

Way Ahead

A Foundation Course in English

Teacher's Book

1



Printha Ellis
Mary Bowen

New Edition

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*Teacher's
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1



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Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN: 978-1-4050-5857-5

Text © Printha Ellis and Mary Bowen 1997
Design and illustration © Macmillan Publishers Limited 1997

First published 1997
This edition published 2004

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Designed by Oliver Design
Typesetting and layout by Ken Vail Graphic Design
Cover design by Oliver Design
Cover illustration by Pencil and Pepper

Printed and bound in Egypt by Sahara Printing Company

2008 2007

10 9 8 7 6 5 4 3

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Introduction

1 Components of the course

The Pupil's Book

The Pupil's Book consists of twenty units with four lessons in each unit. All the skills of reading, writing, listening and speaking are dealt with systematically, and all new language is regularly recycled and revised.

The Workbook

Each Pupil's Book lesson is accompanied by one or two pages of workbook activities where language points introduced in the Pupil's Book are practised and consolidated. Exercises encouraging study skills (principally alphabet work and categorisation) are also introduced, and there are guided writing exercises in each unit which are designed to lead children towards simple composition writing. There is a short practice test in every fifth Workbook unit which consolidates the language points revised in every fifth unit of the Pupil's Book.

The Practice Book

This has two pages of extra practice for each unit. Every other unit is followed by two pages of revision exercises covering the two previous units. At the back of the book are 13 pages of graded handwriting practice.

The Teacher's Book

The Teacher's Book contains:

- notes on every lesson in the Pupil's Book and the Workbook
- suggestions for warm-up activities
- detailed step-by-step notes on how to present and practise the language points
- suggestions for extra optional activities including projects
- all tapescripts
- keys to Workbook exercises
- pages of capital letters and small letters on grids to be used for writing practice
- answers to tests
- answer keys to Practice Book exercises.

The Teacher's Book uses these symbols for easy reference to components of the course.

 Pupil's Book

 Workbook

 The number that appears after this symbol refers to the page in the Teacher's Resource Book.

 Tape cassettes (there are two tapes).

The Teacher's Kit

Posters

- for introducing and practising vocabulary and structures
- for games
- for reading and writing practice.

Flashcards

- for use as puppets
- for introducing and practising vocabulary.

Alphabet frieze

- for introducing and reinforcing the alphabet sounds and names
- for introducing and practising vocabulary (exemplars).

Teacher's Resource Book

This photocopiable book contains:

- masks
- finger puppets
- cut-outs (which may be used in place of flashcards)
- paper crafts (to accompany the *Reading for pleasure* pages in the Pupil's Book)
- five tests.

Language tapes

- texts, dialogues and songs from the Pupil's Book
- gapped exercises where pupils speak
- all *Reading for pleasure* stories, poems and non-fiction texts.

2 Features of *Way Ahead 1*

Preparatory material

There are four pages of preliminary material at the beginning of Pupil's Book 1 and ten related pages in Workbook 1. These pages are entirely optional. They are:

- for teachers who are starting *Way Ahead 1* with absolute beginners
- for teachers with false beginners (who have already studied English at KG level) who wish to run quickly through any material they think children might have forgotten (small letters and sounds of the alphabet, numbers 1–10, six colours).

Introduction of new words

- Write the new words on index cards and use these with *Way Ahead* flashcards and posters. In some cases you can use the real object (classroom items such as pencils, items of clothing such as shoes).
- Point to and name at random the pictures, cards or objects; children repeat and then name the objects themselves.
- Hold word cards next to the pictures and read them; then children read. Scramble the cards and hold them up without objects or pictures; children read.
- Children choose word cards, read them and put them next to the appropriate picture or object. Class then reads the cards.

Noticeboard

Lesson 2 of each unit usually includes a **Noticeboard** (with the puppets Otto and Princess) to present an activity which highlights the main language point being taught. When children have done the related exercise or activity in their books, the teacher can create a similar activity on a classroom noticeboard, to which children can contribute in an active way. For example, in Unit 1, children can be encouraged to write their names on coloured balloon shapes to add to a noticeboard, as they introduce themselves (see page 10 of this Teacher's Book). Teachers are also encouraged to use the patterns in the Teacher's Kit to make Otto and Princess puppets to be used by children in conjunction with the classroom noticeboard.

Reading for pleasure

These pages occur at the end of every unit. They include stories, poems and informative texts which can be read and enjoyed by children without their understanding every word. Illustrations are designed to be both entertaining and useful in promoting understanding. The Teacher's Resource Book has patterns for paper crafts for several of these pages. These will allow children to retell or act out the stories. The *Reading for pleasure* pages will encourage children to find enjoyment in reading.

Recycling and revision

Once the language has been introduced and practised initially, it is reinforced by exercises in the Workbook, recycled in subsequent units, and practised again in revision units and practice tests. Children also meet familiar language again and again on the *Reading for pleasure* pages.

Short forms: *The treatment of short forms (I'm, aren't, haven't, etc.) is based on the assumption that it is important for children to be aware of these, and their formation, at an early stage. It is also important that they become used to the idea of different levels of formality between, for example, spoken and written English. For this purpose, we have generally confined the use of short forms to spoken language (they are always presented in speech bubbles and on tape). Written texts and written work, on the other hand, usually use the full forms.*

Songs, rhymes and games

Language is also reinforced through a variety of songs and games. There are 16 songs in Book 1. Examples of games can be found on pages 59 and 74 of the Pupil's Book (pages 48 and 60 of this Teacher's Book).

Projects

Teachers may wish to introduce long-term projects as part of the course, and it is suggested that this might be done over five units, as follows:

Project 1: Alphabet posters (Units 1–5)

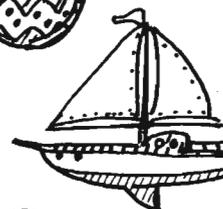
Alphabet posters can be started up as children learn to name the alphabet in Lesson 1. These could take many forms, but should include big and small letters, and word + picture exemplars. Children then write new words on the appropriate letter poster as they learn them over the first five units. For example:

Bb

ball



boat



book



This will give children practice in sounding out initial letters or words and reinforce their knowledge of the alphabet. It will also give a picture of which letters are more or less commonly used.

Project 2: Personal scrapbooks (Units 6–10)

Children can be encouraged to start personal scrapbooks which they keep over the five units. They can begin by drawing or bringing in photographs of members of their family and their friends (example caption would be **This is my mother** (... friend, grandfather, etc.). Other suggestions are:

- self portraits with parts of the body, and features (hair, eyes) labelled
- drawings of pets, clothing or possessions: 'I have ...'
- drawings of their flats or houses, with rooms labelled.

They may also wish to do their writing practice in their scrapbooks (Workbook page 43 or 48, for example).

Project 3: Animal fresco (Units 11–15)

Children should be encouraged to draw or bring in pictures of animals they can name and hang them in a row around the room, adding more as they go through the five units. This project can be developed in several ways:

- children write short descriptions of the animals
- children categorise animals according to their characteristics (big and little animals, tall and short, long legs, necks, etc.)
- children describe the fresco (oral and written) as it develops: **There is/are ...**
- children collect on a table all of the things they can about animals (colouring books, photographs, books and magazines, recorded songs*, jigsaws*, animal cards* (*included in Teacher's Kit).

Project 4: Class Book (Units 16–20)

Children prepare a big book for their class. This could be up to 1 metre high, with hard covers and held together by rings, string or cloth tape.



Children can help to decide what goes in the book, but it could include:

- a favourite story to which they contribute the illustrations
- a class photograph or drawing
- pages headed with things they can do related to school, e.g. **We can draw.** + their own signed drawings (... write, count, etc.)
- pages headed with activities which they sign and to which they add drawings: **We can hop.** (... swim, run, etc.)
- settings with drawings of items they can label (desert, farm, forest, river, town scene with vehicles, zoo with animals).

Tests

Practice tests appear at the end of every fifth (revision) unit in the Workbook. Photocopiable tests covering the full scope of *Way Ahead 1* can be found in the Teacher's Resource Book. The answers and marking scheme for all tests are on pages 85–87 of this Teacher's Book.

3 Methodology

Listening

Listening takes place on two levels in the books. Language presentation pages are always on the two tapes. Children should be encouraged to listen and follow in their books.

It is very important that children hear presentation pages through from beginning to end before they do any silent or choral reading or any other practice.

Listening is also treated as a skill. These listening exercises encourage children to deduct, visualise, match sound with pictures, and listen extensively and intensively to develop their listening skills.

Reading

Reading also operates on two levels in the books. Children learn to read words and short sentences in the course of the language presentation, by following the tape, reading silently and aloud, etc. Children learn to read words as they are introduced (see 'Introduction of new words', above).

Reading as a skill is dealt with at an early stage. Reading at sentence level and beyond is encouraged in short texts (see Pupil's Book pages 29, 42 and 71). Children are introduced to simple comprehension questions and encouraged to begin learning such skills as skimming for gist and scanning for information.

Speaking

As with listening and reading, children are required to speak as a part of the presentation and practice of new language. Although these spoken activities can always be teacher led, it is a good idea to introduce pair work at an early stage.

Children begin to learn functional dialogues in Book 1 (these increase as the series progresses). Functions in Book 1 include greetings and introductions, talking about age, identity, location, number and colour, telling the time and describing objects and people. Functional dialogues allow children to use language for a purpose and promote fluency, giving them a chance to learn useful 'chunks' of language. It is therefore important that children master these and practise in small groups or pairs, if possible. They can also 'perform' in front of the class.

Writing

Handwriting

Those children who have not yet been exposed to writing the alphabet (or who need a 'refresher') can learn to write the small letters through the first ten pages of Workbook 1.

Children learn to name the letters and are introduced to the 'big' letters on page 8 of Pupil's Book 1. Handwriting grids for photocopying are included in the Teacher's Resource Book. Instructions for marking up capital letters and small letters can be found on pages 91 and 92 of this Teacher's Book. (Guides for small letters are also on pages 2–9 of Workbook 1.)

In addition, the handwriting section of the Practice Book begins with revision of formation of all capital and small letters.

If children need further practice with letters, words or sentences, page 18 of the Teacher's Resource Book is a full page blank grid which can be copied and marked up to give extra practice where needed.

Writing creatively

It is important to introduce writing as a skill at an early stage. As with reading, children need to learn to write beyond the word or sentence. Writing practice can be found on every fifth page of the Workbook.

Scope and sequence chart

Language development				Skills development
Unit	Structures	Functions	Lexis	Reading
1	<i>Hello! What's your name? My name's ...</i>	greetings and introductions	toys <i>boy, girl</i>	for task: names dialogue, follow text from left to right single words for pleasure: <i>Toys</i>
2	<i>What's this? It's a/an ... What colour is it? It's ...</i>	identifying describing colour	<i>bag</i> school items colours	for task: single words simple sentence/statement for pleasure: <i>A box</i>
3	<i>Is it a/an ... ? Is it ... ? Yes, it is. No, it is not. How many?</i>	identifying specifying number	toys animals numbers 1 – 6	for task: simple questions descriptive phrase: number + adj. + noun for pleasure: <i>What is this?</i>
4	<i>How old are you? I'm ... This is my ...</i>	talking about age identifying/introducing people	numbers 1 – 10 party items family members <i>friend</i>	for task: numbers/number words 2/3-sentence descriptions for pleasure: <i>My baby brother</i>
5	<i>We/They are + adj. ... and ... are ...</i>	describing adding numbers	adjectives: <i>happy/sad tall/short</i>	for task: statements dialogue 3-sentence description for pleasure: <i>My friend Sam</i>
6	<i>This is my/his/her ... Is this his/her ... ? This is/these are my/his/her ...</i>	talking about possessions identifying	clothing parts of the body	for task: statements questions 4-sentence description for pleasure: <i>Who am I?</i>
7	<i>I have a/an + adj. + noun Who is it?</i>	talking about and describing possessions	adjectives: <i>big/small long</i>	for task: statements 5-sentence description for pleasure: <i>My pets</i>
8	<i>Where's the ... ? The ... /It's + prep. + noun imperatives</i>	locating following instructions/ commands	prepositions furniture rooms	for task: statements questions simple instructions 7-sentence description for pleasure: <i>Where is the mouse?</i>
9	<i>What's this? What are these? How many + colour + noun ... take away ... is ...</i>	identifying specifying subtracting numbers	numbers 11 – 20 shapes food	for task: statements questions numbers/number words 1 – 20 for pleasure: <i>The counting game</i>
10	<i>Are these your/his/her ... ? Yes, they are. No, they aren't.</i>	identifying	family members	for task: dialogue questions descriptions for pleasure: <i>My room</i>

Activities

Writing	Listening	Speaking	Noticeboard	Project
name/s large and small letters	follow text from left to right	dialogue for introductions: <i>What's your name?</i> <i>My name's ...</i> spell aloud single words	self portraits and names	Alphabet posters 
complete simple statements sentence markers: capital letter full stop	follow text from left to right song: <i>Colours</i> listen for information	dialogue to identify: <i>What's this?</i> <i>It's a/an ...</i> sounds: <i>p, b</i>	a/an matching noun to indefinite article	
numbers, number words sentence markers: capital letter question mark	counting 1 – 6 song: <i>Oliver Twist</i> follow dialogue left to right	construct questions to identify: <i>Is it a ... ?</i> <i>Is it ... ?</i>	jungle scene with animals for counting	
numbers, number words spelling 3-sentence description describe a friend (3-sentence model)	counting 1 – 10 song: <i>Seven years old</i> introductions: <i>This is my ...</i>	dialogue to ask age: <i>How old are you?</i> <i>I'm ...</i> sounds: <i>s, z</i>	birthday board	
complete statements numbers, number words	listen to dialogue listen to story captions song: <i>My name's Tico</i>	construct statements to describe: <i>It is ... /We/They are + adj.</i> game: questions to identify <i>What's this? It's ...</i>		Scrapbook 
lexis practice complete statements describe clothing (4-sentence model)	follow dialogues and monologues song: <i>Hokey cokey</i> listen for information	construct statements to identify: <i>This is his/her ...</i> question and answer to identify: <i>Is this his/her ... ?</i>	paper dolls paper clothing	
lexis practice compose longer statements describe self (3-sentence model)	song: <i>Bingo</i> listen for information	construct statements to show possession <i>I have a ...</i> game: statements and questions to identify possessions	presenting possessions	
compose sentences: identifying locating describe a location (3-sentence model)	listen to dialogue listen for information song: <i>In the house</i>	dialogue to locate: <i>Where's the ... ?</i> <i>It's ...</i>	placing/positioning objects	
describing objects numbers 1 – 10 sentence markers (R) capital letters full stop	follow dialogue listen for information listen for pronunciation	question and answer: to determine shape, number, object <i>What are these?</i> <i>How many ... ?</i>	toys from shapes	
answers to questions possessives spelling compose sentences locating/identifying describe family (3-sentence model)	follow dialogue listen for information song: <i>The family</i>	construct questions and answers for possessions: <i>Is this/Are these your ... ?</i>	family pictures	

Language development				Skills development
Unit	Structures	Functions	Lexis	Reading
11	<i>There is/are ... Is there/are there ...?</i>	describing scenes	simple landscape features transport	for task: statements questions 6-sentence description for pleasure: <i>Where is Princess?</i>
12	<i>What's the time? It's ... o'clock How many ... are there?</i>	telling the time specifying number	<i>clock</i> (R) numbers 1 – 20	for task: numbers, number words statements questions for pleasure: <i>Clocks</i>
13	<i>He/She has ... + features/objects Do you have ... ?</i>	describing people talking about possessions	toys possessions	for task: dialogue descriptions questions for pleasure: <i>Grandma</i>
14	<i>Do we/they have + adj. + noun ? Yes, we/they do. No, we/they do not.</i>	describing appearance/ animals talking about possessions	animals parts of the body	for task: 2-sentence statements questions 7-sentence description for pleasure: <i>Animals</i>
15	imperatives	giving commands	<i>sit, stand, say, count, open, draw</i>	for task: dialogue instructions/commands for pleasure: <i>They can do lots of things</i>
16	<i>Whose is this? Whose are these? It's ...'s. They're ...'s.</i>	identifying possessions		for task: dialogue questions for pleasure: <i>My new computer</i>
17	<i>I/He/She/It can ... Can you/he/she/it ... ?</i>	talking about ability (singular)	<i>fly, swim, hop, jump, run, ride, sing, draw</i>	for task: statements descriptions questions for pleasure: <i>Did you know this?</i>
18	<i>It/We/They can ... Can it/we/they ... ?</i>	talking about ability (plural)	<i>drink, eat, sleep, hear, walk</i>	for task: statements questions 6/7-sentence description for pleasure: <i>What can animals do?</i>
19	<i>Where is it/are we/they? Is it a ... or a ... ?</i>	specifying location identifying alternatives	<i>river, forest, farm, desert</i>	for task: statements questions dialogue for pleasure: <i>Where are we?</i>
20	Final revision			for task: 8-sentence description dialogues, questions, statements, captions, numbers, number words for pleasure: <i>A day at the castle</i>

Activities

Writing	Listening	Speaking	Noticeboard	Project
lexis practice spelling describe scene (4-sentence model)	listen to dialogue song: <i>Ten little monsters</i> rhyming words	construct questions and answers to describe scene game: construct questions about scene <i>How many + adj. + noun ?</i> <i>There is/are ...</i> rhyming words		Animal fresco ↓
numbers 1 – 20 the time complete questions describe situation (3-sentence model)	listen to dialogue listen for information numbers 11 – 20 subtraction	ask and answer the time question and answer to specify number: <i>How many ... ?</i> <i>Is there a ... ?</i>		
compose questions/ statements describe people/possessions (4-sentence model)	follow descriptive monologue follow dialogue song: <i>Head and shoulders</i>	<i>He/She has ...</i> game: construct questions about appearance <i>Do you have ... ?</i> question and answer to talk about possessions/features	cartoon/comic characters	
compose statements answer questions describe animals (3/4-sentence models)	follow captions listen and spell listen for information song: <i>The elephant</i>	question and answer to identify animals: <i>Do they have ... ?</i> game: construct questions about features <i>Do ... have ... ?</i>	physical characteristics animals/children	
complete/answer statements describe a scene (4-sentence model)	follow dialogue song: <i>Do this</i> listen for information	issue commands request (<i>please</i>) + imperative	commands and tasks	
answer questions with statements identifying possessions compose questions and answers identifying possessions	listen for information song: <i>These are my friends</i>	question and answer to identify possessions: <i>Whose are these?</i> <i>They're ...</i> rhyming words	presenting and identifying possessions	Class book ↓
complete/answer questions/ statements spelling describe an animal (5-sentence model)	follow dialogue listen for information song: <i>Can you clap your hands?</i> listen for information	question and answer to express ability: <i>Can the ... ?</i> <i>Can it ... ?</i> game: question and answer to identify from features/ability	activities wheel (children)	
complete statements/ questions describe scene (5-sentence prompt) spelling: wordfind describe an animal (4-sentence model)	follow monologue listen for information song: <i>This animal can hear you</i>	question and answer to express ability: <i>Can it/we/they ... ?</i>	abilities/chart (animals)	
lexis practice answer questions compose statements describing picture specify location and describe (5-sentence model)	listen for information song: <i>Old MacDonald</i> model for speaking to an audience	game: question and answer to specify location <i>Where are we?</i> <i>Can you see ... ?</i> <i>Where is ... ?</i>	animal habitats	
compose statements spelling: wordfind answer questions compose answers and descriptions	listen for information follow dialogue song: <i>Here at school</i>	rhyming words <i>Whose is this/are these?</i> <i>There are ...</i> <i>Can you ... ? She/He can ...</i> <i>How many ... ?</i>		

Lesson Notes

Preliminary Unit

This unit is optional, so detailed lesson plans are not given.

