read and write.

My

Goodbye

I'm

are you

fine

A: Hello, 26) ..... Ben. What's your name?

B: 27) ..... name's Patrick.

A: How 28) .....?

B: I'm 29) ....., thanks!

A: 30) ....., Patrick.

B: Bye, Ben.

# Reading and Writing

## H. Read and write the word.

Hi, I'm Ben and this is my bedroom. It's very big! There is a blue



31) ....., a red



32) ..... and a red



33) .....

in my bedroom. There is a nice



34) ..... on the table. Look at my



35) ....., Bill! He's on the lamp!

## I. Read again and write yes or no.

36 There is a red bed in Ben's bedroom. ....

37 There is a blue table in Ben's bedroom. ....

38 There is red chair in Ben's bedroom. ....

39 There is a lamp on the table. ....

40 There is a frog on the lamp. ....

## TEST 1 A

- A 1 B 2 B 3 A 4 B 5 A F 21 in 23 on 25 in  
22 under 24 on
- B 6 five 7 eight 8 nine G 26 What's 28 How 30 Bye  
27 name's 29 thanks
- C 9 ... Lin's dog.  
10 ... Oscar's cap.  
11 ... Wendy's computer. H 31 table 33 vase 35 bed  
32 chair 34 dog
- D 12 a 14 an 16 an I 36 yes 38 yes 40 no  
13 a 15 an 17 a 37 no 39 no
- E 18 my 19 his 20 their

## TEST 1 B

- A 1 A 2 B 3 A 4 A 5 B F 21 on 23 in 25 in  
22 under 24 under
- B 6 four 7 three 8 two G 26 I'm 28 are you 30 Goodbye  
27 My 29 fine
- C 9 ... Cindy's rabbit  
10 ... Eddy's house  
11 ... Oscar's radio H 31 bed 33 chair 35 parrot  
32 table 34 lamp
- D 12 a 14 an 16 an I 36 no 38 yes 40 no  
13 an 15 a 17 a 37 no 39 yes
- E 18 my 19 their 20 his

## Marking Scheme for Tests 1A/1B

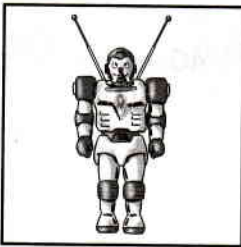
A: 5 items x 5 points each	=	25
B: 3 items x 5 points each	=	15
C: 3 items x 5 points each	=	15
D: 6 items x 5 points each	=	30
E: 3 items x 5 points each	=	15
F: 5 items x 5 points each	=	25
G: 5 items x 5 points each	=	25
H: 5 items x 5 points each	=	25
I: 5 items x 5 points each	=	25
Total	=	20,0

## TEST 2 A (Units 4, 5, 6)

(Time: 50 minutes)

### Vocabulary

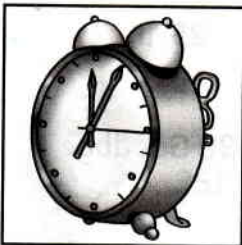
#### A. Look and write.



e.g. Is it a TV?  
No, it isn't.  
It's a robot.



e.g. Are they candles?  
No, they aren't.  
They're glasses.



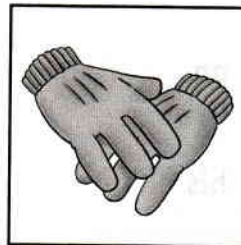
1 Is it a watch?  
No, .....  
.....



3 Is it a car?  
No, .....  
.....



2 Are they shoes?  
No, .....  
.....



4 Are they boots?  
No, .....  
.....

#### B. Fill in the numbers.

eleven  
5 .....  
thirteen  
fourteen  
6 .....  
.....

sixteen  
seventeen  
7 .....  
nineteen  
8 .....  
.....




## Grammar


## C. Look, read and circle.

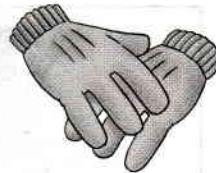
e.g. This/That is my skirt.



9 These/Those are Oscar's boots. 



10 These/Those are Lin's gloves. 



11 This/That is her dress. 



12 This/That is Miss Parker's watch. 



## D. Match and write.

e.g. It's my coat.

13 It's our car.

14 It's her dress.

15 It's their ball.

16 It's your shirt.

a It's hers.

b It's yours.

c It's mine.

d It's ours.

e It's theirs.

e.g. ...c....

13 .....

14 .....

15 .....

16 .....

E. Look and put a tick (✓) or a cross (X).



e.g. He can play the piano. ☒



17 He can drive a car. ☐



18 They can fly. ☐



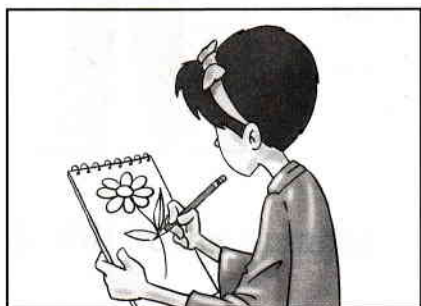
19 She can play tennis. ☐



20 She can sing. ☐



21 He can swim. ☐



22 She can draw. ☐



23 He can dance. ☐



24 He can read. ☐

F. Write the plurals.

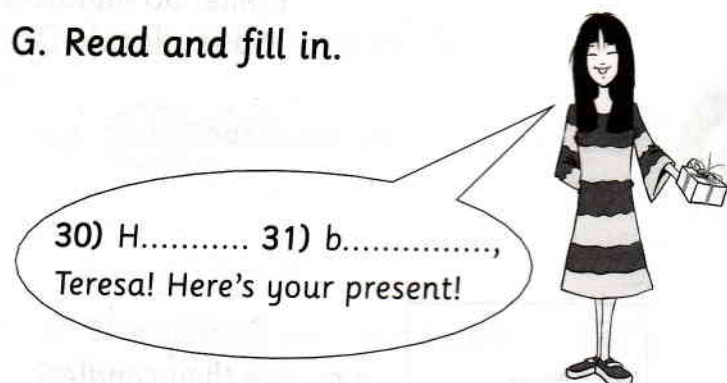
e.g. present .....presents..... 27 bus .....