Lesson 1: Hello! I am Sally.

 Page 4;  Pages 2, 3

Language Hello, I am (*I'm*) ... indefinite article + noun:
a ball

Vocabulary Names: Alex, Sally, Polly. Toys: ball, car,
doll, kite. Alphabet: letters + exemplars

 Page 4

1 Listen and point.

The characters introduce themselves: Alex, Sally and Polly the parrot. Children point to them as they listen.

Tape A

Alex: Hello! I'm Alex. Parrot: Hello, Alex.
Sally: Hello! I'm Sally. Parrot: Hello, Sally. I'm Polly.
Alex/Sally: Hello, Polly.

2 Listen and sing.

Children listen to the greeting song twice and join in with the children's voices. They then sing, using their own names.

Tape B

Sally: I am Sally. I am Sally.
Teacher: Say 'Hello!' Say 'Hello!'
Children: Hello, Sally. Hello, Sally.
Sally: Hello! Hello!
Alex: I am Alex. I am Alex.
Teacher: Say 'Hello!' Say 'Hello!'
Children: Hello, Alex. Hello, Alex.
Alex: Hello! Hello!

3 Listen, point and say.

Introduce the names of the toys using real items or pictures. Children listen to the chant naming the toys and pointing in their books. Play the tape again and encourage children to join in, then to point to and name the toys in the book.

Tape C

Alex: Look! A ball. Sally: Look! A doll.
Both: A ball, a doll. (*clap, clap, clap*)
Sally: Look! A kite. Alex: Look! A car.
Both: A kite, a car. (*clap, clap, clap*)

4 Letters: listen, read and say.

Make alphabet cards or use the Way Ahead alphabet frieze. Teach the sounds of the letters one at a time (e.g. /æ/ apple). Reinforce this with the tape; children listen, point to the letters and repeat. Teach one line at a time and repeat several times before going on to the next.

Tape D

Look! /æ/ ... /æ/ apple ... Look! /b/ ... /b/ ball ...
Look! /k/ ... /k/ car ... Look! /d/ ... /d/ doll ...
Look! /e/ ... /e/ elephant ... Look! /f/ ... /f/ frog ...
Look! /g/ ... /g/ girl ... Look! /h/ ... /h/ house ...
Look! /i/ ... /i/ insect ... Look! /dʒ/ ... /dʒ/ jug ...
Look! /k/ ... /k/ kite ... Look! /l/ ... /l/ lemon ...
Look! /m/ ... /m/ monkey ... Look! /n/ ... /n/ nut ...
Look! /b/ ... /b/ orange ... Look! /p/ ... /p/ parrot ...
Look! /kw/ ... /kw/ queen ... Look! /r/ ... /r/ rabbit ...
Look! /s/ ... /s/ sun ... Look! /t/ ... /t/ tree ... Look! /ʌ/ ... /ʌ/ umbrella ...
Look! /v/ ... /v/ van ... Look! /w/ ... /w/ woman ...
Look! /ks/ ... /ks/ box ... Look! /j/ ... /j/ yo-yo ...
Look! /z/ ... /z/ zebra ...

 pages 2, 3

1 Colour and say.

Children colour the picture and name the toys: ball, doll, car, kite.

2 Match and say.

Children draw lines to match the two halves of the objects and draw a line to complete them. They name the objects: **apple, car, elephant, frog.**

3 Write.

Children learn to write **a, b** and **c**. Demonstrate how to write them on the board first and encourage children to draw them with their fingers in the air then write them in their Workbooks.

4 Point and say.

Children point to and name the objects: **house, frog, kite, lemon, elephant, insect, apple, book.**

5 Draw and say.

Children draw, point to the objects and say: **ball, car, kite, doll.**

6 Write.

Children learn to write, **d, e** and **f** (see Step 3 above).

Lesson 2: What colour?



Page 4;



Pages 4, 5

Language It is (*It's*) + colour

Vocabulary Colours: red, yellow, green, blue

Alphabet: revision of letters + exemplars



Page 4

1 Listen and point.

Introduce the colours, using real objects such as crayons. Children look at the picture of Polly painting. Then they listen and point in their books. Encourage children to point to the colours and name them themselves.



Tape E

Polly: Look! An umbrella.
It's red.
It's yellow.
It's green.
It's blue.

Teacher: Red ... Red. Yellow ... Yellow.
Green ... Green. Blue ... Blue.

When children have learned the words for colours, drill them by holding up or pointing to objects/pictures and ask **What colour?** Children answer, e.g. **It's blue.**

2 Listen and sing.

Children learn a song to help them practise the colours they have learned. Play the tape while children listen and point in their books. Play it at least once more and encourage them to join in.



Tape F

(song)

Children: Red and yellow, green and blue.
Look at my umbrella.
Red and yellow, green and blue.
Look at my umbrella.

La, la, la, la, la, la, la,
La, la, la, la, la, la,
La, la, la, la, la, la, la,
La, la, la, la, la, la.

(Repeat)

3 Letters: listen, read and say.

Children revise the alphabet, saying each letter sound and exemplar. Play the tape and encourage the children to point

to the letters as they did in Lesson 1, and repeat in the pauses.

Continue as in Lesson 1.



Tape G

Look! /æ/ ... /æ/ apple ... Look! /b/ ... /b/ ball ...
Look! /k/ ... /k/ car ... Look! /d/ ... /d/ doll ...
Look! /e/ ... /e/ elephant ... Look! /f/ ... /f/ frog ...
Look! /g/ ... /g/ girl ... Look! /h/ ... /h/ house ...
Look! /i/ ... /i/ insect ... Look! /dʒ/ ... /dʒ/ jug ...
Look! /k/ ... /k/ kite ... Look! /l/ ... /l/ lemon ...
Look! /m/ ... /m/ monkey ... Look! /n/ ... /n/ nut ...
Look! /o/ ... /o/ orange ... Look! /p/ ... /p/ parrot ...
Look! /kw/ ... /kw/ queen ... Look! /r/ ... /r/ rabbit ...
Look! /s/ ... /s/ sun ... Look! /t/ ... /t/ tree ... Look! /ʌ/ ...
/ʌ/ umbrella ... Look! /v/ ... /v/ van ... Look! /w/ ...
/w/ woman ... Look! /ks/ ... /ks/ box ... Look! /j/ ... /j/ yo-yo ...
Look! /z/ ... /z/ zebra



pages 4, 5

1 Colour and say.

Children colour the objects red/yellow/green/blue. They can then name them and say the colour, e.g. **It's a parrot. It's yellow.**

2 Match.

Children read the letters and draw lines to match them with the correct picture below.

3 Write.

Children learn to write **g, h, i** and **j** (see Workbook Step 3 on page 1).

4 Look and say.

Children point to the letters and their exemplars and say the alphabet sounds in order, e.g. /æ/ apple, etc.

5 Write.

Children learn to write **k, l, m** and **n** (see Step 3 on page 1).

Lesson 3: What is it? How many?

 Page 5;  Pages 6, 7

Language What is it? How many?

It is (*It's*) + indefinite article + noun: It is a ruler.

Number + noun + plural s: two dolls

Vocabulary Classroom items: book, pencil, rubber, ruler

Numbers 1–10

 Page 5

1 Listen and point.

Introduce the names of the classroom items first, using real objects. Drill the words, asking the question **What is it?** Then the children listen to Sally and Alex saying the new words, and point in their books. Demonstrate how they should repeat the answers to the questions in the pauses (...). Play the tape several times.

Tape H

Sally: Look! A book.

Look! A ruler.

Alex: Look! A pencil.

Look! A rubber.

Teacher: What is it? It's a book ... It's a book.

What is it? It's a ruler ... It's a ruler.

What is it? It's a pencil ... It's a pencil.

What is it? It's a rubber ... It's a rubber.

2 Numbers: listen and point

Introduce the numbers, using flashcards you have made or write them on the board. Then play the tape while children listen and point in their books. Play the tape more than once. Children then point to and read the numbers in their books. You may also wish to drill the numbers using the question **How many ...?**

Tape I

One. One ball. One. Two. Two elephants. Two.

Three. Three lemons. Three. Four. Four dolls. Four.

Five. Five frogs. Five. Six. Six pencils. Six.

Seven. Seven cars. Seven. Eight. Eight kites. Eight.

Nine. Nine books. Nine. Ten. Ten apples. Ten.

Here is a chant you can teach, for further practice with numbers: One (clap), two (clap), three, four, five (clap), Six, seven, eight, nine, ten (clap, clap). (Repeat several times, whispered, loudly, slowly, etc.)

 Pages 6, 7

1 Listen, colour and say.

Children point to and name the objects. They then listen and colour while the teacher reads this script:

It's a book. It's blue. It's a ruler. It's red. It's a rubber. It's green. It's a pencil. It's yellow.

 Pages 6, 7

2 Count and match.

Children read the number, count the items and draw a line between, as in the example. Check their answers either by prompting, **One ... /One apple** or asking **How many apples?** etc. (1 apple, 2 dolls, 3 balloons, 4 kites, 5 cars).

3 Write.

Children learn to write **o**, **p** and **q** (see Workbook Step 3 on page 1).

4 Look and say.

Children look at the pictures and say the number and the object: 1 elephant, 3 lemons, 4 frogs, 2 balls, 3 parrots.

5 Count and match.

Children read the number, count the items and draw a line between, as in the example. Check their answers either by prompting, **Six ... /Six lemons** or asking **How many lemons?** etc. (6 lemons, 7 pencils, 8 frogs, 9 balls, 10 nuts).

6 Write.

Children learn to write **r**, **s** and **t** (see Workbook Step 3 on page 1).

Lesson 4: Is it a ball?

 Page 5;  Pages 8, 9

Language Is it a + noun? Yes (it is). No (it isn't).

Vocabulary Capital letters. Revision of exemplars a-z

 Page 5

1 Point, ask and answer.

Point to the first of the objects and ask **Is it a ...?** Children answer **Yes, it is** or **No, it isn't** and name the correct object: Is it a ball? **Yes, it is**. Is it a doll? **No, it isn't. It is a car**. Is it a lemon? **Yes, it is**. Is it a house? **No, it isn't. It is a kite**. etc. You can also point to objects in the alphabet frieze or hold up classroom objects.

2 Letters: listen and sing.

This lesson focuses on capital letters. If you have the capital letters of the alphabet on cards, hold these up one at a time and prompt children to say the letter sound. Point to the exemplar on the frieze if you have one. Children then say the word. Otherwise, children look and point in their books.

Children then listen and learn the alphabet chant. Use the alphabet frieze as a prompt or the picture on page 4. Play the tape once or twice while children listen. Encourage them first to join in with the opening line; then divide the class to take the *boy/girl* parts.

Tape J

(opening line only sung, remaining chanted)

Boy: These are the letters, listen to me.

Boy: a Girl: apple Boy: c Girl: car

Boy: b Girl: ball Boy: d Girl: doll

Girl: These are the letters, listen to me.

Girl: e Boy: elephant Girl: g Boy: girl

Girl: f Boy: frog Girl: h Boy: house

Boy: These are the letters, listen to me.

Boy: i Girl: insect Boy: k Girl: kite

Boy: j Girl: jug Boy: l Girl: lemon

Girl: These are the letters, listen to me.

Girl: m Boy: monkey Girl: o Boy: orange

Girl: n Boy: nut Girl: p Boy: parrot

Boy: These are the letters, listen to me.

Boy: q Girl: queen Boy: s Girl: sun

Boy: r Girl: rabbit Boy: t Girl: tree

Girl: These are the letters, listen to me

Girl: u Boy: umbrella Girl: w Boy: woman

Girl: v Boy: van Girl: x Boy: box

Boy: These are the letters, listen to me.

Boy: y Girl: yo-yo Boy: z Girl: zebra

Boy/Girl: These are the letters, listen to me.

 Pages 8, 9

1 Point and say.

Children point to each capital letter in turn and say the sound and exemplar.

2 Match.

Children draw lines to match letters and exemplars. B ball, D doll, P parrot, T tree, I insect.

3 Write.

Children learn to write **u**, **v** and **w** (see Workbook Step 3 on page 1).

4 Write, point and say.

Children write the missing small letters. They then point to the letters and say the sounds.

5 Read, match and write.

Children trace the words, read them and draw lines to the correct pictures.

6 Write.

Children learn to write **x**, **y** and **z** (Workbook Step 3, page 1).

Practice pages

 Pages 10, 11

1 Read, match and draw.

Children look at the capital letters and draw a line to the correct small letters below.

2 Read, count and draw.

Children read the numbers and count objects. They draw a line joining each number to the correct group of objects.

3 Read, match and write.

Children look at the pictures and the words below. They write over each word and join it to the correct picture.

4 Listen, circle and colour.

Children listen and circle the object they hear. They then colour it.

Script: 1 It's a ball. It's blue. 2 It's a car. It's red. 3 It's a pencil. It's green.

5 Read, match and draw.

Children read the letters and join them to the correct pictures below.

6 Read, count and draw.

Children read the numbers, count the items and draw more to make the correct number.

7 Read, write and colour.

Children read the words, write them and colour the pictures.

Hello! My name is Meg.

Lesson 1 Page 6 Page 12

Language focus Greetings and introductions

New language Hello! My name is (*name's*)

New words Meg, Tom, Andy

Teaching aids Flashcards 1–3 (Andy, Meg, Tom)
Poster 1 (block of flats)

Preparation Prepare large versions of the three speech bubbles in the book.

 **19–22** Make masks for Meg, Tom, Andy (and Sue for Lesson 3).

1 Introducing *Way Ahead* and the characters

- Put Poster 1 on the board and begin with some questions. How many of the children live in flats? Do they have a balcony? What things can they see on the balconies?
- Point to the poster and elicit words which the children might remember: **girl, boy, man, woman, ball, umbrella, sun, tree, blue, green, red, yellow.**
- Put flashcards 1, 2 and 3 on the board, naming each character: **Andy, Meg, Tom.** Point again, asking the class to repeat each name twice. Then point at random; children say the name.
- Children hold flashcards up in different parts of the room. Say a name, e.g. **Andy!** Children point to the correct card.

2 Presenting simple greetings and introductions

- Use flashcard 1 to introduce the language. Hold it up and say, **Hello. My name's Andy.** Cue children, **Say 'Hello!'** Children answer: **Hello, Andy!** Repeat with flashcards 2 and 3.
- Wear the masks of the characters to practise the dialogue. Walk around and introduce the characters; children answer with their own names.

3 Introducing the Pupil's Book

- Pass out the books and allow some time for the children to look at them. Open your book and point to the characters on the first page, encouraging children to name them.

- Encourage the children to find the characters on various pages and identify them aloud.

Page 6

4 Listening – speaking (1 *Look, listen and say.*)

- Point to the block of flats and explain that you are going to play the tape and they are going to hear the children speaking. Play the tape and greet the characters yourself after the ♪: say **Hello, Meg!** Children follow in their books.

Tape 1

Meg: Hello! My name's Meg.

Tom: Hello! My name's Tom.

Andy: Hello! My name's Andy.

Teacher: Now, say 'Hello!'

Meg: Hello! My name's Meg. (♪/pause)

Tom: Hello! My name's Tom. (♪/pause)

Andy: Hello! My name's Andy. (♪/pause)

- Play the tape again; children point in their books and greet the characters.

5 Reading

- Use the speech bubbles you have made to practise reading. Hold up a bubble and help the children to read it. Repeat with remaining bubbles, before holding them up at random.
- Using Poster 1 again, hold the speech bubbles up; children read. Now put bubbles face down on a table; a child comes forward, chooses one and holds it up next to the poster for the class to read.
- Children point and read the speech bubbles in their books.

Page 12

1 Reading – writing (1 *Read and write.*)

Children work in their books to copy the rest of the names in the blanks. Encourage them to colour the pictures.

Language focus Greetings and introductions

New language What is (**What's**) your name? (**R**) *Hello!*
My name is ...

New words Otto, Sue; (**R**) *Meg, Tom, Andy*

Teaching aids Flashcards 1–3 (Andy, Meg, Tom)

Preparation Use the masks you have made of characters (except Sue).

 **23, 24** Make Otto and Princess puppets.

Photocopy balloons, from page 13 of the Workbook (one for each child), for the Noticeboard. Write each child's name on a card.

1 Warm-up

Do a *Hello* chant, like this:

(clap 3 times; clap 3 times again; children join in)

say **Hello!** in a normal voice. Children repeat. *(Clap 3 times.)*

Say **Hello!** in a loud voice. Children repeat in loud voices.

(Clap 3 times.) Continue using soft, high, low voices.

Children repeat each time.

2 Listening – speaking

- Ask children to look again at the picture on page 6 of their books and to read silently.
- Play Tape 1 again; children listen, point and read in their books.
- Children take turns reading aloud. Ask, **How many boys/girls?** There are two boys and two girls. Who is the second girl? (They will soon find out.)

 Page 7

3 Reading (1 Read, point and say.)

- Use the puppets you have made to introduce Otto and Princess. Say **Hello! My name's Otto** (... Princess).
- Hand out the masks of the other three characters; these children speak to Otto and Princess, e.g. **Hello! My name's Tom** (... Meg, Andy).
- Children look at the Noticeboard with Otto and Princess, on page 7. Ask them to read the names and point to and name the characters.

4 Introducing the new language

- Use the Otto puppet to introduce the question, **What's your name?** Point to the flashcards of the characters and answer, **My name's Meg** (... Tom, Andy).

- Go around the room with the Otto puppet and ask the question of each child; s/he answers with his/her own name, **My name's ...**
- Write the question on the board and read it out; children repeat. Erase it word by word, beginning with **name**. Children say the whole question at each step; reverse the process to build the question up again.

5 Listening – reading (2 Listen and read.)

- Point to Andy and Sue on the balconies. Hold up your book, point to the speech bubbles and play Tape 2.

 **Tape 2**

Sue: Hello! What's your name?
 Andy: My name's Andy. What's your name?
 Sue: My name's Sue.
 Teacher: Listen again.
 Sue: Hello! What's your name?
 Andy: My name's Andy. What's your name?
 Sue: My name's Sue.

- Play the tape again; children listen and follow in their books.
- Children read out the dialogue.

6 Speaking (3 Ask and answer.)

- Children ask and answer in a chain around the room:
 Question: **Hello! What's your name?**
 Answer: **My name's ...**
- Bring one or two pairs to the front of the room; they ask and answer as above.

 Page 13

1 Drawing – writing (1 Draw and write.)

- Children look at Sue and Tom at the bottom of the page. Give each child a name card. They are to draw pictures of themselves in the same way and write their names below.

Noticeboard Give a photocopied balloon to each child. Children write their names, using the name cards. They may also wish to draw a self portrait. Each child then brings his/her balloon forward and places it on the noticeboard, and says,
My name's ...

Language focus Naming letters of the alphabet

New language Names of letters **a–z**; reading and writing **A–Z**; (**R**) *sounds of letters*

New words Alphabet examples (as in Preliminary unit)

Teaching aids Otto puppet

Flashcards 1–4 (Andy, Meg, Tom, Sue)

Alphabet frieze

1 Warm-up

- Using the Otto puppet, go round the room and pretend to have forgotten children's names: say **Hello! My name's Otto. What's your name?** Child: **My name's ...**
Otto: **Oh, yes!**
- Give a character mask (or flashcard) to a child and tell him/her to walk around and ask other children, **Hello! What's your name?** Other children answer, **I'm ... What's your name?** Child with mask replies, **I'm Meg** (... *Andy, Tom, Sue*).
- Use the alphabet frieze to revise the sounds of the letters **a–z**.

2 Introducing big letters and the names of the letters

Teaching note It is assumed that many of the children will already have met the names of the alphabet by this stage. If this is not the case, present the names more gradually over the next few lessons.

- Use the alphabet frieze to introduce the names of the letters.
- Drill the letters, first in order, then at random.
- With your back to the class, name and draw big letters in the air; children follow.

3 Listening (1 Listen and point.)

- Begin by getting children to point to the little letters behind the aeroplane at the top and naming them, like this, **Little a, little b**, etc.
- Explain that they should listen to the tape and point to the big letters in their books. Play Tape 3.



Tape 3

Girl: A, B, C,

Boy: DE, F, G,

Girl: H, I, J,

All children: K!

Boy: L, M, NOP,

Girl: QRS, TUV

Boy: W, X, Y,

All children: Z!

- Play the tape again. Children listen, point and join in with the chant.
- Children say the chant without the tape.

4 Speaking (2 Point and say.)

- Children point to large letters and name them.



1 Speaking (1 Point and say.)

Teaching note Try to avoid giving the impression that a large **A** is called /ei/ and a small **a** is called /æ/.

- Children open their books and look at the big and small letters of the alphabet and examples. Help them to name letters + sound + example: **big A, little a, /æ/ apple**.

2 Reading – drawing (2 Read and draw.)

- Children follow the big letters dot-to-dot to draw a balloon. Encourage them to colour it.
- Children point to the letters in order and name them, **A, B, C**, etc.

Language focus Naming letters: spelling skills

New language My letter is ... (R) My name is ...

New words bus, car, doll, kite, plane, robot; (R) names of letters

Teaching aids Otto puppet, Flashcards 5–10: (bus, car, doll, kite, plane, robot), Alphabet frieze

Preparation Prepare word cards for **bus, car, doll, kite, plane, robot**.

 25 Use the pattern to make at least one aeroplane finger puppet for skywriting.

 17 Make and photocopy handwriting grids for A and B.

1 Warm-up

Use the alphabet frieze to revise quickly the names of the letters. Then do the *Alphabet chant* from Lesson 3.

2 Introducing the new words

Use flashcards 5–10 to introduce the new words: **bus, car, doll, kite, plane, robot** (see Introduction page v).

Page 9

3 Spelling (1 Point and spell.)

- Write the word **doll** on the board; name the letters as you write them: **d - o - l - l**. Erase it and start again. This time children name the letters as you write them.
- Children open their books and look at the pictures. Children point, read and spell the words.

4 Game (2 Follow me!)

Teaching note You may wish to photocopy an aeroplane finger puppet for each child to make. These could be used to practise letter shapes before handwriting grids are handed out.

- Use the aeroplane finger puppet if you have made one. Turn your back to the class and begin to draw a big **A**. Children follow with their fingers (or their own aeroplane puppets) and name the letter.
 - Bring individual children to the front to lead the game.
- 5 Reading – writing (3 Read and write.)**
- Use the Otto puppet to introduce the exercise. Write **Otto** and **O** on the board. Otto says, **Look! ‘Otto’. Big ‘O’**. Otto points to the letters, children help him spell his name.
 - Bring one or two children to the front. Otto helps them write their first letters and names; class spells.
 - Children work carefully in their Pupil’s Books to write their names and big letters.

1 Reading (1 Read and match.)

- Hold up your book, point to and demonstrate the example **p, plane**. Point to picture of plane.
- Children work in their books. Walk around and ask them to spell the words.

2 Writing (2 Match and write.)

Children read a word, find the picture and draw a line as in the example. They then write (copy) the word.

Writing (1 Look and read; 2 Write, page 16)

Language note Children use full forms (**My name is ... ; What is ... ?**) in these messages because it is in the written form. You may wish to point out the short form equivalents: **name’s, what’s**, which we use in speaking.

- Children look at Andy and Sue. Andy has written a message and drawn a picture of himself. He passes it to Sue; she writes her answer on the other side and draws her own picture. Help children read the messages aloud.
- Children draw their own pictures and complete the message in their books.
- To extend this activity, children draw and write on a separate piece of paper and pass their messages to friends, who draw and write answers.

Reading for pleasure: Toys page 10

52 Paper crafts 1: lift-the-flap book

- 1 Give children a few moments to look at the pictures. Point to some of the toys and ask **What is it?** Elicit, e.g. **It’s a doll**. You could also ask **How many? Two dolls**. If necessary, explain *We like*.
- 2 Play the tape. Children point in their books, follow and listen. Check that they are pointing to the correct part of the text as they listen. If you wish children to hear the whole piece again, play the tape a second time.
- 3 If your class is confident, read the text aloud and prompt them to join in with you. Alternatively, read the text line by line. Class repeats. Check that children are pointing to the correct words as they read/repeat.
- 4 Children make and colour one book between two, or one for a group of 4–6. They take turns to read **What is it?** Another child opens the flap and reads the answer. To extend the activity children ask **What colour?**
- 5 Alternatively, children work in pairs and use the pictures in the Pupil’s Book to point, ask questions and answer.
- 6 Read the whole text once more. Class joins in.

2 What is this?

Lesson 1 Page 11 Page 17

Language focus Identifying school items

New language What is (*What's*) this? Look!
It is (*It's*) a ...

New words pencil, rubber, shoe, bag, box, teddy

Teaching aids Flashcards 1–4 (Andy, Meg, Tom, Sue)
Alphabet frieze

Preparation Gather together a pencil, a rubber, a schoolbag, a pencil box and a shoe.

Prepare word cards for **pencil, rubber, shoe, bag, box**.
Use the speech bubbles from Unit 1 and make another:

Hello! My name's Sue.

 **17** Make and photocopy handwriting grids for C and D.

1 Warm-up

- Greet several children by name and encourage them to respond.
- Use flashcards 1–4 and ask children to say **Hello**, to the characters. Then hold up a speech bubble for children to read: **Hello! My name's Sue**. Place it next to the correct flashcard; children read it again. Continue with remaining bubbles for Andy, Meg and Tom.

2 Introducing the new words

Teaching note Point out the cluster /s/ and the spelling: s h (shoe)

- Hold up the real objects (pencil, etc.) and name them.
- Hold up the word cards you have made with each object, name it again and help the class to read the word. Then they practise without your help.

3 Introducing the new language

- Hold up the pencil box to introduce the question and answer, **What's this?/It's a ... (box)**. Put a pencil in the box (don't show the children). Shake the box and look puzzled. Ask the question several times. Then open the box and take the item out slowly. Act surprised and say **It's a pencil!** Repeat with the rubber.
- Write the question on the board in a speech bubble. Children read it several times. Begin to draw a pencil. Children guess, **It's a pencil/rubber**. When you have finished, write the answer on the board in a bubble. Children read.

Page 11

4 Listening – reading (1 Listen and point.)

- Play Tape 4. Children listen and read silently in their books.

Tape 4

Sue: Hello, Meg.
Meg: Hello, Sue. What's this? A teddy?
Sue: It's a bag. Look!
Meg: Oh! Hmm. What's this? A shoe?
Sue: It's a box. Look! Pencils.

- Play the tape again. Then point and read; children join in.
- Ask children to read aloud in pairs, taking the parts of Meg and Sue.

5 Reading (2 Look and read.)

- Hold up your book and help children to read the words.
- Read the words at random; children point in their books and read after you. Then let individual children read a word; the others point in their books.

6 Speaking (3 Point, ask and answer.)

- Use the speech bubbles you have written on the board to revise the question and answer. Children read.
- Children look at the pictures of parts of classroom objects. Use the speech bubbles to cue the questions and answers.

Page 17

1 Reading (1 Read and match.)

- Children draw lines to match the pictures with the words. The first one is done as an example.
- Monitor their work.

2 Drawing – writing (2 Draw and write.)

- Quickly point to the alphabet frieze and do the alphabet chant to revise the order of the letters.
- Starting at the arrow, children follow the letters of the alphabet to draw the pictures (pencil, bag, rubber, box). They then write the correct word in the blank, copying from above, if necessary.
- Monitor their work. Children read out their sentences.

Language focus Indefinite articles: **a** and **an**

New language a cat, an apple; (R) *What is this? It is a ...; Yes/No*

New words dog, teddy, owl, cat; (R) (alphabet) *apple, ball, doll, elephant, house, insect, parrot, umbrella*

Teaching aids Otto and Princess puppets

Preparation Use these pictures from the alphabet frieze: apple, ball, doll, elephant, house, insect, parrot, umbrella.

Make word cards for **a** and **an** (for the Noticeboard).

1 Warm-up

- Quickly drill the alphabet frieze cards, names only, e.g. **apple, ball**, etc. Then pass them out to individual children to hold. Do **not** give out **apple, insect, elephant** or **umbrella**.
- Children hold up their cards and ask *What's this?* Other children answer, e.g. *It's a ball*.

2 Introducing the indefinite article – *an*

- Draw an owl on the board, asking what it is. Then write **an owl** on the board. Say it several times, showing the elision between **n** and **o**; children read.
- Repeat, drawing a picture of an apple.

 Page 12

3 Speaking – writing (1 Look, say and write.)

- Point to the alphabet at the top of the noticeboard and ask the children to read it.
- Children read the examples on the noticeboard. (When they read **an apple** and **an owl**, point to the green letters **a** and **o** above.) Then help them read the words below (they may not know **cat** or **dog**).

- Children write **a** or **an** in the blanks. Make certain they understand that if a word begins with one of the green letters, they must write **an**.

Noticeboard While the children are working, put the word **a** on the left of the board and **an** on the right. Lay the alphabet frieze cards face down on a table or desk. Children take turns coming forward and holding one up. The class names it, e.g. **an elephant**. The child then pins it on the appropriate side of the board.

4 Speaking (2 Ask and answer.)

- Children look at the talking heads in the book. Help them to read. Then help them to create the remaining questions and answers, before choosing pairs to ask and answer.

 Page 18

1 Speaking – reading (1 Look, and say; Read and colour.)

- Children open their Workbooks and look at the seals at the top of the page. Help children to read the two sentences. Remind them of the letters which take **an** before them by writing them on the board: **a e i o u**.
- Do the first *Read and colour* as an example before children work in their books.
- Monitor their work.

2 Writing (2 Write.)

- Children look at the pictures and write sentences: **It is an elephant. It is a bear.**
- Ask two children with correct sentences to come forward and write them on the board. Other children read their sentences aloud.

Language focus Naming colours

New language What colour is it? It is (*It's*) orange; (*R*)
What is this? It is a ...

New words purple, blue, green, yellow, orange, red

Preparation Bring in a scarf and five things children can name, e.g. an apple, a ball, a shoe, a rubber, a doll. Prepare word cards for **purple, blue, green, yellow, orange, red**.

 25 Make a colour wheel.

 17 Make and photocopy handwriting grids for **E** and **F**.

1 Warm-up

- Play a game with the scarf and the five objects you have brought in. Put the five things on a table and name them: **an apple, a ball**, etc.
- Ask children to put their heads down on their desks so they can't see you. Mix the objects up and cover one of them with the scarf. Children look; point to the scarf over the object and ask what it is. Children guess; answer **Yes/No**. Continue with other items.

2 Introducing names of colours

Teaching note It is assumed that many children will already know these colours, so an introduction should be quick. If this is not the case, spend more time.

- Use the colour wheel you have made (or crayons) to introduce the six colours. 'Dial' a colour and name it; children repeat. Then ask a child to 'dial' a colour; the class names it.
- Point to objects in the room; children name the colours.
- Put the word cards for colours next to objects of that colour; children read. Then drill the cards without the objects.

 Page 13

3 Reading (1 Read and point.)

- Children open their books and look at the box of colours at the top. Ask them to point to the colours and read the words.
- Say the colours at random. Children find the colour/word, point and read.

4 Listening – singing (2 Listen and sing.)

- Tell the children they will hear a song on tape. Play Tape 5; children follow in their books.

 **Tape 5**

My box of colours, Purple and blue, My box of colours, Green and yellow too.	My box of colours, Purple and blue. My box of colours, Red and orange too.
---	---

- Play the tape again. Encourage children to sing along.

5 Speaking (3 Point, ask and answer.)

- Use items in the classroom to introduce the questions. Point to an item and ask what it is and what colour it is. Children answer.
- Point to the talking heads and ask children to read the questions and answers aloud.
- Children point to the other pictures round the song and ask and answer.

 Page 19

1 Reading – colouring (1 Read and colour.)

- Revise the words for colours again, using the word cards.
- Children read the colours in the balloons and then colour them. Monitor their work.

2 Listening – colouring (2 Listen and colour.)

- You read while children listen and colour. Repeat if necessary.

Script

Point to Andy. What is it? A cat? No, it's a pencil. It's blue.
Point to Sue. What is it? A teddy? No, it's a bag. It's yellow.
Point to Meg. What is it? A cat? No, it's a balloon. It's green.
Point to Tom. What is it? A bus? No, it's a box. It's red.

- To check, ask the children the questions; they give you the answers.

3 Writing (3 Write.)

- Children read the words and match them to the pictures they have coloured. They then write the colours in the blanks, copying from the top of the page, if necessary.
- Monitor their work.

Language focus Reading skills

New language It is a/an + colour + noun; and

New words Yes/No; (R) purple, blue, green, yellow, orange, red; doll, car, dog, cat, balloon, pencil, bag, box, rubber

Sounds /b/ and /p/

Teaching aids Colour wheel

Preparation Bring crayons in the six colours.

1 Warm-up

- Sing *My box of colours* from Lesson 3.
- Revise **a** and **an**: write them on the board and draw a simple picture (e.g. apple, insect, ball, cat) next to the appropriate article. Children name it.

Page 14

2 Listening (1 Listen and point.)

- Make certain children can name the objects in the pictures as they will hear them in a different order.
- Play Tape 6. Children listen and point; the sound effects should tell them if they are pointing to the right one.

Tape 6

An orange cat. (*meow*) A yellow dog. (*woof*)
A blue doll. (*Mama!*) A red doll. (*waaaaaaa!*)
A green car. (*da- da- da- da*) A purple car. (*parp, parp*)

- Play the tape again. Then children take turns pointing to and naming the items, e.g. **a red doll, a blue doll**, etc.

3 Speaking (2 Say this.)

Teaching note Don't worry if children find this pronunciation exercise difficult at first. It is something you can keep practising.

- Demonstrate the difference between the two phrases by holding a piece of paper in front of your mouth while you say them. Show that it moves only when you say **A purple pencil**. Get children to say the phrases and try to make a piece of paper move when they say the /p/ sound.
- Point to the pictures to cue the phrases.

4 Reading (3 Read and circle.)

- Introduce **and**. Draw a kite with a line down the middle on the board. Ask a child to choose two colours, using the

colour wheel. Write the names of the colours, e.g. **purple, red** on the two halves of the kite. Then write **It is purple and red**. Read it out, emphasizing **and**. Repeat with another simple picture, e.g. a ball.

- Children look at the picture, read the description, and decide whether or not it is correct. They then circle the correct answer. Demonstrate the first one.
- Ask individuals to read the sentences and their answers.

Page 20

1 Reading – colouring (1 Read and colour.)

Allow the children to read the descriptions and colour the pictures on their own. Monitor their work.

2 Drawing – writing (1 Choose, draw and write.)

- Help children read the names of the toys below. They choose one of the pictures and draw it in the frame. They colour it in two colours then write a description, following the models above.
- Walk around and ask them to read out their descriptions.

Writing (1 Colour and write; 2 Write Page 21)

Language note Children use the full form **It is a ...** in these descriptions because it is in the written form. You may wish to point out the short form equivalent: **It's**.