25 dress ..... 28 mirror .....

26 bin ..... 29 watch .....

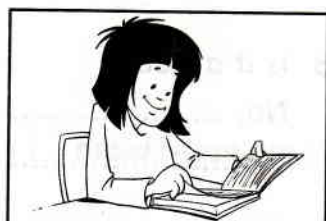
## Communication

## G. Read and fill in.



## Reading and Writing

## H. Look, read and fill in: can or can't.



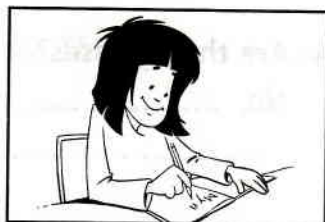
read



sing



play the piano



write



dance



play the guitar

Ann can read and she 33) ..... write, too. She 34) ..... dance but she 35) ..... sing. She can play the piano but she 36) ..... play the guitar.

## I. Read and answer.

37 What's your name?

.....

39 Can you fly?

.....

38 How old are you?

.....

40 Can you swim?

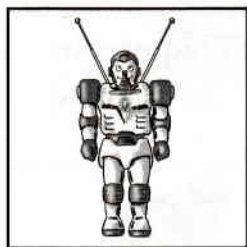
.....

## TEST 2 B (Units 4, 5, 6)

(Time: 50 minutes)

## Vocabulary

## A. Look and write.



e.g. Is it a TV?  
No, it isn't.  
It's a robot.



e.g. Are they candles?  
No, they aren't.  
They're glasses.



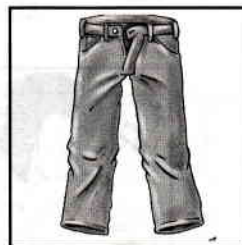
1 Is it a bus?  
No, .....  
.....



3 Is it a clock?  
No, .....  
.....



2 Are they shorts?  
No, .....  
.....



4 Are they glasses?  
No, .....  
.....

## B. Fill in the numbers.

5 .....  
twelve  
thirteen  
6 .....  
fifteen

sixteen  
7 .....  
eighteen  
8 .....  
twenty



## Grammar

## C. Look, read and circle.

e.g. This/That is my shirt.



9 These/Those are his trousers.



10 This/That is my dress.



11 These/Those are Wendy's shoes.



12 This/That is his jacket.



## D. Match and write.

e.g. It's my coat.

13 It's their camera.

14 It's your present.

15 It's our mirror.

16 It's her skirt.

a It's yours.

b It's hers.

c It's mine.

d It's theirs.

e It's ours.

e.g. ...c....

13 .....

14 .....

15 .....

16 .....

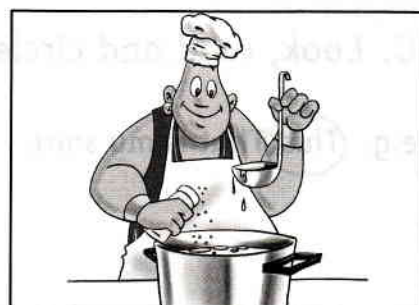
E. Look and put a tick (✓) or a cross (X).



e.g. He can play the piano. ☒



17 She can run. ☐



18 He can swim. ☐



19 He can ride a bike. ☐



20 He can play soccer. ☐



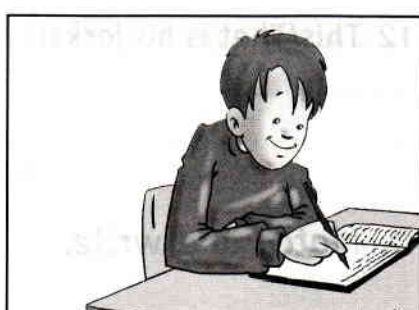
21 He can fish. ☐



22 He can play the drum. ☐



23 They can jump. ☐



24 He can write. ☐

F. Write the plurals.

e.g. present .....presents.....

25 glass .....

26 clock .....

27 door

28 watch

29 dress

.....

.....

.....

## Communication

## G. Read and fill in.

Happy birthday, Eddy! 30)  
H.....'s 31) y..... present.

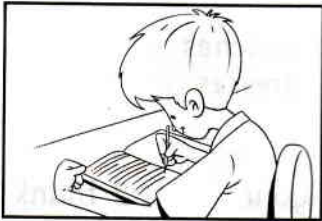


Oh, 32) t..... you!

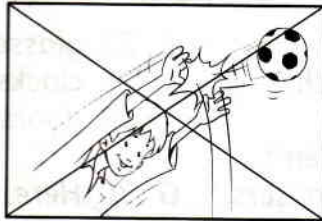


## Reading and Writing

## H. Look, read and fill in: can or can't.



write



play soccer



draw



swim



run



fish

Bill 33) ..... write and he can draw, too. He can run but he 34) ..... play soccer. He 35) ..... swim but he 36) ..... fish.