- Children colour the first two pictures according to the key, then complete the descriptions (**doll/red; car/green**). Walk around and point out the big **I** at the beginning of the sentence and the full stop at the end.
- Children colour the third picture as before. This time they write complete sentences **It is a plane. It is yellow**. Gently correct initial capital letters and full stops.
- Children take turns reading out the descriptions.

Reading for pleasure: **A box**, page 15

54 Paper crafts 2 : jack-in-the-box

- 1 Give children a few moments to look at the pictures and predict the story. Point to the box, ask **What's this?** Point to the jack-in-the-box. Ask **Is it a girl/boy?** Point out *Jack* on the sign. Explain that it is his name and write it on the board.
- 2 Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 3 Children make a jack-in-the-box and use it to practise the language in the story. As well, or alternatively, make one large version to use with the class altogether. Read the whole text one more. Class joins in.

3 How many dinosaurs?

Lesson 1 Page 16 Page 22

Language focus Numbers 1–6

New language Counting 1–6 (and reading words); number + colour + noun; regular plurals with **-s**

New words Numbers 1–6; dinosaur/s; (**R**) red, blue, purple, green, yellow, orange

Teaching aids Alphabet frieze (cards for **a, b, t, l, u, p**)
Poster 2 (numbers)

Preparation Prepare word cards for numbers **one–six**.

 **26** Photocopy dinosaur puppets for children to colour and make (one each). Make two for yourself.

 **17** Make and photocopy handwriting grids for **G** and **H**.

1 Warm-up

- Children sing *My box of colours* ( page 13;  5) either with or without the tape. Hold up pictures of the appropriate colour from the alphabet frieze.
- Use the alphabet cards to play a game. Make statements like this, **It's blue. What is it?** Children answer **It's a ball**.

2 Introducing the numbers

- Use Poster 2 to introduce the numerals 1–6. Point to and name the numbers. Do it again; this time children repeat.
- Count to six on your fingers; children follow. Hold up fingers at random and children say how many.
- Identify numbers on Poster 2 by colour (**It's red. What is it?**). Children name them.

 Page 16

3 Listening – reading – counting (1 Listen, read and count.)

- Use two dinosaur puppets to introduce the word **dinosaur** and the plural with **-s**.
- Write the numerals 1–6 on the board. Hold a word card for the numeral under each one; children read. Repeat several times. Then use the cards only to drill the words.
- Read the script. Children listen and follow in their books, pointing first at the numeral, then at the word, then at the picture/s.

Script

Look! One. One. One dinosaur.
Look! Two. Two. Two dinosaurs.
Look! Three. Three. Three dinosaurs.
Look! Four. Four. Four dinosaurs.
Look! Five. Five. Five dinosaurs.
Look! Six. Six. Six dinosaurs.

- Read the script again.

4 Counting (2 How many red dinosaurs? Look and count.)

- Point to the coloured dinosaurs and ask **How many red dinosaurs?** Children look at the dinosaurs above and count. Continue with remaining dinosaurs.

Answers: 2 red dinosaurs, 4 blue dinosaurs, 1 purple dinosaur, 5 green dinosaurs, 6 yellow dinosaurs, 3 orange dinosaurs.

5 Speaking (3 Match and say.)

- Use the word cards to revise quickly the words for the numbers.
- Children point to the numerals and find the matching word below. When they have found it, hold up the word card for them to check.

 Page 22

1 Reading – writing (1 Read and write.)

- Use your aeroplane finger puppet to revise the writing of the numerals. The class says the number as you write in the air.
- Children read the numbers and match them with the stars at the top. They then write (or copy) the numerals.

2 Counting (2 Count, read and match.)

Children count the items in the pictures, draw a line to the numeral and then to the word. Demonstrate the example and monitor their work.

Answers: 6 balloons, 3 teddies, 2 boats, 5 pencils, 1 bus.

Activity

Children make their own dinosaur puppets.

Language focus How many ...?

New language How many bears? Two bears

New words bear, lion; **(R)** (alphabet) elephant, parrot, monkey, zebra

Teaching aids Otto and Princess puppets
Poster 2 (numbers)
Poster 3 (animals)

Preparation Prepare word cards for **bear, lion, elephant, parrot, monkey, zebra.**



27/28, 1-6 Prepare wild animal cards for children to colour (one for each child, and one set for you).

Prepare speech bubble: **How many ...?** + labels for animals (for the Noticeboard).

1 Warm-up

- Revise the numerals – with the aeroplane finger puppet, or just your finger, drawing numbers in the air. Class names the number.
- Use Poster 2 to revise the number words.

2 Introducing the new words

- Use the animal cards you have made to introduce the new words (or use Poster 3).
- Use the word cards you have made for reading practice.

 Page 17

3 Reading – writing (1 Read, find and write.)

- Children look at Otto and Princess. Help them to read the first question and the answer in the bubbles. Use the pictures of animals at the top to cue the rest.
Answers: elephants? **one**; lions? **four**; parrots? **six**; monkeys? **five**; zebras? **three**.
- Write the numbers **one** to **six** (in words) in a column on the board; children read. Drill by pointing at random. Write **elephant** next to **one** and **bears** next to **two**. Point out the **-s** plural. Children copy from the board and continue with the remaining numbers, counting in their books.

Noticeboard While they work, prepare your own Noticeboard. Put the speech bubble in one corner and the labels for animals under your own set of animal cards at the top. Pass out the animal cards for children to colour (there could be six of each animal). When they have finished, children bring their animals up and put them on the board. Use the Otto and Princess puppets to ask questions periodically.

4 Speaking (2 Ask and answer.)

- Use your animal cut-outs (or those on your Noticeboard) to cue the questions. Children answer, pointing and counting in the book. Then cue pairs to ask and answer.

5 Rhyme (3 Listen and say.)

- Children look at the picture.
- Play Tape 7 and do the actions (in brackets below).



Tape 7

Oliver – Oliver – Oliver Twist
Look at me and then try this:
Number one – touch your tongue.
(children point to their tongue)
Number two – touch your shoe.
(children touch their shoe)
Number three – touch your knee.
(children touch their knee)
Number four – touch the floor.
(children touch the floor)
Number five – stay alive.
(children jump)
Number six – touch your lips.
(children touch their lips)
Oliver – Oliver – Oliver Twist
Look at me and then try this.

- Play the tape again; children join in the actions and sing along if they wish.



Page 23

1 Reading – writing (1 Read, find and write.)

- Children read the words in the box and match them to the pictures. They then write (or copy) the words.
- Monitor their work; check for plural **-s**.

2 Counting – writing (2 Count, circle and write.)

- Children count the animals above, circle the correct numeral, and write the words only in the blank as in the example. They can use the numbers on page 22 as a model, if necessary.

Answers: **three** bears, **six** parrots, **four** zebras, **one** elephant and **five** monkeys.

- Monitor their work. Then ask individual children to read out the questions and their answers.

Language focus Identifying people and animals

New language Is it a ...? Yes, it is; No, it is not (*isn't*).

Words (R) *Meg, Tom, Andy, Sue; bear, parrot, monkey, zebra, elephant*

Teaching aids Animal cards 1–6

Poster 1 (block of flats)

Preparation Make two large speech bubbles: **Yes, it is. / No, it isn't.**

Bring in a box or a bag.

 17 Make and photocopy handwriting grids for I and J.

1 Warm-up

Sing *Oliver Twist* from the previous lesson ( page 17 ;



2 Introducing the new language

- Use the animal cards 1–6 to introduce the new language. Draw each one out of a bag slowly, asking the question, e.g. **Is it an elephant?** Hold up the speech bubble; cue children to answer **Yes, it is**. Then draw out a monkey and ask **Is it a lion?** Cue, **No, it isn't**.
- Write the question on the board: **Is it a ...?** Use a word card and an animal card together (not always matching) to practise reading. Two children hold the speech bubbles. They hold up the correct answer; class reads.
- Let children look at Poster 1 for a moment and remember where everyone lives. Children close their eyes while you cover one of the characters. Children look and answer your questions **Who is it? Is it Tom** (... Meg, etc)?

 Page 18

3 Listening – reading (1 Listen, read and point.)

- Children look at the story and read silently for a moment or two, before you play Tape 8. Children listen and follow in their books.

Tape 8

Meg: Look! Is it a lion?

Sue: Yes, it is!

Meg/Sue: No, it isn't! It's Tom!

Teacher: Who is it?

Meg: (bear roar)

Teacher: Is it Meg?

Meg: Hello! (♪/pause)

Teacher: Yes, it is.

Sue: (cat noise)

Teacher: Is it Tom?

Sue: Hello! (♪/pause)

Teacher: No, it isn't.

Andy: (parrot squawk)

Teacher: Is it Andy?

Andy: Hello! (♪/pause)

Teacher: Yes, it is.

Tom: (monkey noise)

Teacher: Is it Sue?

Tom: Hello! (♪/pause)

Teacher: No, it isn't.

- Play the tape again; children listen and answer the questions in the pauses.

4 Speaking (2 Ask and answer.)

- Children read the questions on the left and follow the tracks to the animal to find the answer.

Answers: bear/**No**, parrot/**Yes**, monkey/**No**, zebra/**Yes**, elephant/**Yes**.

5 A game

- Begin to draw a simple picture on the board of any object they can name. Children guess what it is while you are drawing: **Is it a ...?** Answer **Yes, it is/No, it isn't**. Then give individual children a chance to draw and answer.

 Page 24

1 Reading (1 Read and colour.)

- Children look at the pictures and read the questions and answers. They colour the correct face.

Answers: dog/**Yes**, elephant/**No**, cat/**Yes**, monkey/**No**.

- Monitor their work. Ask individual children to read out their questions and answers.

2 Writing (2 Look and write.)

Teaching note As this is a written exercise, children are asked to write the full forms of the answers. You may wish to point out that **it is** = it's, **it is not** = it isn't.

- Children look at the clues and write the answers to the questions.

Answers: cat/**No, it is not**; monkey/**Yes, it is**; dog/**No, it is not**; parrot/**Yes, it is**.

- Monitor their work. Children read aloud; other children check their own answers.

Language focus Reading skills

New language One and two are ...; (R) *Is it ... ? Yes, it is./No, it is not.*

Words (R) *and; six colours; numbers one to six.*

Teaching aids Poster 2 (numbers)
Otto and Princess puppets

Preparation Use word cards for colours.
Bring in a very large scarf or cloth.

 25 Numbers wheel

1 Warm-up

- Play a game: two children hold up a large cloth and three or four more go behind so they can't be seen. Shuffle them around then hold up a hand of one of the children and ask **Who is it?** Children guess **Is it (name)?** Child behind answers **Yes, it is./No, it isn't.**
- Use Poster 2 to revise numbers 1–6, both numerals and words.

 Page 19

2 Reading (1 *Read, look and draw.*)

- Use the word cards for colours to practise reading.
- Children read the description, match it with the picture and answer the question. The first one is done as an example.
- After children have answered the questions for themselves, ask individuals to read and give their answers.

Answers: four/red and blue/**Yes**; one/purple and yellow/**No**; two/green and purple/**Yes**; three/orange and blue/**Yes**).

3 Reading (2 *Look and read.*)

- Children look at Otto and Princess and read the sum, in words and numbers.
- Write a sum on the board: $1 + 3 = 4$. Use the Otto and Princess puppets to elicit the sum from the class. Repeat with other sums. Then ask children to come up and use the puppets in the same way.

4 Reading (3 *Read and ✓.*)

Children read the sums and tick the correct box. Do the first one as an example, making certain they can read the numbers at the top of the chart.

5 Listening (4 *Listen and check.*)

- Read the first sum; children follow in their books. Then play Tape 9 while children listen and check their answers.

 **Tape 9**

<i>Girl:</i> Three and one are ...	<i>Boy:</i> ... four!	<i>Girl:</i> Yes!
<i>Boy:</i> One and four are ...	<i>Girl:</i> ... five!	<i>Boy:</i> Yes!
<i>Girl:</i> One and one are ...	<i>Boy:</i> ... two!	<i>Girl:</i> Yes!
<i>Boy:</i> Four and two are ...	<i>Girl:</i> ... six!	<i>Boy:</i> Yes!

- Play the tape again. Encourage children to say the answers.

 Page 25

1 Reading – speaking (1 *Look and read*; 2 *Match and say.*)

- Children look at Otto and Princess. Repeat Step 3 above to give more practice with reading the sums. Then demonstrate the exercise by doing the first example. Children read the numbers and find the answers, checking by matching the pictures.
- Monitor their work. Ask individuals to read the sums aloud to you. Then ask the class to say the sums.

2 Reading – colouring (3 *Read and colour.*)

Children read the descriptions and colour the pictures accordingly. Help them to read the sentences aloud first, before they read and colour by themselves.

Writing (1 *Write*; 2 *Read, write and make.*  page 26)

- Write one of the questions on the board and trace the question mark with your finger. Then, with your back to the class, trace a question mark in the air. Children follow.
- Children read the questions and answers aloud before they trace the question marks on the grid.
- Andy and Sue have folded a piece of paper in half, written a question on the front and drawn a picture (either correct or incorrect) inside. They have exchanged these messages and the other person has written the answer. Children read their examples. They then complete the questions on the paper below and write the answers under the pictures.

Answers: *Is it a doll? Yes it is. Is it a car? No, it is not.*

- To extend this activity, give children paper to write their own 'messages' on, exchange them and write the answers as shown in the Workbook.

 *Reading for pleasure: What's this?*  page 20

- 1 Children look at the pictures for a few moments. Point to a few of the animals and ask **What's this?** Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 2 Use the text and pictures to practice answers to **What's this?** and **Is it a...?** Ask extra questions to elicit a negative reply, e.g. **Is it a frog?** Ask children to suggest which animal the enlarged photo shows.
- 3 Read the whole text once more. The class joins in.

4 How old are you?

Lesson 1 Page 21 Page 27

Language focus Numbers 1–10

New language Counting 1–10 (and reading words);
How old are you? I am ... (*I'm*) ...

New words Numbers 7–10; candle, cake, hat,
present; Happy Birthday; balloon

Teaching aids Poster 2 (numbers)
Flashcards 11, 12 (cake/candle, present/hat)

Preparation Prepare word cards for numbers **seven**
to **ten** and for **candle, cake, hat, present, balloon**.

 **17** Make and photocopy handwriting grids for **K**
and **L**.

1 Warm-up

- Sing *Oliver Twist* ( page 17,  7). Children act out the song in groups.
- Use Poster 2 to revise 1–6 numerals and words.

2 Introducing the numbers

- Use Poster 2 to introduce the numerals 7–10. Point to and name the numbers. Do it again; this time children repeat. Practise the numbers by finger counting.
- Play a quick guessing game with the poster. Choose a number and identify it by colour. Children have to guess what it is, e.g. **It's red. Is it one? No. Is it eight? Yes.**

 Page 21

3 Speaking (1 Point and say.)

- Use the word cards to introduce numbers seven to ten.
- Children point to numbers in their books and say the numerals, then the words i.e. **1, one, 2, two**, etc.
- Individual children choose a number and read it out. Other children point and read.

4 Reading (2 Read and find.)

- Use flashcards 11 and 12 and word cards to introduce the new words.
- Children point to the pictures in their books, read the words, then find examples of each one in the picture below.

5 Listening – speaking (3 Listen, point and say.)

- The picture shows how children in some countries celebrate birthdays. You may wish to explain this if you think it is unfamiliar to the children. Explain the expression **Happy Birthday**. Write **How old are you?** on the board.

Ask children to read it. Then erase it word by word (starting from the question mark); children read the question at each stage.

- Play Tape 10. Children listen and point in their books.

Tape 10

Meg: Happy Birthday, Sue! How old are you?

Sue: I'm seven.

Meg: Look, Sue! Seven candles. One, two, three, four, five, six, seven.

Tom: Look, Sue! Eight presents. One, two, three, four, five, six, seven, eight.

Teacher: Look! How many hats? Count with me. One, two, three, four, five, six, seven, eight, nine. Nine hats. Look! How many balloons? Count with me. One, two, three, four, five, six, seven, eight, nine, ten. Ten balloons.

- Play the tape again. Children point and count with the tape.
- Ask individual children the questions; they count and answer. They can also count boys (4), girls (5), cakes (1).

 Page 27

1 Reading – colouring (1 Read and colour.)

Use the word cards to revise quickly reading numbers six to ten. Children read the text and colour the numbers. Do the first one (nine) as an example.

2 Reading – counting (2 Read, count and draw.)

- Use the flashcards and word cards to revise the new words. Children read the descriptions on the left, count the pictures, then draw as many as necessary to make the correct number. Do the first one as an example.
Answers: 2 presents, 4 cakes, 3 hats and 2 candles.
- Ask a child to read the first description; class points and counts to check their answers.

3 Writing (3 Draw and write.)

- Starting at the arrow, children connect the letters to make a dot-to-dot picture. They then write the the letters in order to make the word in the space below. Do the first one with them as an example.

Language focus Talking about age

New language He/She is (**He's/She's**) (+ age).
(R) How old are you? I'm ...

Words (R) Numbers 7–10; birthday

Teaching aids Otto and Princess puppets
Flashcards 1, 2, 3, 4 (Andy, Meg, Tom, Sue)
Poster 2 (numbers)

Preparation  **32, 33** Make a birthday badge for Otto.

Photocopy age badges for children to make; cut and colour birthday cake, candles, picture frame; make Happy Birthday sign (for Noticeboard).

1 Warm-up

- Lead a chant with the numbers 1–10: **One** (clap), **two** (clap), **three**, **four**, **five** (clap), **six**, **seven**, **eight**, **nine**, **ten** (clap, clap). Repeat several times, with variations: start slowly, get faster; start softly, get louder.
- Use Poster 2 to revise 1–10 in numerals and words.

2 Introducing S/He is ...

- Children look at the birthday scene ( page 21). Point to Sue: say **Look at Sue. She's seven**. Put flashcard 4 on the board: below, write **She's seven**. Put up the Tom flashcard: write **He's six**. Point and elicit the sentences.
- Add flashcards (Andy, Meg) and write **He's seven. She's eight**. Children read. Say a sentence; children answer: e.g. **He's seven. It's Andy. She's eight. It's Meg**.

Page 22

3 Speaking (1 Point and say.)

- Pin on the age badge you made for Otto. Children read **Otto/6**. Elicit **He's six**. Children look at the Noticeboard and read the speech bubbles. They then point to the badges and make sentences, Sue/**She's seven**; Tom/**He's six**; Meg/**She's eight**; Andy/**He's seven**.
- Pass out the age badges, asking each child, **How old are you?** Each child answers and writes his/her name and age on the badge. Encourage them to colour their badges.
- Children stand up and show their badges to the class; class makes sentences: **S/He's six** etc.

Noticeboard While children are making their badges, put up a birthday cake with the *Happy Birthday* sign you made. If a child has a birthday help him/her to draw a self-portrait and the correct number of candles on the cake. (Repeat this for future children's birthdays, if you wish.) If there are no birthdays say it is Otto's and ask a child to draw six candles and Otto's portrait in the frame.

4 Speaking (2 Listen, point and answer.)

- Play Tape 11. Children listen and follow the first question and answer sequence in their books, pointing to Tom's badge on the Noticeboard in the pause. They listen to the rest of the tape and point to the badges.

Tape 11

Teacher: How old are you? Tom: I'm six.
Teacher: Who is it? (♪/pause) Girl: It's Tom. He's six.
Teacher: How old are you? Andy: I'm seven.
Teacher: Who is it? (♪/pause) Boy: It's Andy. He's seven.
Teacher: How old are you? Sue: I'm seven.
Teacher: Who is it? (♪/pause) Girl: It's Sue. She's seven.
Teacher: How old are you? Meg: I'm eight.
Teacher: Who is it? (♪/pause) Boy: It's Meg. She's eight.

- Play the tape again: the class answers in the pauses.
- Use Otto to ask some of the children how old they are.

5 Song (3 Listen and sing.)

- Children look at Sue with the birthday cake. Elicit **She's seven**. Play Tape 12. Children listen and follow the words.

Tape 12

Children: Seven years old today,
Seven years old today,
Sue: It's my birthday,
I'm seven years old today.
(Repeat, La la la-la la-la + verse)

- Play the tape again; children sing along.
- If a child has a birthday, help him/her to sing with the class. If not, the class may like to sing to Otto, who is six.

Page 28

1 Writing (1 Draw, write and colour.)

- Children complete the cake and badge for themselves. For example, a child who is six draws three more candles on the cake, writes **6** on the badge and colours it.
- Monitor their work and ask individual children their ages.

2 Counting – writing (2 Count and write.)

- Children count the candles and write the answers in words (not numerals), as in the example.
Answers: six; He is nine; ten; seven; She is eight.
- Ask two children (a boy and a girl) to come to the board and draw a birthday cake. The rest of the class counts the candles and says how old s/he is.

Language focus Identifying people

New language This is my ...

New words mother, father, sister, brother, friend
(R) Numbers 7–10

Teaching aids Otto and Princess puppets
Flashcard 13 (Otto's family)

Preparation Make word cards for **mother, father, sister, brother, friend.**

 17 Make and photocopy handwriting grids for **M** and **N.**

1 Warm-up

- Use the Otto puppet and sing *Seven years old today* ( page 22,  12), or sing the song to someone who has a birthday.
- Take Otto around the room to ask children their ages **How old are you?** Child answers, e.g. *I'm seven.* Cue class to repeat the child's age: **S/he's ...**

2 Introducing the new words

- Use the flashcard to introduce the new words for family.
- Use the word cards you have made for reading practice.

3 Introducing the new language

- Hold up classroom objects to introduce the new language: **This is my ...** (book, box, rubber, bag). Write the phrase on the board; children read.
- Put flashcard 13 above the phrase and draw an arrow to one of the people, e.g. mother. Hold up the appropriate word card; children read the sentence. Continue with remaining family members.

 Page 23

4 Listening (1 Listen and point.)

- Use the Otto and Princess puppets to introduce the word **friend: This is my friend, Otto/Princess.**
- Play Tape 13. Children listen and point in their books.

Tape 13

Otto: This is my brother. This is my mother.
This is my father. This is my sister.
And this is my friend, Princess.

- Play the tape again.

5 Speaking – listening (2 Point, say and listen.)

- Children look at the strip story about Princess and her family. They try to decide what she is saying in the empty speech bubbles. Elicit the statements from the class: **This is my sister/brother/father/mother.**
- Play Tape 14. Children listen and point to check their answers.

Tape 14

Princess: This is my sister. This is my brother.
This is my father. This is my mother.

- Play the tape again.

6 Reading (3 Read and find.)

- Children read the statements and trace the strings to the correct balloon. They then say who it is, e.g. **It's Tom.**
Answers: It's Tom; It's Sue, It's Andy, It's Meg.
- Children come to the board and draw a picture of a friend. They then make a statement, e.g. **This is my friend. He/She's seven.** Other children guess who it is.

 Page 29

1 Reading – writing (1 Read, look and write.)

Children look at Meg's family, match the pictures and complete the speech bubbles.

Answers: father, friend, brother, mother.

2 Drawing – writing (2 Draw and write.)

- Children draw a friend or member/s of their families. They then write who it is below.
- Monitor their work. Ask a few children to stand up, show their work to the rest of the class and read out their sentences.

It is big! They are little.

Lesson 1 Page 26 Page 32

Language focus Colours; adjectives

New language They are (*They're*) ...

New words big, little; black, grey, brown, white; horse, dog/s, bird/s; (**R**) lion, elephant, monkey

Teaching aids Poster 3

Alphabet frieze/cards: elephant, zebra, monkey, rabbit

Preparation Prepare word cards for the new colours and animals.

Make large speech bubbles: *It's ...; They're ...*



17 Make and photocopy handwriting grids for O and P.

1 Warm-up

- Sing *My box of colours* ( page 13,  5).
- Use Poster 3 to revise the names of animals learned so far: bear, lion, elephant, parrot, monkey, zebra.

2 Introducing the new words

- Use the alphabet frieze cards (e/grey, z/black and white, m/brown, r/white) to introduce the new colours.
- Use the word cards you have made for colours for reading practice.
- Use Poster 3 to introduce the words for **horse, dog** and **bird**.
- Point to animals on Poster 3 and say **It is big/little**; children repeat. Point to animals and elicit sentences.

 Page 26

3 Reading (1 Read and find.)

- Draw simple pictures on the board: 1 very large tree, 2 fat stick men, 1 small cat, 2 small apples. Hold up speech bubbles and describe the objects, e.g. **It's little. They're big** etc. Do it again; children repeat.
- Bring two children forward to hold the speech bubbles. Point to the pictures; children hold up correct bubble. Elicit the full sentence from the class.
- Children look at Meg and Tom outside the circus and read the speech bubbles.

- Children read the colours on the paint tins and find them on the sign (C I is black; R C is grey; U S is brown; the arrow ⇒ is white).

4 Listening (2 Listen and point.)

- Children look at the circus scene. Check that they know the names of the animals; say **Point to a dog/horse/bird**, etc.).
- Play Tape 16. Children listen and point in their books.



Tape 16

Dad: Look, grey elephants! They're big!

Meg: Oh, monkeys! They're little.
One, two, three, four, five, six. Six monkeys.

Mum: And a black and white horse. It's big.

Tom: Look! Dogs. They're little.

Meg: And birds. They're little too.

- Play the tape again. Encourage children to count the monkeys with Meg.
- Quickly check their understanding through questions about the picture: point to the elephants. Ask **Big or little?** Repeat with birds, dogs, monkeys, horse. Point to the horse. **What colour is it?** Point to the monkeys. **How many?** etc.

5 Speaking (3 Point and say.)

Children act out the tape (but not in order), taking turns to point to the picture and describe it: **Look! A black and white horse. It's big.**



Page 32

1 Reading (1 Read and colour.)

Children read the descriptions and colour the pictures. Demonstrate the first one as an example.

2 Writing (2 Colour and write.)

Children colour the pictures in two colours (which they choose). They then write the colours on the crayons below. Monitor their work.

Language focus Present simple tense of **be**.

New language You are (**you're**), we are (**we're**), s/he is, they are

New words clown/s; happy, sad; (**R**) *big, little*

Teaching aids Flashcard 14 (clowns)
Poster 3 (animals)

Preparation Prepare word cards for **happy, sad, big, little**.



34 Photocopy, cut out and colour two clown masks.

1 Warm-up

- Do this action exercise: say **big, little, big, little, big, little, big**. Children stretch their arms out to the sides on the word **big** and put the palms of their hands close together on the word **little**. Repeat. This time children reach high on the word **big**, and bend their knees and bring their arms in close on the word **little**.
- Use Poster 3. Point to the animals and describe them, e.g. (elephant) **It is grey/big**; (dogs) **They are little/brown**.

2 Introducing the new words

- Use flashcard 14 to introduce the word **clown**: **A clown. A happy clown**. Repeat with **sad**.
- Use the word cards you have made for reading practice with the adjectives.

 Page 27

3 Listening – reading (1 Listen and read.)

- Use flashcard 14 to revise the subject pronouns **he, she** and **they**: **He's happy. She's sad. They're clowns**.

- Introduce **I, you** and **we**. Hold the happy clown mask in front of your face. Give the sad one to a child to hold up. Bring the child forward: say **I'm happy**. Laugh and act very happy. Point to the child and say **You're sad**. Child acts very sad. Point to yourself and the child and say **We're clowns**.
- Play Tape 17. Children point and read in their books.



Tape 17

Clown 1: I'm a clown. You're a clown.

Clowns 1/2: We're clowns. We're happy.

Clown 1: She's a clown. He's a clown. They're clowns. They're sad.

- Play the tape again. Then children read aloud.

4 A game (2 Play a game.)

- Children follow the illustrations and make statements, e.g. they smile and say **We're happy**, pout and say **We're sad**. Show **big, little** as in Warm-up. Make the gestures; children copy you and make the statements.
- Bring children to the front in pairs, to make gestures and statements.



Page 33

1 Reading (1 Read and match.)

Children read the speech bubbles and match them with the clown pictures. Do the first one with them as an example.

2 Writing (2 Write.)

- Children look at the pictures and write the correct pronoun in the speech bubble.
- Monitor their work.

Language focus Revision

Language (R) *My name is ...; Hello!; alphabet a-z + examples; indefinite articles a/an*

Words (R) *numbers one-ten; lion, clown, elephant, robot, monkey, doll, ball, cake, plane, pencil; big, little; colours*

Teaching aids Alphabet frieze

Poster 1 (block of flats),

Poster 2 (numbers)

Preparation  17 Make and photocopy handwriting grids for Q and R.

1 Warm-up

- Use the alphabet frieze and do the *Alphabet chant* ( page 8,  3).
- Point to the letters at random. Children name the letter and the example.
- Play a quick spelling game. Start to write words on the board (choose from the words above), naming the letters, e.g. **r - o - b - o - t**. Stop after each letter to see if children recognise the word. Can they finish spelling it?

 Page 28

2 Song (1 Listen and sing.)

- Use Poster 1 to revise the characters. Point to Tico and introduce him: say **It's Tico. He's a clown. Say Hello**, etc.
- Play Tape 18. Children follow in their books.

 **Tape 18**

Tico: My name's Tico. My name's Tico.
Say Hello! Say Hello!

Children: Hello, Tico! Hello, Tico!

Tico: Hello! Hello!

- Play the tape again. Children sing along.
- Help individual children sing the song with their own names; the rest of the children sing **Hello**, ... to him/her.

3 Speaking (2 Find and say.)

- Children point to the row of books and name the letters of the alphabet.
- Children point to and name the small pictures above, then point to and name the appropriate book below, saying e.g. **plane, p**.

4 Speaking (3 Point, ask and answer.)

Teaching note Only the words **cake, ball** and **pencil** have not been revised in the previous exercise.

- Children can talk about the pictures in two ways. One child chooses a door or box and says what colour it is; another child guesses which number it is.
- One child points to a partly hidden object and asks what it is; the other child answers.
(1 lion; 2 doll; 3 elephant; 4 robot; 5 monkey; 6 doll; 7 plane; 8 cake; 9 ball; 10 pencil)

 Page 34

1 Reading (1 Read and ✓.)

Children read the sentences and match the pronouns **It** or **They** with the pictures. They then tick the appropriate box.

Answers: **It is big** (bear); **They are little** (monkeys); **They are little** (birds); **It is big** (elephant).

2 Writing (2 Write and colour.)

- Children write the correct pronoun + verb. They then read the sentence and colour the picture.

Answers: **It is** little and yellow (bird); **They are** big and brown (lions); **They are** little and red (butterflies); **It is** little and grey (mouse); **They are** big and black (bears).

- Monitor their work.

Language focus Revision

Language (R) *S/he is ... , Who is it/Who are they?; Five and four are nine; Is it a ... ? Yes, it is/No, it is not.*

Words (R) *happy, sad, big, little; numbers 1–10; words from Units 1–5.*

Teaching aids Flashcards 5–12, 14 (bus, car, doll, kite, plane, robot, cake/candle, hat/present; clowns)
Poster 2 (numbers)

Preparation Use word cards for adjectives and numbers.

Bring in ten balls or oranges.



25 Use the number wheel.

1 Warm-up

- Children sing *My name's Tico* ( page 28,  18).
- Using Poster 2, do numbers chant (Step 1 on page 18).

2 Revising words

- Use facial expressions and gestures to revise **happy, sad, big** and **little** (Step 4 on page 22). Use flashcard 14 to revise **S/he is/They are ...**
- Use word cards for adjectives to practise reading.

 Page 29

3 Reading (1 Read and match.)

- Children read the descriptions and decide who they describe. Do the first one as an example. Then children work on their own or in pairs, one reading, the other looking.

Answers: the first description is **M**, the second is **J** and the third is **K**.

- Children read the descriptions aloud and give their answers.

4 Reading – speaking (2 Read and say.)

- Children look at the number problem and read it out in words and numbers. Give them time to work out the sums on the blackboard below. Then ask them to read them out.

Answers: two and seven are nine; one and three are four; four and four are eight; three and two are five; five and one are six; three and four are seven.

- Children use the number wheel to make sums; the class reads them out.

5 Game (3 Play a game.)

- Use the flashcards. Quickly drill the names of the items on the cards. Then cover the backs, and place them face down on a table or desk. The children read the speech bubbles which illustrate the game in the book.

- Ask a child to come forward and choose a flashcard. The child then begins to draw the picture on the board. Other children try to guess what it is, as in the example.
- Children may also choose their own items to draw.



Page 35

1 Reading – speaking (1 Read and say.)

- Children look at the clown juggling the balls and read the speech bubbles. They also look at the numerals and words for the numbers and read them aloud.
- Use the balls or oranges you have brought in. Ask a child to come forward and arrange them in two piles. Another child comes forward and counts them. Then the class says the sum. Repeat with other children. (Don't always give them all ten objects.)

2 Writing numbers (2 Look, match and write.)

- Children look at the pictures and match them to the sums in the boxes. They then complete the blanks with the numbers in words.
- Monitor their work. Children read out their sums to check.

3 Writing – speaking (3 Write and say.)

Children write the complete sums in their notebooks. Ask individual children to come forward and write their sums on the board. The class reads them out (and checks the sums in their notebooks).



Reading for pleasure: **My friend, Sam**  page 30

- Children look at the pictures to guess what the poem is about. Ask who they can see in the pictures. Can they say what they are doing? Help children to answer in English as much as possible.
- Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- Explain any words that children cannot guess from the pictures. Ask **How old is Sam? What can he do?** Ask children if they have a bigger friend or brother/sister who plays with them. What can that person do? Do any of them play with a smaller child? What toys do they play with?
- Read the first four lines of the poem. Children follow and underline the words that rhyme. Write them on the board. Repeat with the next four lines, then the last four.
- Teach the poem by saying each line and omitting the final word. Children say it. Repeat and omit the last two words of each line. Children say them. Then give the first word of each line. Children say the rest. Class says the whole poem together.

6 This is my grandfather.

Lesson 1 Page 31 Page 39

Language focus Clothing

New language This is his/her ...; Is this your ...?
(R) *This is my ...*

New words T-shirt, blouse, dress, skirt, grandfather, grandmother; (R) *hat, bag, bird, cat*

Teaching aids Otto puppet
Flashcards 2, 3, 13, 15 (Meg, Tom, Otto's family, grandmother/grandfather)
Poster 1 (block of flats)

Preparation Prepare word cards for **T-shirt, blouse, dress, skirt, grandfather, grandmother.**
Bring in a box or bag.

 **35, 37** Make a set of clothing cut-outs.

 **17** Make and photocopy handwriting grids for **S** and **T**.

1 Warm-up

- Use the Otto puppet to teach a rhyme. Put up flashcard 13. Otto points and says **This is my father, this is my mother, this is my sister and my little brother.** Then Otto points and elicits the rhyme from the class.
- Various children can come forward and take turns being Otto; class claps rhythm.
- Use Poster 1 to revise the characters children have met so far: **Who is this?** Introduce Grandmother/Grandfather.

2 Introducing the new words

- Use the cut-outs you have made to introduce/revise the words for clothing.
- Use the word cards to practise reading.
- Use flashcards 2, 3 and 15 to introduce **his** and **her**. Point and say, **Look at Grandfather. This is his hat. Look at Grandmother. This is her cat.** Children repeat, **his hat, her cat** several times. Continue with **dress** and **bag** (also Meg/skirt, blouse and Tom/T-shirt).

3 Introducing the new language

- Pick up a ruler, a rubber and a pencil, saying **This is my ruler**, etc. Take similar items from a boy and a girl, show them to the class and put them into a box saying **This is his/her ...**. Children repeat.
- Pass the box around; children take out items and try to remember if they belong to the boy or the girl.

- Take things out of the box and give them back to the children, asking **Is this your ...?**

Page 31

4 Listening (1 Listen and point.)

- Children look at the block of flats in the book. Ask them to find and point to the characters they know. Play Tape 19. Children listen and point in their books.

Tape 19

Andy: This is my grandfather. This is his friend.
This is my grandmother. This is her cat.

Grandmother: Is this your friend, Andy?

Andy: Yes. Her name's Sue.

- Play the tape again. Children take the roles of Andy and his grandmother and read aloud.

5 Speaking (2 Match and say.)

- Quickly revise the words at the bottom of the page. Give the children time to find the items in the main picture.
- Children point in the picture and identify each item, e.g. **This is her dress/his hat**, etc.

Answers: The hat belongs to the opera singer (2nd floor left), the T-shirt to the footballer (2nd floor right), the cat and the dress to Grandmother (ground floor right), the skirt and blouse to Sue.