## I. Read and answer.

37 What's your name?

.....

39 Can you play the drum?

.....

38 How old are you?

.....

40 Can you ride a bike?

.....

## TEST 2 A

- A 1 ... it isn't. 3 ... it isn't. F 25 dresses 27 buses 29 watches  
It's a clock. It's a guitar. 26 bins 28 mirrors
- 2 ... they aren't. 4 ... they aren't. G 30 Happy 31 birthday 32 thank  
They're trousers. They're gloves.
- B 5 twelve 7 eighteen H 33 can 34 can 35 can't 36 can't  
6 fifteen 8 twenty
- C 9 Those 10 These 11 That 12 This I (Suggested answer)  
37 (My name's) David  
38 I'm twelve  
39 No, I can't  
40 Yes, I can/No, I can't
- D 13 d 14 a 15 e 16 b
- E 17 x 19 ✓ 21 x 23 x  
18 ✓ 20 x 22 ✓ 24 ✓

## TEST 2 B

- A 1 ... it isn't. 3 ... it isn't. F 25 glasses 28 watches  
It's a guitar. It's a watch. 26 clocks 29 dresses  
27 doors
- 2 ... they aren't. 4 ... they aren't. G 30 Here 31 your 32 thank  
They're boots. They're trousers.
- B 5 eleven 7 seventeen H 33 can 34 can't 35 can 36 can't  
6 fourteen 8 nineteen
- C 9 Those 10 This 11 These 12 That I (Suggested answer)  
37 (My name's) Jenny  
38 I'm nine  
39 No, I can't/Yes, I can  
40 Yes, I can/No, I can't
- D 13 d 14 a 15 e 16 b
- E 17 ✓ 19 x 21 x 23 x  
18 x 20 ✓ 22 ✓ 24 ✓

## Marking Scheme for Tests 2A/2B

A: 4 items x 5 points each	=	20
B: 4 items x 5 points each	=	20
C: 4 items x 5 points each	=	20
D: 4 items x 5 points each	=	20
E: 8 items x 5 points each	=	40
F: 5 items x 5 points each	=	25
G: 3 items x 5 points each	=	15
H: 4 items x 5 points each	=	20
I: 4 items x 5 points each	=	20
Total		= 20,0

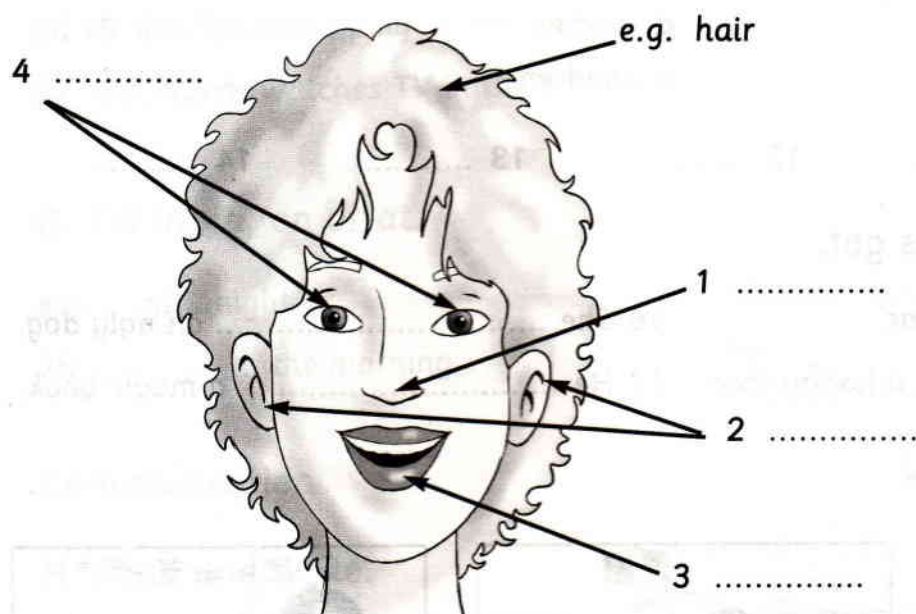


# TEST 3 A (Units 7, 8, 9, 10)

(Time: 50 minutes)

## Vocabulary

### A. Look, read and label.



eyes  
nose  
ears  
hair  
mouth

### B. Read and write yes or no.



e.g. There is some ice cream.    yes

5 There are some beans.    .....

6 There are some eggs.    .....

7 There is some chicken.    .....

8 There is some cake.    .....

9 There are some sausages.    .....

10 There is some milk.    .....

## Grammar

## C. Read and match.

e.g. man

11 mouse

12 child

13 tooth

14 woman

a mice

b teeth

c men

d women

e children

e.g. ...c....

11 .....

12 .....

13 .....

14 .....

## D. Fill in: have got or has got.

e.g. We ...have got... a big car.

16 She ..... an ugly dog.

15 You ..... a happy face.

17 He ..... a magic book.

## E. Look, read and choose.



e.g. Ⓐ She's washing the dishes.

B She's swimming.



18 A They're sailing.

B They're cooking.



19 A He's watching TV.

B He's sleeping.



20 A He's fishing.

B He's running.



21 A He's eating chocolate.

B He's drinking hot chocolate.



22 A They're cooking.

B They're making a snowman.