Page 39

1 Reading (1 Read and draw lines.)

- Put flashcard 15 on the board. Write and draw lines: **This is her cat. This is his hat.**
- Children read the sentences and draw lines to the correct person.

Answers: Grandmother's cat, Grandfather's bike; boy's kite, girl's ball; boy's boat, girl's hat; female clown's car, male clown's bag.

2 Writing (2 Read, colour and write.)

- Children look at the pictures of Andy and Sue and read the descriptions. They complete the descriptions under the pictures of Otto and Princess: **This is my friend. His name is Otto; This is my friend. Her name is Princess.**
- Monitor their work.

Language focus Possessive his/her

New language Is this his/her ...? (R) *This is his/her ...; Yes, it is/No, it is not.*

Words (R) *T-shirt, blouse, dress, hat, bag, ball, bird, cat*

Teaching aid Flashcard 15 (grandmother/grandfather)

Preparation Write some of the easier children's names in English on slips of paper (large enough for the class to read).



35-37 Photocopy, cut and colour paper dolls (for the Noticeboard) and enough items of clothing for each child to have one.

1 Warm-up

- Use the slips you have prepared with children's names. Hold one up so the children can try to read it. They then point and say, e.g. **This is his/her name**. Give the slip to that child and ask **Is this your name?**
- Use the cut-outs of clothing to revise the names of clothing.

2 Listening – speaking

- Play the conversation between Andy and his grandmother again. (Tape 19). Children listen and point in their books, page 31.
- Repeat the *Match and say* exercise (see Lesson 1, Step 5).

 Page 32

3 Speaking (1 Point and say.)

- Children look at the puppets on the Noticeboard, read the speech bubbles and point to the paper dolls. They then look at the items of clothing at the bottom, point and say who they belong to.

Answers: This is her bag, her blouse, his hat, her hat, his ball, his bag.

Noticeboard Pass out the items of clothing you have prepared for children to colour. While they are doing this, put the paper dolls on the Noticeboard. Children come forward and place their pieces of clothing next to the correct doll, saying **This is his/her ...**

4 Speaking (2 Point, ask and answer.)

- Use your own set of paper clothing to introduce the question **Is this his/her ...?** Hold an item up next to one of the paper dolls and ask the question (or point to items the children have made themselves). Children answer **Yes, it is./No, it isn't.**
- Children look at the speech bubbles and point to the characters and the picture prompts above. They take turns pointing to a prompt and asking and answering questions: **Is this his/her ...? Yes, it is./No, it isn't.**



Page 40

1 Reading (1 Read and match.)

- Children read the words and draw lines to the appropriate clothing.
- Ask individual children to point and say what the man and woman are wearing **This is his/her hat/bag**, etc.

2 Writing (2 Look and write.)

- Children should read the question, match the picture of clothing with the pictures above, and then write the answers to the questions, as in the examples. Demonstrate by doing the first one with them.

Answers: her hat?/No, it is not; his bag?/Yes, it is; his T-shirt?/No, it is not; his hat?/No, it is not; her dress?/Yes, it is.

- Walk around and monitor their work.

3 Reading (3 Read and colour.)

- Children read the descriptions and colour the clothing in the top picture.
- Ask questions to check their work: **Point to her dress. What colour is it?**

Language focus Parts of the body

New language These are my ... (R) *This is my ...*

New words head, legs, hands, feet, arms; (song) right, left

Teaching aids Otto puppet

Preparation Prepare reading cards for **head, legs, hands, feet, arms, right, left.**

 **17** Make and photocopy handwriting grids for **U** and **V.**

1 Warm-up

- Introduce the words **right** and **left**. (They will be necessary for the song later on.) Say this rhyme and do the actions (in brackets). Say the rhyme again; children join in the actions.

Left, right, left, right, left, right, stop! (*marching in place, left foot, right foot, hand up for Stop*)

Left, right, left, right, left, right, hop! (*as above, but hop*)

2 Introducing the new words

- Use a child to name the parts of the body.
- Use the word cards you have made to practise reading.

3 Introducing the new language

- Bring four children (two girls, two boys) forward and introduce them: **This is a girl/boy; These are girls/boys.** Write the sentences on the board; children read them. Draw the appropriate stick figures next to them. Erase **This/These**; elicit the whole sentences.

 Page 33

4 Listening – reading (1 Listen, read and point.)

- Play Tape 20; children listen and point to the pictures of Tom.

 **Tape 20**

Tom: This is my head! These are my arms!
These are my hands! These are my legs!
These are my feet!

- Ask individual children to choose a sentence and read it aloud. Other children listen and point to their own bodies.

5 Song (2 Listen and sing.)

- Quickly revise **right** and **left** by saying, e.g. **This is my right/left hand.**
- Play Tape 21. Children listen and follow in their books.

 **Tape 21**

You put your left hand in,
You put your left hand out,
You put your left hand in
And shake it all about.

*You do the hokey cokey
And you turn around. (Clap clap-clap clap clap clap)*

You put your right hand in,
You put your right hand out,
You put your right hand in
And shake it all about. (*repeat refrain*)

You put your left leg in,
You put your left leg out ...

- Play the tape again and do the actions (children usually sing this song in a circle and put their hands, etc. in and out). Encourage the children to join in.

 Page 41

1 Reading (1 Read and match.)

Use the word cards and quickly drill the parts of the body. Children read the words and draw lines to the picture of the boy (they should really draw two lines to arms, hands, legs, feet).

2 Writing (2 Look and write.)

Children look at the pictures and complete the speech bubbles (they can use the words above as models). The arrows point to the parts they should name: head, legs, arms, feet, hands.

Language focus Listening and reading skills

New language These are his/her ...; (R) *This is his/her ...; This/These are my ...*

New words socks, shoes, trousers, shorts; (R) *T-shirt, bag, dress, ball, cars, dolls, kite, teddy*

Teaching aids Flashcards 1–4; 15 (Andy, Meg, Tom, Sue; grandmother/grandfather)

Preparation Prepare word cards for **socks, shoes, trousers, shorts.**

 **35, 36** Use the paper dolls you have already prepared.

1 Warm-up

- Name the parts of the body (**This is/These are my ...**). Children point and repeat after you. Mix them up and go faster and faster.
- Children sing *You do the hokey cokey*, either with or without the tape ( page 33;  21). You may wish to bring children to the front of the room in small groups to do the actions in a circle while the rest of the class sings.

2 Introducing the new words

- Use the flashcards to revise/introduce the words for clothing.
- Use the word cards you have made to practise reading.
- Point to the shoes, socks and shorts on the paper dolls to introduce **These are his/her ...**. Then point to children around the room and elicit statements about their clothing, **This is/These are her/his ...**.

 Page 34

3 Listening (1 Listen and ✓.)

- Children look at the pictures and read the speech bubbles. Make certain they can read the words on the checklist. Play Tape 22; children listen and try to find the items in the picture.

Tape 22

Teacher: Listen to Tom.

Tom: This is my ball and this is my T-shirt. These are my cars. These are my trousers. These are my shorts.

Teacher: Listen to Meg.

Meg: These are my dolls and this is my dress. These are my shoes. These are my socks. This is my teddy.

- Play the tape again. Children tick words on the checklist as they hear them. Stop the tape after Tom and play it again if you don't think children have heard everything.

4 Speaking (2 Point and say.)

Ask children to read the speech bubbles and find the objects in the pictures. Then they point to the other objects in the pictures and identify them in the same way. Let individuals make statements; the rest of the class listens and points.

5 Speaking (3 Match and say.)

First get children to read the words in order (left to right). Then children match the words which look the same. They will find that they sound the same too.

Answers: cat/hat, frog/dog, hen/pen (no match for ball).

 Page 42

1 Reading (1 Read and match.)

Children read the words in the middle and draw lines, both ways where appropriate. Draw lines from **socks** to the boy and the girl to demonstrate. Children may colour the pictures if they wish.

2 Writing (2 Write.)

Children write the correct words in the sentences: socks/her blouse/are his shorts/are her shoes.

3 Writing (3 Look and write.)

Children match the first letters of words and write them in the correct blanks (**Dd**: dog, doll, dress; **Ss**: sun, socks, shorts).

Writing (1 Read and colour; 2 Draw and write  page 43)

- Children read what Meg and Tom have written in their scrapbooks and colour the pictures.
- Children draw their own pictures of clothing and write short descriptions below, following the models.

 *Reading for pleasure: Who am I?  page 35*

 **55** Paper crafts 3: popcorn man jigsaw

- 1 In this riddle children should guess as they read, so play the first line and stop the tape after the question. If children guess the answer straight away, tell them to listen and check. Play the rest of the tape. If they do not guess, play the next line and the question. Repeat if necessary to the end. Read the text aloud. Class joins in or repeats after you
- 2 Make the jigsaw to practise language the children have learned. If you can make several of them, children can put the pieces together in groups and practise **This is his hat/head/ arm/hand/jacket/stand. These are his feet/trousers.**
- 3 To extend the activity, let children colour the pieces and say, e.g. **This is his red and white hat. These are his blue trousers.**
- 4 Finally, read the riddle all the way though. Class reads with you.

Lesson 1  Page 36  Page 44

Language focus Pets

New language I have a ...

New words rabbit, fish, dog; (**R**) *cat, bird.*
Teaching aids Flashcards 1–4 (Andy, Meg, Tom, Sue)
Poster 3 (animals)

Preparation Prepare word cards for **rabbit, fish, dog.**

38, 39 Prepare puppet pets, one set for yourself, and one animal per child.

17 Make and photocopy handwriting grids for **W** and **X**.

1 Warm-up

- Use Poster 3 to revise names of animals: **It is big and it is grey. What is it?**
- Get the children to name the parts of the body they have learned. Point to your head; children do the same and say **This is my head**, etc.

2 Introducing the new words

- Use the animal puppet cut-outs (or Poster 3) to introduce/revise the words for pets.
- Use the word cards you have made to practise reading.
- Give each child an animal puppet cut-out to colour (they should choose their own colours). Go around the class and ask children to name them, e.g. **A black cat.**

 Page 36

3 Reading (1 Read and match.)

- Introduce the new language **I have a ...** using the set of puppet pets you have made. Say, e.g. **Look! I have a cat.** Repeat with remaining pets.
- Write **I have a ...** on the board and use the word cards to practise the new sentences.

- Children read Andy's bubble. Then they read the other statements and match the pets with the children, using the clues.

Answers: cat/**Tom** (mouse, food bowl);
bird/**Grandmother** (bird cage); fish/**Meg** (goldfish bowl);
dog/**Sue** (bone, lead)

4 Song (2 Listen and sing.)

- Children should be able to read the words of this song. Play Tape 23, while children follow the words in their books.


Tape 23

Boy: I have a dog, a little dog,
And Bingo is his name-o.
I have a dog, a little dog,
And Bingo is his name-o.

Children: B - i - n - g - o, B - i - n - g - o,
B - i - n - g - o oooooooooooooooooooooo,

Boy: And Bingo is his name-o.

- Play the tape again; children sing along.



Page 44

1 Reading (1 Colour, read and match.)

- Use the word cards and quickly revise the words for pets.
- Children colour the animals. They then match the animals to the speech bubbles and draw lines in the same colour (e.g. grey rabbit/line in grey to *I have a rabbit*).

2 Writing (2 Write the words.)

- Children look at the pictures and write the name of the pet underneath (cat, bird, fish, dog, rabbit).
- Hold up the word cards for children to read, spell and check their answers.

Language focus *I have* with adjectives and nouns

New language I have a ...; (**R**) *adjective + noun*; and

New words boat, train, bike; (**R**) *dog, bird, rabbit, house; little*

Teaching aid Poster 4 (toys)

Preparation Prepare word cards for **boat, train, bike**.

1 Warm-up

- Sing *B-i-n-g-o*, either with or without the tape ( page 36;  23).
- Children introduce their puppet pets. Encourage each child to say as much as s/he can, e.g. ***I have a cat. It is little (... black, etc).***

2 Introducing the new words

- Use Poster 4 to revise/introduce the new words.
- Play a guessing game: **It is blue. What is it?** Children guess, e.g. ***Is it a kite?***
- Use the word cards you have made to practise reading.

 Page 37

3 Reading – writing (1 Read and match.)

- Children look at Otto and read the question. Give them time to read the statements silently and match them with the pictures.
- Children take turns reading the statements at random; class agrees who it is.

Noticeboard Children draw portraits of themselves with one or two items which they like very much (either pets or toys) and write their names. They then write a short description on a separate piece of paper. You can either put the pictures and their descriptions on the Noticeboard together, or arrange them randomly so that children can match them up.

4 Speaking (2 Look and say.)

- Hold up two objects and say, e.g. **I have a book and a bag.** Write it on the board and say it again. Children read it. Encourage them to use the weak form of **and** /ənd/.
- Children look in their books and make statements for the children in the pictures.
Answers: I have a bag and a doll. I have a kite and a teddy. I have a car and a ball.

 Page 45

1 Reading (1 Read and colour.)

- Children read the description and colour the picture. As this is quite a long reading passage, you may wish to read it with them first. They then read and colour by themselves.
- Read the description aloud quite slowly. Children listen and check their work.

2 Reading (2 Read and colour.)

- Children read the sentences, look at the picture they have coloured and colour the appropriate face.
Answers: The yellow dog is little/**Yes**; The big dog is black/**No**; One cat is black/**Yes**; Three cats are grey/**No**; One rabbit is white/**Yes**.
- Ask individual children to read out the sentences and their answers. The other children listen and check their answers.

Language focus Describing oneself

New language I have ... and ... (R) *My name is ...;*
I am ... (age); adj + noun

New words hair, eyes, blonde; (R) *black, brown, blue*

Teaching aids Flashcards 1–4 (Andy, Meg, Tom, Sue)
Otto and Princess puppets

Preparation Bring in a bag or box.

Prepare reading cards for **hair, eyes, blonde**.

 **17** Make and photocopy handwriting grids for
Y and Z.

1 Warm-up

- Children say the *Numbers chant* with numbers 1–10 (Step 1 on page 18).
- Put your puppet pets in a bag or box. Children pull them out and make statements, e.g. **I have an orange fish.**
- Children sing *My name's Tico* ( page 28;  18).

2 Introducing the new words

- Begin by pointing to your own hair and eyes **Look! Hair, black hair; eyes, brown eyes.** Repeat, using flashcards 1–4.
- Use the word cards you have made to practise reading.

3 Introducing the new language

- Use the Otto puppet to introduce the descriptions. Otto tells the children **I'm six. I have brown hair and green eyes.** Write his description in a speech bubble on the board; the children read it. Erase it word by word; the children continue to read.

 Page 38

4 Reading (1 Read and match.)

- Children read the descriptions silently and decide who it is. They then read the descriptions and name the person.

Answers: 1st/*Meg*; 2nd/*Tom*; 3rd/*Andy*; 4th/*Sue*

5 Reading – speaking (2 Read and say.)

- Children read Jane's description. They then draw a picture of themselves.

- Give children a chance to stand up, show their picture and describe themselves.

6 Listening (3 Listen and draw.)

- Point to the characters at the bottom and ask **Who is it?** Children answer **It's Tom** (... Grandfather, Mother, Meg, Andy, Sue).
- Play Tape 24. Children listen and draw lines with their fingers only.

Tape 24

Teacher: Point to Grandfather.
Grandfather: I have a red kite.
Teacher: Point to Mother.
Mother: I have a blue kite.
Teacher: Point to Tom.
Tom: I have an orange kite.
Teacher: Point to Meg.
Meg: I have a green kite.
Teacher: Point to Andy.
Andy: I have a purple kite.
Teacher: Point to Sue.
Sue: I have a yellow kite.

- Play the tape again. Children listen and draw the lines in their books.
- Children choose a character and make a statement, e.g. **I have a red kite.** Ask the class who it is; they answer, e.g. **Grandfather.**

 Page 46

1 Reading (1 Read and colour.)

- Children read the words in the kites and colour accordingly.
- Individual children read the descriptions out at random. Children listen and say who it is.

2 Writing (2 Look and write.)

- Children match the faces with the exercise above and follow the lines to find which colour kite they have. They then write a sentence as in the example.

Answers: mother/**I have a blue kite**; Tom/**I have an orange kite**; Meg/**I have a green kite**; Andy/**I have a purple kite**; Sue/**I have a yellow kite**.

Language focus Skills consolidation

Language (R) *I have a ... and a ...; Is it ...? Yes/No.*

Words (R) *train, robot, doll, boat, bus, ball, kite, teddy, car, monkey, house, bag, plane*

Teaching aids Flashcards 5–10 (bus, car, doll, kite, plane, robot)
Poster 4 (toys)

Preparation Cover the backs of the flashcards with a plastic sleeve and put them in a basket or bag. Draw a page of simple fish shapes and copy enough to give one or two to each child (see *Reading for pleasure*  page 40.)

1 Warm-up

- Children take turns describing themselves.
- Use Poster 4 to revise the words for toys.

2 Revising the language

- Use the flashcards in the box to revise **I have a + colour + noun**. Demonstrate by drawing out a flashcard and saying, e.g. **I have a green kite**. Pass the basket around and allow children to draw out flashcards and make statements.
- Play a quick miming game. Ask **What is it?** and mime a train or a robot. Children guess by asking **Is it a ...?** Bring individual children forward and whisper the name of a toy, which the child must mime while the class guesses.

 Page 39

3 Speaking – writing (1 Look, say and write.)

- Children look at the pictures, read the first speech bubble and decide what the other children are saying. Cue them with the numbers to make statements.
Answers: 2 I have a grey robot; **3** I have a red bus; **4** I have a yellow doll; **5** I have a blue boat.
- Children write the numbers 1–5 in their notebooks and write sentences next to them, as above. (They might like to draw pictures as well.)

4 Game (2 Play a game.)

- Children read the example of how the game is played. Demonstrate the game. Choose a toy box and mention something in it, e.g. **I have a train**. Children make a guess, e.g. **Is it 4?** If they are wrong, mention two things in the box, e.g. **I have a train and a bus**. Continue until the children have guessed.
- Let a child (or a pair of children) select a toy box. Help the other children to guess.

 Page 47

1 Drawing (1 Circle four and draw.)

- Children look at the pictures, choose four to circle and draw them in the picture frame.
- Ask individual children to name what is in their picture.