## F. Read and circle.

e.g. Tom don't/doesn't go to school.

23 They plays/play tennis.

24 We like/likes ice cream.

25 What time do/does she get up?

26 He don't/doesn't play soccer.

27 Ann watch/watches TV in the afternoon.

## G. Fill in: in, on or at.

e.g. ...at... night

29 ..... one o'clock

28 ..... the morning

30 ..... Tuesday

## Communication

## H. Read and write.

some milk

some ice cream

I'm thirsty!

Let's get 31) .....  
.....!

I'm hungry!

Let's get 32) .....  
.....!

## Reading and Writing

## I. Read and circle.

## Memo

Mum,

We've got some / any oranges and 33) some / any apples but we haven't got 34) some / any bananas. There are 35) some / any carrots but there isn't 36) some / any milk. Can you get some?

Linda

## J. Read again and put a tick (✓) or a cross (x).

e.g. There are some oranges.

☒

37 There are some apples.

☐

38 There are some bananas.

☐

39 There are some carrots.

☐

40 There is some milk.

☐

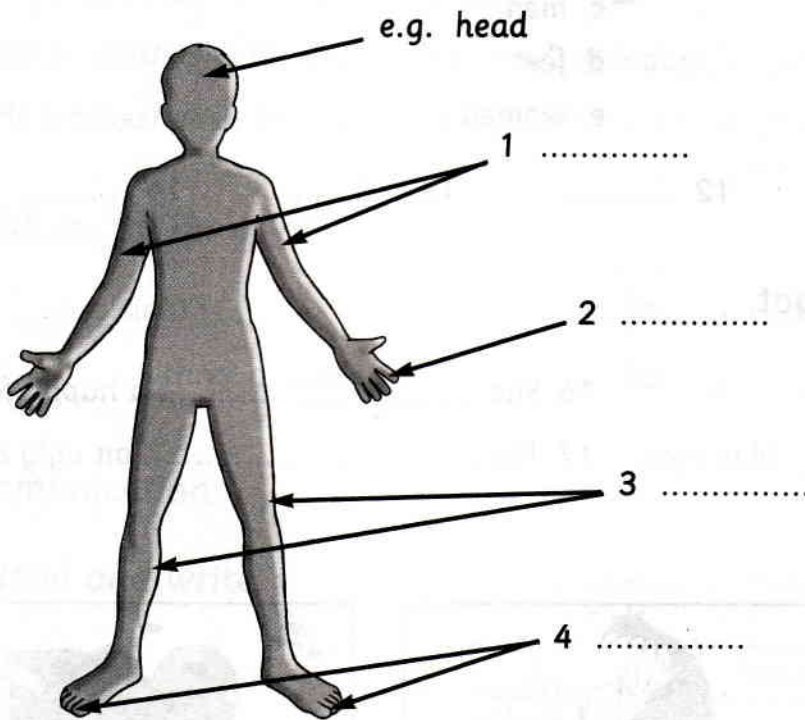


## TEST 3 B (Units 7, 8, 9, 10)

(Time: 50 minutes)

## Vocabulary

## A. Look, read and label.



head

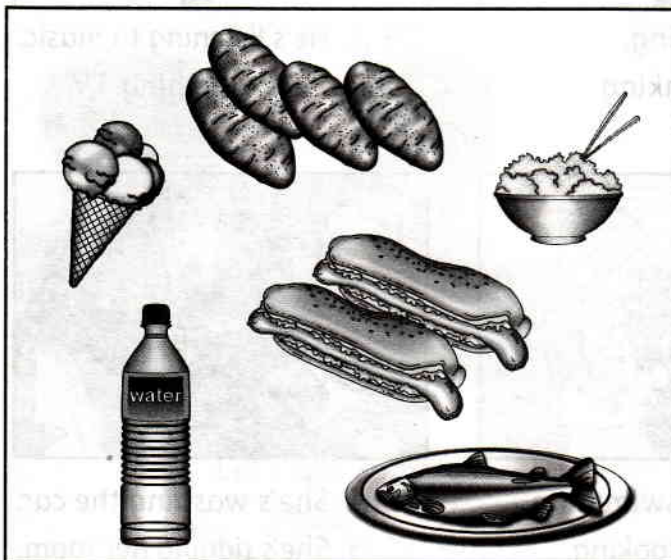
legs

toes

fingers

arms

## B. Read and write yes or no.

e.g. There is some ice cream. **yes**

5 There is some fish. ....

6 There are some burgers. ....

7 There are some carrots. ....

8 There is some bread. ....

9 There are some hot dogs. ....

10 There is some water. ....

# Grammar

## C. Read and match.

e.g. man

11 woman

12 foot

13 child

14 fish

a children

b fish

c men

d feet

e women

e.g. ...c....

11 .....

12 .....

13 .....

14 .....

## D. Fill in: have got or has got.

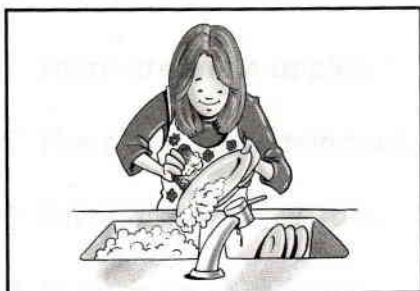
e.g. We ...have got... a big car.

16 She ..... a happy face.

15 He ..... blue eyes.

17 They ..... an ugly dog.

## E. Look, read and choose.



e.g. Ⓐ She's washing the dishes.

B She's swimming.



18 A He's eating.

B He's drinking.



19 A He's listening to music.

B He's watching TV.



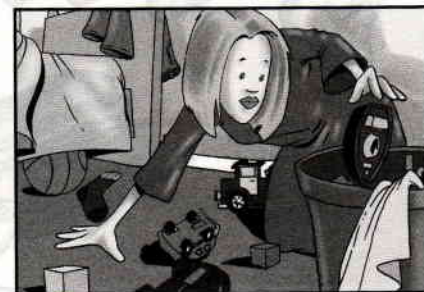
20 A They're sleeping.

B They're singing.



21 A They're swimming.

B They're cooking.



22 A She's washing the car.

B She's tidying her room.

## F. Read and circle.

e.g. Tom don't/doesn't go to school.

23 What time does/do you go to school?

24 She doesn't/don't like ice cream.

25 We plays/play tennis every Sunday.

26 Oscar visit/visits his grandfather every Monday.

27 He washes/wash the car on Fridays.

## G. Fill in: in, on or at.

e.g. ...at... night

29 ..... the evening

28 ..... three o'clock

30 ..... Wednesday

## Communication

## H. Read and write.

thirsty

hungry

I'm 31) .....!

I'm 32) .....!

Let's get some  
orange juice!

Let's get some  
pizza!

## Reading and Writing

## I. Read and circle.

## Memo

Mum,

We haven't got some / any bananas. We've got 33) some / any potatoes and 34) some / any carrots but we haven't got 35) some / any sausages. There is some milk but there isn't 36) some / any orange juice. Can you get some?

Philip

## J. Read again and put a tick (✓) or a cross (X).

e.g. There are some bananas.

☒

37 There are some potatoes.

☐

38 There are some carrots.

☐

39 There are some sausages.

☐

40 There is some orange juice.

☐



## TEST 3 A

- A 1 nose 3 mouth F 23 play 25 does 27 watches  
2 ears 4 eyes 24 like 26 doesn't
- B 5 no 7 yes 9 yes G 28 in 29 at 30 on  
6 yes 8 no 10 no
- C 11 a 12 e 13 b 14 d H 31 some milk 32 some ice cream
- D 15 have got 16 has got 17 has got I 33 some 34 any 35 some 36 any
- E 18 A 19 B 20 A 21 A 22 B J 37 ✓ 38 x 39 ✓ 40 x

## TEST 3 B

- A 1 arms 3 legs F 23 do 25 play 27 washes  
2 fingers 4 toes 24 doesn't 26 visits
- B 5 yes 7 no 9 yes G 28 at 29 in 30 on  
6 no 8 no 10 yes
- C 11 e 12 d 13 a 14 b H 31 hungry 32 thirsty
- D 15 has got 16 has got 17 have got I 33 some 34 some 35 any 36 any
- E 18 B 19 A 20 A 21 B 22 B J 37 ✓ 38 ✓ 39 x 40 x

## Marking Scheme for Tests 3A/3B

A: 4 items x 5 points each	=	20
B: 6 items x 5 points each	=	30
C: 4 items x 5 points each	=	20
D: 3 items x 5 points each	=	15
E: 5 items x 5 points each	=	25
F: 5 items x 5 points each	=	25
G: 3 items x 5 points each	=	15
H: 2 items x 5 points each	=	10
I: 4 items x 5 points each	=	20
J: 4 items x 5 points each	=	20
Total =		200

# TEST 4 A (Units 11, 12, 13, 14)

(Time: 50 minutes)

## Vocabulary

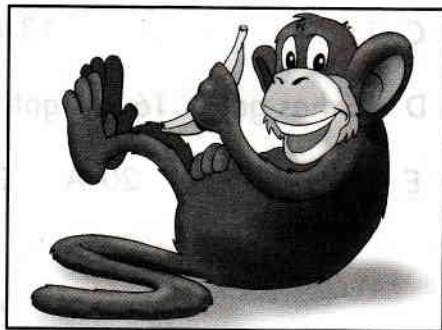
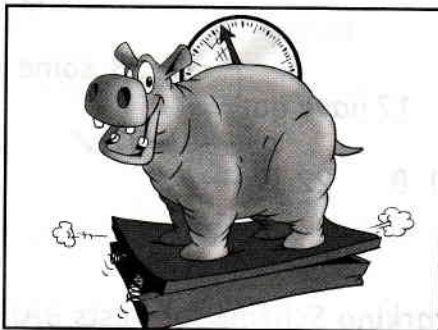
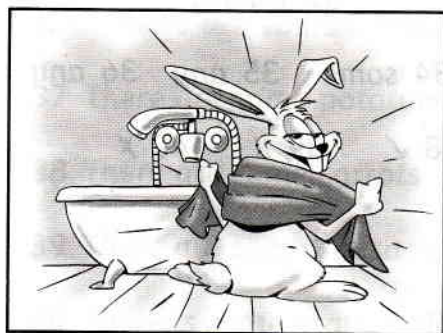
### A. Read, choose and match.

winter	November	April	September
summer	February	August	

e.g. winter	spring	3) .....	autumn
December	March	June	5) .....
January	2) .....	July	October
1) .....	May	4) .....	6) .....