2 Writing (2 Write.)

- Draw your own picture of two things and write a description on the board to demonstrate; children read.
- Children write their own descriptions. Monitor their work.

Writing (1 Look and read; 2 Draw and write  **page 48)**

- Children read what Jane has written about herself.
- Children draw their own pictures of themselves and write a short description below, following the model.

 *Reading for pleasure: My pets*  page 40

- 1 Ask children if they keep fish. Do they know anyone who does? Have they ever seen a tank of fish anywhere?
- 2 Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 3 Give each child one or two fish to cut out neatly and colour in one or two colours. Give each group of 5 or 6 children a large sheet of paper with a large rectangle drawn on it. They colour it blue. Children arrange their fish in the 'tank' and stick them on.
- 4 Each group shows their tank to the class. They point and say, e.g. **This fish is red. These fish are black and white**. To extend the activity, children write their sentences on paper, cut them out and stick them around the tank. Let children read each other's descriptions.

8 The duck is in the bath.

Lesson 1 Page 41 Page 49

Language focus Houses and furniture

New language The ... is (... 's) under/in/on/next to ...;
definite article: the (**R**) *This is the ...*

New words bed, phone, fridge, chair, table, bath, TV,
duck (**R**) *teddy, cat, bag*

Teaching aids Poster 4 (toys)
Poster 5 (doll's house)

Preparation Bring in a box and a teddy or an apple.
Prepare word cards for the prepositions, and the words
for furniture.

 **40** Photocopy, cut and colour doll's house
furniture.

1 Warm-up

- Let children choose a song they would like to sing.
- Put up Poster 4. Ask a child to come up, point and name something, e.g. **This is a kite**. The next child must point to two things; **This is a kite and this is a doll**, etc. Children continue to come forward, point and name until they forget or make a mistake. The next child can begin again.

2 Introducing the new words

- Use the furniture cut-outs with Poster 5 to introduce the new words.
- Use the word cards you have made for furniture to practise reading.

 Page 41

3 Reading (1 Read and find.)

Children look at the pictures, read the words and find the item in the picture of the house below.

4 Speaking (2 Point and say.)

Teaching note This is the first use of the definite article **the**, which is used because the speaker has a particular item in mind or because there is only one of that item.

- Children look at the house, read the speech bubbles and point to the items in the house.
- Children point to the house and name the furniture they can see in each room, e.g. **This is the fridge** (... bath, chair, bed, phone, chair, table, TV).
- Individual children make a statement; the other children listen and point.

5 Introducing the prepositions

- Use the box to make statements with prepositions. Put a doll or teddy (or other object) on the box and say, **It's on the box**. Children repeat. Continue with **in/next to/under** the box.
- Children come forward and place the object; the class says where it is.
- Use the word cards for prepositions to practise reading.

6 Reading – speaking (3 Look, read and say.)

- Children look at the pictures and read the words below. They then make sentences like the example in the speech bubble.
Answers: The cat is under the table; The duck is in the bath; The bag is on the chair; The phone is next to the bed.
- Children make statements at random; the other children point in their books.

 Page 49

1 Reading (1 Read and match.)

Children read the words and draw lines matching them to the pictures.

2 Writing (2 Look and write.)

Children find the number in the house, identify the furniture and write a sentence. They can refer to the words above, as necessary. The first one is done as an example.

Answers: 2 This is the bed; 3 This is the phone;
4 This is the bath; 5 This is the table; 6 This is the chair;
7 This is the TV.

Language focus Prepositions of place

New language Where is (*Where's*) the ...? S/He is (*S/He's*) between ... and ...; (*R*) It is *in/on/under/next to*

New word room; (*R*) *desk, box, pencil, rubber, book, bag, shoe; doll, robot, kite*

Teaching aid Poster 4 (toys)

Preparation Prepare a word card for **between** and **room**.



41 Make a large, open, cut-out box and desk (for the Noticeboard); also, photocopy and cut out the classroom items and toys, one for each child.

1 Warm-up

- Use the box and teddy again to make statements with prepositions (Lesson 1, Step 5).
- Use items in the room to revise the classroom words: **pencil, rubber, book, bag, box**, or draw pictures on the board. Children guess what you are drawing: **What's this? Is it a ...?**

2 Introducing the question

- Use Poster 4 (toys) to introduce **Where's the ...?**
- Draw a chair, a table, a bed and a box on the board. Draw a simple apple, ball, hat and shoe below. Draw the apple on the table and ask the question; children answer: **Where's the apple? It's on the table.**
- Children come forward, draw the pictures and ask the questions; the class answers.

 Page 42

3 Speaking (1 Match and say.)

- Children read the speech bubbles and find the pictures on the Noticeboard. They then ask and answer questions about the objects on the board.
Answers: *on the desk*/book, pencil rubber; *under the desk*/bag, box, shoe; *in the box*/doll, robot, kite.

Noticeboard Hand out the cut-outs and ask the children to colour them. While they are doing this, put the desk and the box on the Noticeboard. Children put their items on the board and make statements, e.g. **The pencil is under the desk.** Children can then make questions about the items, e.g. **Where's the blue pencil?**

4 Reading (2 Read, look and write.)

- Bring three children to the front of the class to introduce the preposition **between** and revise **next to**. Write them on the board; children read.
- Children read the speech bubble and look at the pictures. They then write the correct preposition in the blanks.
Answers: The teddy is **between** the books. The ball is **next to** the elephant.

5 Reading (3 Read and say.)

- Use the word card to introduce the word **room**. Children read the text and try to answer the question. Let them read silently first.
Answer: Sue.
- You read the text aloud; children listen and point to the picture.



Page 50

1 Reading (1 Read and circle.)

Children read the description and circle the correct picture. The first is done as an example.

2 Writing (2 Write.)

- Use the word cards to revise the prepositions.
- Children read the questions, look at the pictures and write the answers. The first is done as an example.
Answers: doll/*It is under the bed*; teddy/*It is between the books*; car/*It is in the box*. ball/*It is next to the chair*.
- Children read out their answers; other children say what it is, e.g. **It's the doll.**

Language focus Locating rooms in a house

New language This is my flat; (R) *Where is the ...? It is in ...*

New words kitchen, hall, bedroom, living room, bathroom; (R) *father, mother, brother, friend, cat, bed, phone, bath, fridge, table, chair, TV*

Teaching aids Poster 5 (doll's house)
Flashcard 13 (Otto's family)

Preparation Prepare word cards for **kitchen, hall, bedroom, living room, bathroom.**

Bring in some objects to place around the room.



40 Use the doll's furniture.

1 Warm-up

- Put things around the room in places where they are slightly hidden (under the desk, in a bag/box, on a table/chair, between books, next to a box, etc.). Ask children where they are; they make statements, e.g. **Where's the apple? It's in the bag.**
- Give five things to the class and close your eyes for a moment while they place them. Then they ask you where they are and you find them and answer.

2 Introducing the new words

- Use Poster 5 to introduce the new words.
- Use the word cards to practise reading.

 Page 43

3 Reading – listening (1 Read, find and listen.)

- Use flashcard 13 to revise the words for members of the family, **mother, father, sister, brother.**
- Children look at Meg and read the speech bubble. This is not a house, it's a flat. Make certain they understand the difference. Children look at the flat, read the words and point to the rooms. Then they listen to the tape to check. Play Tape 25; children listen and point in their books.

Tape 25

Meg: This is my flat.
This is the kitchen. My mother's in the kitchen.
Good morning!

Mother: Good morning, Meg.

Meg: This is the bathroom.

Father: Yes?

Meg: My father's in the bathroom.
This is the bedroom. Tom's in the bedroom.
And this is the hall. The phone's in the hall.
This is the living room. And this is my friend, Sue.
Hello, Sue!

Sue: Hello, Meg!

- Play the tape again. Then children point and make statements about the rooms and who is in them, e.g. **This is the bedroom. Tom's in the bedroom.**

4 Speaking (2 Look, find and answer.)

- Quickly revise the words for furniture, using the cut-outs.
- Children read the speech bubbles and point to the TV in the picture. Then children take turns asking and answering about the pictures.



Page 51

1 Reading (1 Read, match and draw.)

- Children look at the picture of their flat. They read the words for rooms at the top and draw lines to the correct room in the picture.
- Check their work by asking, e.g. **Where's the chair** (... bath, bed, fridge)?

2 Writing (2 Circle two, draw and write.)

Children should circle and then draw two members of their family (preferably female and male) in a room in the house. They then complete the sentences with the names of family members and rooms, e.g. Where is your **mother**? She is in the **living room**.

Language focus Imperatives

New language Put your hands on your head (... legs, arms, feet) etc.

New words feet/foot; (R) table, bath, chair, fridge, box, phone, TV, apples, shoes, duck

Teaching aid Poster 4 (toys)

Preparation Bring in a hat.
Use the word cards for parts of the body.

 **40** Use the furniture cut-outs.

1 Warm-up

- Use the hat to revise the prepositions: It's **in** the bag, **on** the desk, **on** Mary, **next** to the book, **under** the chair, etc.
- Point to children in the room and make statements about them, **S/He's next to .../between ... and ...**
- Ask a child the question **Where's your friend?** Child answers, using **next to** and **between**. Children guess who it is: **Is it ...?**

2 Introducing the new language

- Introduce **put**. Give a child an object (an apple or a book) and say, e.g. **Put the apple on the desk**. Repeat with other objects/children/places.
- Quickly revise the words for parts of the body and introduce **foot**: **This is my foot/These are my feet**, etc. Cue sentences with word cards.

 Page 44

3 Reading (1 Read, look and do.)

- Children look at the picture of the clown. Who is it? (Bobo the clown).
- Help the children read the commands and match them with the pictures. Then give and illustrate the commands; children follow.
- Children take turns reading out the commands; the other children listen and follow.

4 Listening (2 Listen and draw lines.)

- Use the furniture cut-outs to revise the words for furniture. Then ask children to name the items in the two rows.
- Play Tape 26. Children listen and trace lines with their fingers, between the named objects.

 **Tape 26**

The TV is on the table. The apples are on the fridge. The shoes are under the chair. The duck is next to the bath. The phone is in the box.

- Play the tape again; children listen and draw lines from the objects on top to show their position in the row below.

5 Listening – speaking (3 Listen and say.)

- Draw a stick figure house, man, hat and cat on the board; children name them as you draw.
- Children should be able to read the words in the action rhyme. Play Tape 27; children follow and read in their books.

 **Tape 27**

In the house there is a man. (Wave)
A man in the house. Ho, ho, ho. (Wave)
And on the man there is a hat. (Pat head)
A hat on the man, a man in the house. Ho, ho, ho.
(Pat head, wave)
And in the hat there is a cat. (Make cat ears)
A cat in the hat, a hat on the man, a man in the house.
Ho, ho, ho. (Make cat ears, pat head, wave)

- Play the tape again and do the actions (in brackets above); children join in.
- Teach the rhyme; give children parts (man, cat) and they do that action only.

 Page 52

1 Speaking (1 Point, say and do.)

- Give the 'Bobo says' commands; children follow.
- Children look at the pictures and say the instructions.
Answers: Put your hands on your head; Put your hands on your arms; Put your hands on your legs; Put your hands on your feet.
- Children take turns pointing to a picture and giving a command; the rest of the class obeys.

2 Reading (2 Read and draw.)

Children read the sentence and draw the object in the correct place.

Writing (1 Read and look; 2 Draw and write  page 53)

- Children read the example, silently and then aloud.
- Children draw their own pictures of their rooms and write a short description below, following the model.

 **Reading for pleasure: Where is the mouse?**  page 45

 **26 Paper crafts 4: mouse**

- 1 Give children a few moments to look at the pictures before you play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 2 Make the mouse and use it with a box to practise all the prepositions. Make several mice for children to practise in groups.
- 3 Read the text with the whole class joining in.

9 What are these?

Lesson 1 Page 46 Page 54

Language focus Shapes

New language What are these?/They are **(They're)** ...;
(R) What is this/It is a ...

New words biscuits; triangle, circle, square;
(R) boys; girls

Teaching aids Flashcard 16 (triangles, circles, squares)

Poster 3 (animals)

Preparation Prepare word cards for **biscuits, triangle, circle, square.**

Make two large speech bubbles: **What's this?/What are these?**

1 Warm-up

- Let children choose a song they would like to sing.
- Do the *right left* rhyme (Step 1 on page 27).

2 Introducing the new words

- Use flashcard 16 to introduce the new words for shapes.
- Use the word cards you have made to practise reading.

Page 46

3 Listening – reading (1 Listen and point.)

- Use Poster 3 to introduce the question **What are these?** Point to animals and ask **What's this?/What are these?**
- Write the questions on the board.
- Ask children to point to the characters: **Point to Sue** (... Grandmother, Meg, Tom). Play Tape 28; children listen, read and point.

Tape 28

Sue: What are these?	Grandma: They're biscuits.
Sue: What's this?	Grandma: It's a circle.
Andy: What's this?	Grandma: It's a triangle.
Meg: What's this?	Grandma: It's a square.
Meg, Sue, Tom: What are these?	Grandma: They're boys. Biscuit boys!

- Play the tape again. Children read along.
- Give children parts to read (e.g. one child is Sue, another is Grandmother, etc.).

4 Speaking (2 Ask and answer.)

Children read the speech bubbles and point to the first picture. They then ask and answer about the following pictures.

5 Reading

- Use the speech bubbles to revise and read the questions **What's this/What are these?** Draw the following on the board: 1 stick boy, 2 circles, 2 stick trees, 1 triangle, 1 girl, 2 squares. Hold the speech bubbles next to the appropriate drawings; children read and answer.
- Children come forward and use the speech bubbles in the same way.

Page 54

1 Reading (1 Read and match.)

Children read the questions and draw a line to match the shape/s to the correct statement. They then draw a line from the statement to the 'shape' pictures on the right.

Language focus What is this (... are these)?

Language (R) How many ...?; -s plural; What are these? They are ...

New words cooker, truck; sandwiches, ice creams, sweets; (R) cakes, biscuits

Teaching aids Otto and Princess puppets
Flashcards 16–19 (triangles, circles, squares, sandwiches, ice cream/sweets, cakes/biscuits)
Poster 2 (numbers)

Preparation Prepare word cards for food items. Build up toys from coloured shapes, up to ten of one coloured shape per toy (see the Noticeboard right).

1 Warm-up

- Do *Bobo the clown* commands (Step 3 on page 36). First give the commands; children follow. Then a child does an action; the class follows and says what it is.
- Sing *Oliver Twist* ( page 17;  7).

2 Listening

- Use flashcard 16 to revise the shapes. Get children to describe them in various ways, asking, e.g. **What are these? What colour? How many ...? Is it/Are they big or little?** etc.
- Play Tape 28 again. Children listen and follow in their books on page 46.

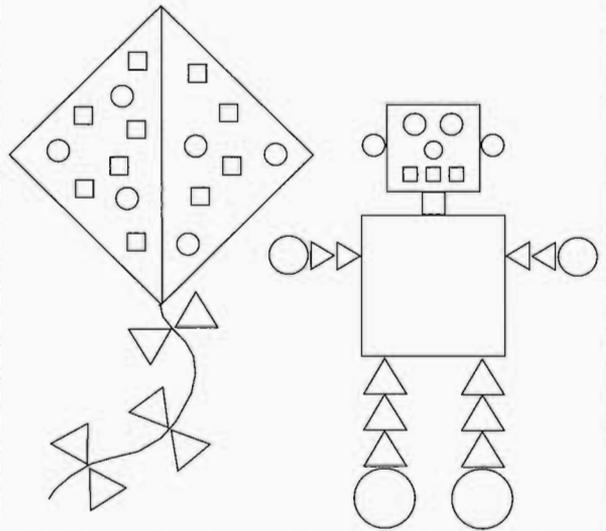
 Page 47

3 Speaking (1 Point and say.)

- Children look at the Noticeboard. Help them to read the new words, **cooker** and **truck**. Find out how many children have a toy cooker or a toy truck.
- Children read the speech bubbles and count the number of circles on the cooker (6), then on the truck (8).
- Children ask about and count squares and triangles.

Answers: cooker: 6 circles, 7 triangles, 5 squares;
truck: 8 circles, 7 triangles, 2 squares

Noticeboard Put on the Noticeboard the toys you have made from shapes, e.g.



Ask children to use the Otto and Princess puppets to ask questions, e.g. **How many red triangles?** They point while the rest of the class counts.

4 Introducing the new words

- Use flashcards 17–19 to introduce the words for food.
- Use the word cards you have made to practise reading.

5 Reading – speaking (2 Look and find.)

- Children point to the words, read them and follow the ribbons to the pictures above.
- Children read the speech bubbles and point to the picture. They then point, ask and answer. Put flashcards 17–19 on the board. Children come forward in pairs, point to the food and practise the short dialogue.

 Page 55

1 Reading (1 Read and colour.)

- Children read the statements, colour the shapes and answer the questions. (If you wish them to write the numbers in words, you may need to drill them with the word cards first.)

Answers: There are 7 circles, 6 triangles and 8 squares.

2 Reading (2 Read and match.)

- Quickly revise the new words, using the flashcards and word cards.
- Ask the children to colour the pictures and use the same colour to draw lines to the correct word (this will make it easier for you to correct).

Language focus Numbers 1–20

New language Number 14 has/is ...; (R) Yes/No.

New words Numbers 11–20 (numerals and words)

Teaching aids Flashcards 1–4 (Andy, Meg, Tom, Sue)
Poster 2 (numbers)

Preparation Prepare word cards for the new numbers.

1 Warm-up

- Do the chant with numbers 1–10 (Step 1 on page 18).
- Use Poster 2 to revise colours and numbers up to ten (words and numerals).

2 Introducing the new words

- Use Poster 2 to introduce the new numbers.
- Use the word cards you have made to practise reading.

 Page 48

3 Listening (1 Listen and point.)

- Use Poster 2 to demonstrate what the children are to do. Put your finger on a numeral, say the number and then find and say the word. Play Tape 29. Children hear the  and point to the given numeral, then point to the word.

Tape 29

- | | |
|--|--|
|  Eleven ... eleven. |  Twelve ... twelve. |
|  Thirteen ... thirteen. |  Fourteen ... fourteen. |
|  Fifteen ... fifteen. |  Sixteen ... sixteen. |
|  Seventeen ... seventeen. |  Eighteen ... eighteen. |
|  Nineteen ... nineteen. |  Twenty ... twenty. |

- Play the tape again. Children listen and point in their books.