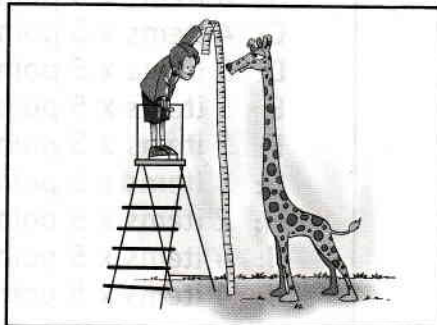
### B. Look, read and fill in: clean, clever, tall, fast, fat.



e.g. A clean rabbit.

7 A ..... hippo.

8 A ..... monkey.



9 A ..... lion.

10 A ..... giraffe.

C. Look, read and circle.

e.g. She likes gardening/swimming.



13 It likes climbing/fishing.



11 He likes dancing/skiing.



14 He likes drawing/juggling.



12 She likes horse riding/sailing.

## Grammar

## D. Read and write short answers.

e.g. Do monkeys live in Africa?  
Yes, they do.

17 Do mice eat cheese?  
Yes, .....

15 Does Bob like water skiing?  
No, .....

18 Have giraffes got a long tail?  
No, .....

16 Can a rabbit fly?  
No, .....

19 Are you having a bath?  
Yes, .....

## E. Read and match.

e.g. Who are you?

20 Whose ship is this?

21 Where is she?

22 What is it?

23 When is your birthday?

24 How old are you?

a She's in London.

b I'm nine.

c In June.

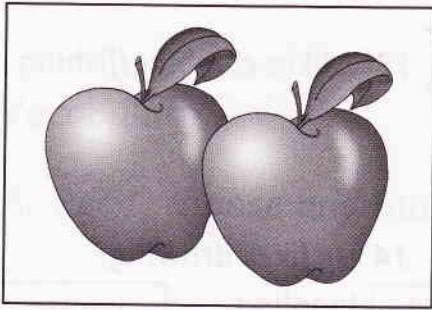
d I'm Bob.

e It's Blackbeard's.

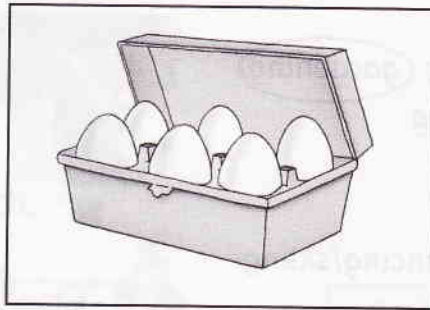
f It's a sword.

e.g. ...d....    20 .....    21 .....    22 .....    23 .....    24 .....

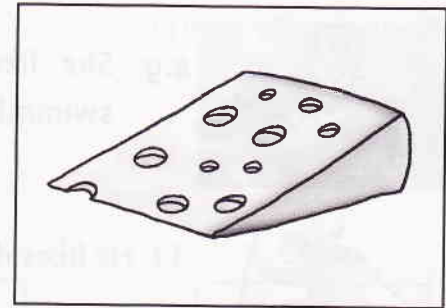
F. Look and choose.



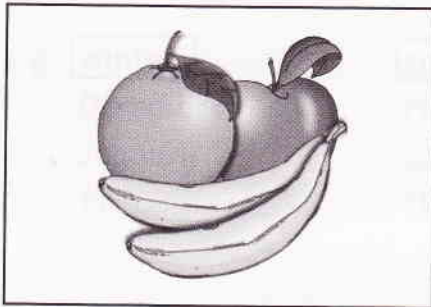
e.g. Ⓐ Not many.  
B Not much.



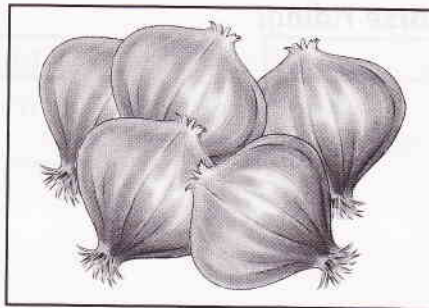
25 A Not many.  
B A lot.



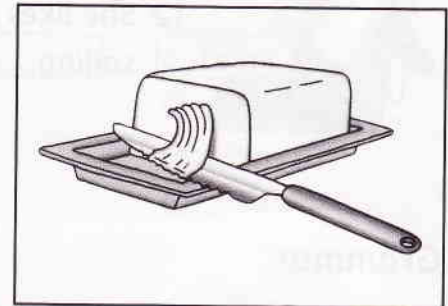
26 A Not much.  
B Not many.



27 A Not much.  
B A lot.



28 A A lot.  
B Not many.



29 A Not much.  
B Not many.

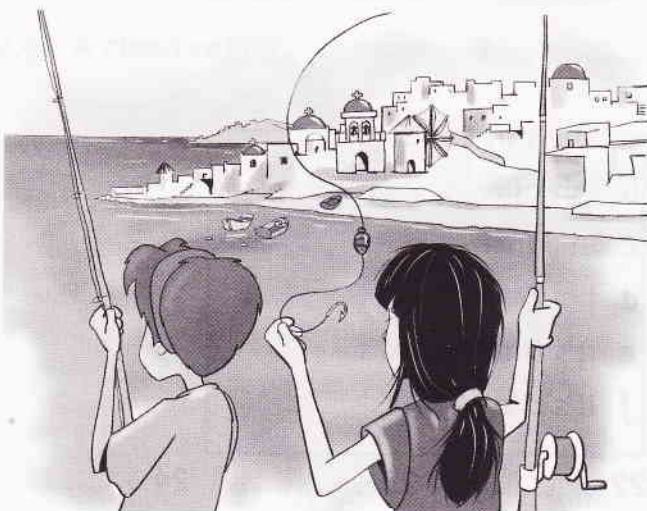
Communication

G. Read, choose and write.

Where

What

Who's



A: 30) ..... in the photo?

B: Lin and Wendy.

A: 31) ..... are they?

B: They're in Greece.

A: 32) ..... are they doing?

B: They're fishing.



## Reading and Writing

H. Read and circle.

Tigers are fast/fat animals!

They've got a black and yellow body and a long 33) foot/tail. They look like big 34) cats/dogs. They can 35) ski/run fast and they can climb! They eat 36) meat/cheese.



## I. Read and answer.

37 Are tigers fast animals?

.....

38 Have they got a black and red body?

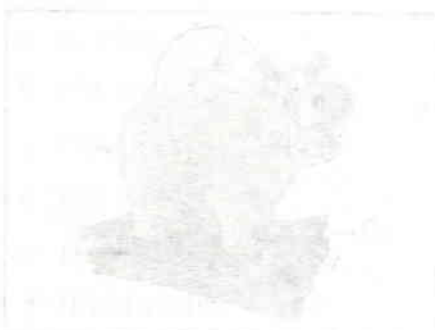
.....

39 Can they climb?

.....

40 Do they eat cheese?

.....



# TEST 4 B (Units 11, 12, 13, 14)

(Time: 50 minutes)

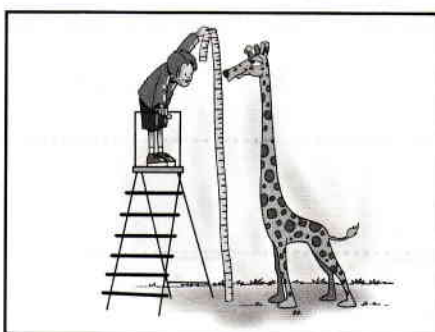
## Vocabulary

### A. Read, choose and match.

winter	December	May	spring
October	July	autumn	

e.g. winter	2) .....	summer	5) .....
1) ..... January February	March April 3) .....	June 4) ..... August	September 6) ..... November

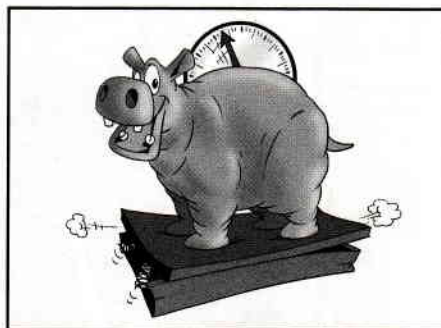
### B. Look, read and fill in: clean, fat, fast, tall, clever.



e.g. A clean rabbit.

7 A ..... giraffe.

8 A ..... monkey.



9 A ..... hippo.

10 A ..... lion.

C. Look, read and circle.

e.g. She likes gardening/ swimming.



13 He likes playing soccer/ playing tennis.



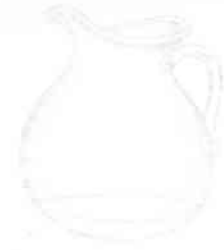
11 She likes horse riding/ playing basketball.



14 They like juggling/ sailing.



12 He likes water-skiing/ skiing.



## Grammar

## D. Read and write short answers.

e.g. Do monkeys live in Africa?  
Yes, they do.

17 Have horses got a long body?  
Yes, .....

15 Are lions ugly animals?  
No, .....

18 Do cats eat carrots?  
No, .....

16 Can a spider walk?  
Yes, .....

19 Does Ann like pizza?  
No, .....

## E. Read and match.

e.g. Who are you?

20 What is it?

21 Whose hat is this?

22 When is your birthday?

23 How old are you?

24 Where is John?

a In May.

b It's Masid's.

c I'm ten.

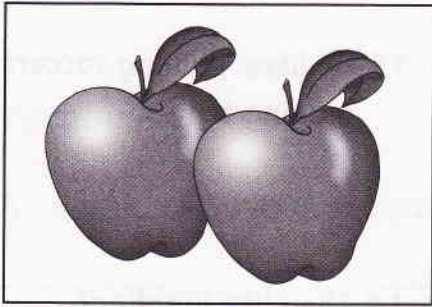
d I'm Bob.

e He's in Africa.

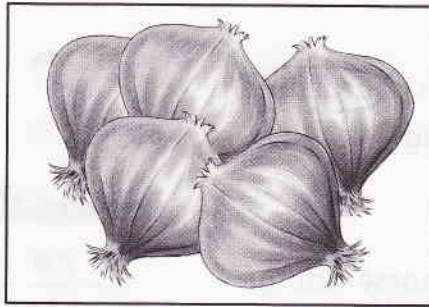
f It's a violin.

e.g. ...d.... 20 ..... 21 ..... 22 ..... 23 ..... 24 .....

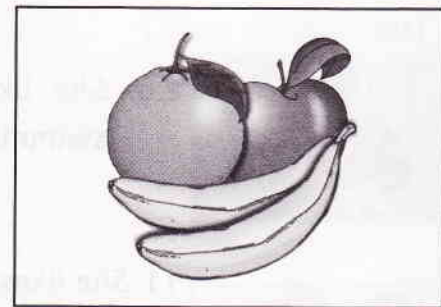
## F. Look and choose.



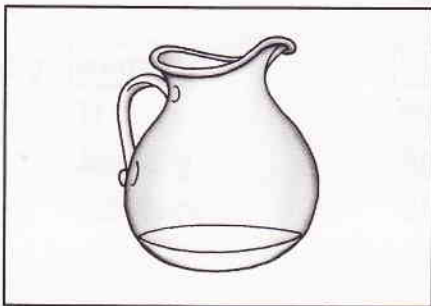
e.g. A Not many.  
B Not much.



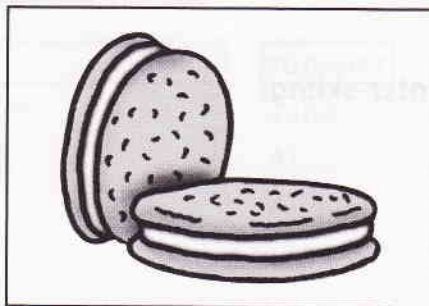
25 A A lot.  
B Not many.



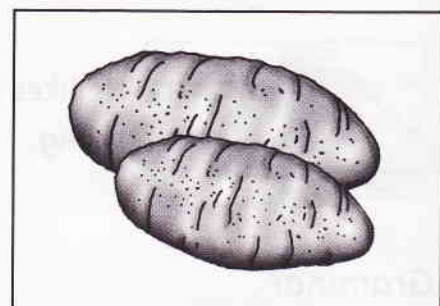
26 A Not much.  
B A lot.



27 A Not much.  
B Not many.



28 A A lot.  
B Not many.



29 A Not many.  
B Not much.

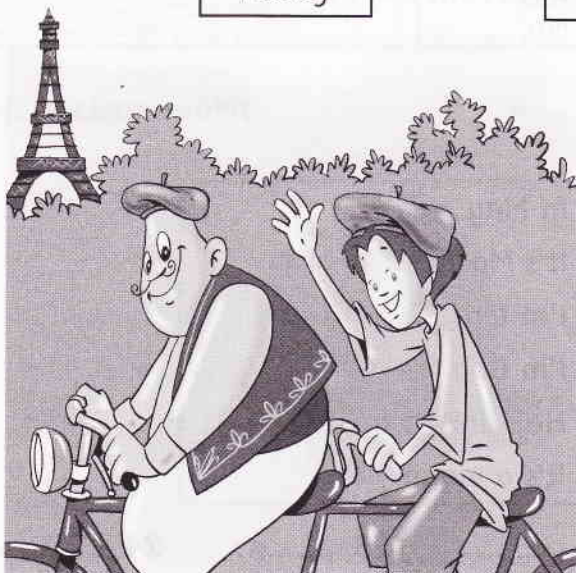
## Communication

### G. Read, choose and write.

riding

Wendy

in France



- A: Who's in the photo?  
B: Masid and 30) .....  
A: Where are they?  
B: They're 31) .....  
A: What are they doing?  
B: They're 32) ..... a bike.



## Reading and Writing

### H. Read and circle.

Monkeys are very clever/fat animals! They've got big ears and a 33) long/short tail. They can 34) eat/climb trees and they can 35) jump/sail! They eat 36) bananas/carrots but they don't eat meat.



### I. Read and answer.

37 Are monkeys clever animals?

.....

38 Have they got big ears?

.....

39 Can they sail?

.....

40 Do they eat meat?

.....

A: 5 items x 5 points each	25
B: 4 items x 5 points each	20
C: 3 items x 5 points each	15
D: 2 items x 5 points each	10
E: 1 item x 5 points each	5
F: 5 items x 2 points each	10
G: 4 items x 2 points each	8
H: 3 items x 2 points each	6
I: 2 items x 2 points each	4
J: 1 item x 2 points each	2
Total:	100

## TEST 4 A

- A 1 February 3 summer 5 September 20 e 21 a 22 f 23 c 24 b  
 2 April 4 August 6 November 25 B 26 A 27 B 28 A 29 A
- B 7 fat 8 clever 9 fast 10 tall G 30 Who's 31 Where 32 What
- C 11 skiing 13 climbing H 33 tail 34 cats 35 run 36 meat  
 12 horse riding 14 juggling
- D 15 he doesn't. 18 they haven't. I 37 Yes, they are. 39 Yes, they can.  
 16 it can't. 19 I am. 38 No, they haven't. 40 No, they don't.  
 17 they do.

## TEST 4 B

- A 1 December 3 May 5 autumn 25 A 26 B 27 A 28 B 29 A  
 2 spring 4 July 6 October
- B 7 tall 8 clever 9 fat 10 fast G 30 Wendy 31 in France 32 riding
- C 11 horse riding 13 playing soccer H 33 long 35 jump  
 12 skiing 14 sailing 34 climb 36 bananas
- D 15 they aren't. 18 they don't. I 37 Yes, they are. 39 No, they can't.  
 16 it can. 19 she doesn't. 38 Yes, they have. 40 No, they don't.  
 17 they have.
- E 20 f 21 b 22 a 23 c 24 e

## Marking Scheme for Tests 4A/4B

A: 6 items x 5 points each	=	30
B: 4 items x 5 points each	=	20
C: 4 items x 5 points each	=	20
D: 5 items x 5 points each	=	25
E: 5 items x 5 points each	=	25
F: 5 items x 5 points each	=	25
G: 3 items x 5 points each	=	15
H: 4 items x 5 points each	=	20
I: 4 items x 5 points each	=	20
Total =		20,0

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