4 Reading (2 Read and ✓.)

- Use flashcards 1–4 to revise descriptions of features and clothes, **S/He has**
- Children read the statements, look at the pictures and tick **Yes** or **No**. Do the first one as an example. Then let them work silently in their books.

- Children read their answers. Other children check.

Answers: 1 **No**; 2 **No**; 3 **Yes**; 4 **No**; 5 **Yes**; 6 **No**.

 Page 56

1 Reading (1 Read and match.)

- Quickly revise the words for numbers 11–20, using the word cards.
- Children read the numerals 11–20 on the clown toy and draw lines to the correct words.
- Use Poster 2. Bring a child forward and distribute the word cards to ten others (or to pairs). The child points to a number and says what it is. The child with the appropriate word card stands up and says his/her number. (You may wish to do this with numbers 1–20.)

2 Reading – counting (2 Read, count and draw.)

- Remind children of the language for reading sums, e.g. $4 + 5 + 1 = 10$: **Four and five and one are ten**.
- Children count the items in the first two boxes and draw the correct number of items in the empty box to make the total.

Answers: 3 sweets, 1 apple.

- Children read out their sums.

Language focus Numbers and subtraction

New language Sum: 4 take away 2 is 2.

New word beetles (rhyme); **(R)** Numbers 11–20 (numerals and words)

Sounds long e /i:/

Teaching aid Poster 2 (numbers)



25 Use the number wheel.

1 Warm up

- Practise the numbers 1–20, using the clown toy and the word cards (Lesson 3, Step 1 in WB notes).
- Play *Who is it?* Give out the word cards for numbers 11–20. Ask the children to come to the front and hold up their cards. Identify a child like this: **S/He's next to 10** (... between 13 and 17, etc.). **Who is it?** Children guess **Is it ...?**

 Page 49

2 Listening (1 Listen and draw.)

- Children look at the picture of the football game. Check they can read all the numbers on the players' shirts.
- Play Tape 30. Children listen and point to the numbers as they hear them.



Tape 30

Commentator: Number 10 ... Number 14 ... Number 20 ... And ... Number 11 ... Number 19, Number 13 ... Number 15 ... Number 15 ... Number 12! Number 16! Number 16! It's a goal!

- Play the tape again. Children draw a line to show the ball's path.
- One or two children might like to play at being sports commentators, reading out the numbers while the other children follow in their books. They can choose different numbers if they wish, to show a different path for the ball.

3 Introducing the new language

- Children learn to say subtraction sums. Draw ten stick men on the board and ask how many there are. Then erase two of them and ask again. Say the sum **Ten take away two is eight**.
- Repeat with one or two more sums (don't go above 12).

4 Speaking (2 Look and say.)

- Children read the speech bubble. They then do the sums on the slates and read them out.
- Use the number wheel for more practice.

5 Listening – speaking (3 Listen and say.)

- Children look at the beetles at the bottom of the page and say what they are. Ask how many there are, what colour, and how many feet they have. Play Tape 31; children listen and look in their books.



Tape 31

(Clap, clap, clap-clap-clap, clap, clap, clap.)

Three green beetles have eighteen feet.

(Repeat three times.)

- Play the tape again. Children clap and speak with the tape.



Page 57

1 Reading (1 Read and colour.)

- Children read the sentences and colour the pictures.
- Make statements to help them check their work, e.g. **She has a red T-shirt**. Children look and say **It's number 15**.

2 Reading (2 Read, draw and find.)

Children draw dot-to-dot, reading and following the numbers. They then complete the sentence: **It is a plane**.

Writing (1 Read and colour; 2 Draw, colour and write



page 58)

- Children read the texts and colour the shapes. (The **bold** emphasises the use of capital letters at the beginning of sentences and full stops at the end. Point them out.)
- Children choose two sets of items to draw and colour. They then write short descriptions on the lines below, following the model. Check, in particular, use of initial capital letters and full stops.



Reading for pleasure: **The counting game** 

page 50

- 1 Give children time to look at the pictures before you play the tape in the usual way (see note 2, *Reading for pleasure*, page 8).
- 2 Read each line; prompt children to join in or repeat after you. Demonstrate the action for each line. Children copy you.
- 3 Teach the rhyme by saying each line and omitting the last word. Children say it. Say the rhyme again, omitting the second and last words. Children say them. The third time, give the first word; children say the rest of the line.
- 4 The class says the whole rhyme altogether, doing the actions. If children enjoy this, use it as a warm-up for future lessons.

10 Are these your shoes?

Lesson 1 Page 51 Page 59

Language focus Clothing

New language Are these your ...? Yes, they are; No, they are not (**aren't**); -'s possession; (**R**) *Is this your ...? Yes, it is/No, it is not.*

New words Tom's; Meg's (**R**) *hat, ball, shoes, socks, dress, T-shirt*

Teaching aids Otto and Princess puppets
Flashcards 2, 3, (Meg, Tom)

Preparation Bring in a box.

 **42** Photocopy, cut and colour pairs of items for Princess and Otto.

Ask children to bring in family photographs (for the Noticeboard, Lesson 2).

1 Warm-up

- Ask several children to put something of theirs in the box, naming it as they do: **This is my ruler**, etc. Use the Otto puppet to try to remember who each item belongs to. Otto takes an item to one of the children and asks **Is this your ...?** Children answer **Yes, it is/No, it isn't**. (Otto makes quite a few mistakes.)
- Repeat the game. Let one or two children take the Otto (or Princess) puppet and do the guessing.

2 Introducing the new language

- Use the puppets and the cut-outs to introduce the question **Are these your ...?** First hold up the safari shorts and ask Princess **Are these your shorts?** Princess answers **No, they aren't**. Then ask Otto: **Yes, they are**. Repeat with glass slippers, etc.
- Write beginning of the question and the answers on the board in speech bubbles: **Are these your ...? Yes, they are/No, they aren't**. Use them with the puppets and cut-outs to practise reading.
- Put flashcards 2 and 3 on the board, point and make statements: **This is Tom's T-shirt. These are Meg's socks**. Write **Tom's** and **Meg's** under the cards and repeat. Point to the cards and elicit statements.

 Page 51

3 Listening – reading (1 Listen and read.)

- Ask children to point to the characters in the strip story (Mother, Meg, Tom). Play Tape 32. Children listen and follow the story in their books.

Tape 32

Mother: Is this your ball, Meg?

Meg: Yes, it is.

Mother: Are these your shoes, Tom?

Tom: Yes, they are.

Mother: Is this your hat, Meg?

Meg: No, it isn't. It's Tom's hat.

Mother: Are these your socks, Tom?

Tom: No, they aren't. They're Meg's socks.

- Play the tape again. Children listen and join in the story.
- Assign roles to children (Mother, Meg, Tom). They read the story out loud.

4 Speaking (2 Look and say.)

- Children look at the clothing in the speech bubbles and ask questions: **Is this your ...?** They then look at the clothing on the other child to see if it fits.

Answers: Is this your skirt?/**No, it isn't**; Are these your socks?/**Yes, they are**; Is this your dress?/**Yes, it is**; Are these your shoes?/**Yes, they are**.

 Page 59

1 Writing – reading (1 Read, match and write.)

- Children look at the scenes and the empty speech bubbles. They find the correct words in the boxes and copy them in the blanks. Do the first one as an example.

Answers: 1 Is this your ball? 2 Are these your shoes? 3 No, it isn't. 4 No, they aren't.

- Assign roles again, as Step 3 above. Children read aloud.

2 Speaking (2 Draw, ask and answer.)

- Children are to draw their own shoes in one box and look at a friend's shoes and draw them in the other box. They do the same with bags.
- Children ask and answer about their pictures: **Are these/Is this your ...?**

Language focus Is this/Are these your ...?

Language (R) *Is this/are these your ...? Yes, it is/Yes, they are.*

New word family (on tape); (R) *mother, father, brothers, sisters, grandmother, grandfather; hat, pencils, bag, books, sweets*

Teaching aids Flashcards 13, 15 (Otto's family; grandmother/grandfather)

Preparation Bring in a box or basket. Use word cards for family members.

 **42** Use cut-out possessions for Otto and Princess.

1 Warm-up

- Put the cut-outs of the items belonging to Otto and Princess in a box. Using the Princess puppet, pass the box around; children take out an item and ask a question **Are these (is this) your ...?** Puppet (you) answers **Yes, they are/No, they aren't.** Repeat with Otto puppet.
- Bring a child forward and point to parts of the body, naming them: **This is ...'s head/These are ...'s hands,** etc. Point again and elicit the statements from the class. Repeat with another child.

2 Introducing/revising the words

- Use flashcards 13 and 15 to introduce the word **family**: **This is Otto's family.** Revise words for family members.
- Use the word cards to practise reading.

 Page 52

3 Listening (1 Listen and point.)

- Children look at Otto and Princess, read the speech bubbles and point to the pictures. Play Tape 33. Children listen and point to the people in the picture.

Tape 33

Otto: Is this your family?
Princess: Yes, it is. This is my father and this is my mother.
Otto: Is this your grandmother?
Princess: Yes, it is.
Otto: Are these your brothers?
Princess: Yes, they are. And this is my sister.

- Play the tape again.
- Children point to the pictures and talk about the family: **This is her grandmother** (... mother, father, sister). **These are her brothers.**

Noticeboard: Use the family photographs that children have brought in, or ask the children to draw pictures. Encourage them to put these on the Noticeboard; ask them questions, as above.

4 Listening (2 Listen and ✓.)

- Point to the chart and explain that children should put a ✓ when they hear someone answer **Yes**. Read out the first two questions and demonstrate. Then play Tape 34. Children listen and ✓ with their fingers the first time.

Tape 34

Teacher: Is this your hat,	Sue: Yes, it is!
Sue?	
Teacher: And are these	Sue: No, they aren't.
your pencils?	
Teacher: Are these your	Tom: Yes, they are.
pencils, Tom?	
Teacher: And is this your	Tom: Yes, it is.
bag?	
Teacher: Is this your	Andy: Yes, it is.
book, Andy?	
Teacher: Are these your	Meg: No, they aren't.
sweets?	They're Tom's sweets.

- Play the tape again. Children listen and ✓ in their books.

5 Speaking (3 Point, ask and answer.)

Point to the chart and ask and answer, as in the example. (The chart can create up to five questions for each name.)

 Page 60

1 Writing (1 Write the letters.)

- Children read the speech bubble and then complete the words, writing the vowels.
- Children take turns spelling the words aloud; other children check.

2 Writing (2 Look and write.)

Children look at the pictures of Ann's family, match them with the pictures above and write the words in the blanks.

Answers: mother, Ann's brothers, These are Ann's sisters, This is Ann's father.

3 Writing (3 Find and write.)

- Remind children of the -'s for possession and look at the example.
- Children follow the lines and write in the blanks.
Answers: Jane's dog, Bill's cat, Jim's fish, Ann's rabbit

Language focus Revision

Language (R) *Where is ...? Next to ...; Is this/Are these his/her ...? Yes/No*

Words (R) *rabbit, cat, cakes, teddy, T-shirt, hat, dress, fish, socks, shoes, hat*

Preparation Use word cards for the objects. Make two large speech bubbles: **What's this?/What are these?**

1 Warm-up

- Play *What is it?* using the word cards. Ask several children to come forward and stand in a line. Give them each a word card to hold up (don't use socks/shoes). Then make statements, like this: **It's between the teddy and the hat/It's next to the fish. What is it?** Other children guess **Is it the hat?** etc.
- A child chooses a card, whispers the word to you, then makes a statement and the other children guess.
- Repeat with a new group of children.

 Page 53

2 Song (1 Listen and sing.)

- Children point to the characters. Play Tape 35. Children listen and point.

 **Tape 35**

(children hold up a hand)
This is mother, kind and dear.
(point to thumb)
This is father, standing near.
(point to index finger)
This is brother, see how tall.
(point to middle finger)
This is sister, not so tall.
(point to ring finger)
This is baby, sweet and small.
(point to little finger)
These are the family one and all!
(wiggle all fingers)

- Play the tape again. Children sing along.

3 Game (2 Play a game.)

To play the game: a child points to one of the people below and asks, e.g. **Is this her rabbit?** To find out, another child closes his/her eyes and points somewhere on the **Yes/No** chart, then looks and says the answer **Yes, it is** or **No, it isn't** depending where he/she is pointing. The first child then puts a ✓ or a ✗ in the box next to that picture.

- Draw a **Yes/No** chart on the board and demonstrate how the game works.
- You can play the game as a class; bring a child to the front to use the chart on the board. Then children take turns asking the questions and fill in the boxes in their books.

 Page 61

1 Reading (1 Read, match and colour.)

- Children read the words, draw lines to the pictures and colour them.
- *(Optional)* You could decide the colours yourself, and do this as a listening exercise: say, e.g. **Her dress is blue and white. His T-shirt is orange. Her teddy is brown. Her bag is green. His shoes are black and his socks are red. Her hat is yellow. His ball is purple and grey.**

2 Writing (2 Look and write.)

Children match the clothing to the items in the pictures above and write sentences.

Answers: This is her **dress**; These are his **shoes**; **These are her socks**; **This is his T-shirt.**

3 Reading – writing (3 Read and answer.)

Children locate the items in the picture and write where they are.

Answers: teddy/It is **next to the bag**; hat/**It is on the chair**; ball/**It is under the chair.**

Language focus Revision

Language (R) *Where is the ...?/It is in the ...; Who is it? S/He/It is/has ...*

Words (R) *bedroom, kitchen, hall, bathroom, living room; phone, fridge, table, bath, TV, bed, lion; hair; brown, blonde, red, little*

Teaching aid Poster 5 (doll's house)

 **40** Use the furniture cut-outs.

1 Warm-up

- Sing *The family*  page 53;  35.
- Say the rhyme *In the house there is a man* ( page 44;  27).

 Page 54

2 Speaking (1 Find, ask and answer.)

- Use Poster 5 and the furniture cut-outs to revise the names for furniture and rooms in a house.
- Children look at the house. Help them discover that it is slightly strange (e.g. what can they see in the bath/in the hall?). Children read the speech bubbles and find the table in the picture.
- Agree with the children what the rooms are before they ask and answer. Ask a child to point to an item and ask the question. Another child finds the item in the house and answers. (Point out that they must find an item which looks the same as the small picture below.)

Answers: *fridge/in the living room; table/in the bathroom; bath/in the hall; TV/in the bedroom; bed/in the kitchen; phone/in the kitchen; lion/in the bedroom.*

3 Reading – speaking (2 Read and say.)

- Revise the pattern **S/He has ...** + colour of hair/eyes, using children in the class.
- Children read the short texts, look at the pictures and answer the question **Who is it?** Give them time to read silently and decide.

Answers: D, E, C, A

- Children read the descriptions out loud and give their answers.

 Page 62

1 Reading (1 Look and read.)

Children read the texts and match the descriptions with the family photographs.

2 Writing (2 Draw and write.)

Children draw members of their families in the picture frames; they then write short descriptions following the models. Check, in particular, use of initial capital letters and full stops.

 *Reading for pleasure: My room*  page 55

- 1 First give children time to look at the pictures. Ask them to name as many things as they can in each one.
- 2 Children read the texts silently.
- 3 Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).

Lesson 1  Page 56  Page 66

Language focus Identifying distant objects

New language There is (**There's**) a ...; Is there a ...?
Yes, there is/No, there is not (**isn't**).

New words hill, cow, goat, flower, barn; (**R**) *house, horse, bird, tree*.

Teaching aids Alphabet frieze
Poster 4 (toys)

Preparation Prepare word cards for **hill, cow, goat, flower, barn**.

1 Warm-up

- Use the alphabet frieze to revise big and small letters. Do the alphabet chant ( page 8;  3).
- Play the backwriting game. Ask a child to come forward and write a big letter on his/her back. Ask **What is it?** Child guesses, e.g. **Is it P?**
- Call another child forward; the first child does the backwriting. (Turn your back to the class, and trace the same letter in the air, so that the rest of the class can see and follow.)

Page 56

2 Reading (1 Look and read.)

- Children look at the new words in their books. Read the words out while children listen and point. Then individual children read the words out; the other children point.
- Use Poster 4 to check that they know the words, pointing to the items on the toy farm and asking **What's this?**
- Use the word cards to give further reading practice.

3 Listening – speaking (2 Listen, point and say.)

- Introduce **There is a ...** Write it on the board and read it out. Hold up word cards; children read and find the picture in the book.
- Play Tape 36. Children listen and point to the words and pictures as they hear them.

Tape 36

Meg: Look! There's a cow ...
Grandmother: ... and there's a horse.
Meg: There's a boy on the horse!
Tom: Look! There's a barn ...
Grandmother: ... and there's a house.
Tom: There's a girl in the house.
Tom: Look! There's a hill ...
Meg: ... and there's a big tree.
Tom: And there's a goat under the tree.

- Play the tape again. Children read the speech bubbles and say what is in the picture.

4 Introducing the question and answers

- Introduce the question and answers. Ask questions about the picture and answer them yourself: **Is there a cow? Yes, there is. Is there a dog? No, there isn't.**
- Point to the farm on Poster 4 and repeat; children answer.

5 Speaking (3 Ask and answer.)

- Children read the first two speech bubbles. They look at the white house below and find the same white house in the main picture. Repeat with the second set. They look at the red bird below and find a yellow bird in the picture.
- Children point to the prompts and ask and answer questions about the picture.
Answers: red barn? **Yes**; grey goat? **No** (white goat); black and white cow? **Yes**; white house? **Yes**; grey horse? **Yes**; green tree? **Yes**; red bird? **No** (yellow bird).

Page 66

1 Reading (1 Match and read.)

Children draw lines between the two halves of the picture and then to the word. (Ask them to use different colours for the lines.)

2 Writing (2 Colour and write.)

- Children colour the pictures in any way they like and then complete the sentences with the colour of the item. Do the first one as an example.
Example answers: There is a red barn; There is a white house; There is a blue bird; There is a black goat.
- Monitor their work. Children read their sentences aloud.

Language focus There is ...

Language (R) *Is there a ...? Yes, there is/No, there is not; under, on, in, next to*

New word picture; (R) *goat/s, cow/s, boy/s, girl, cat, man, dog, horse; house, hill, barn, tree, bus*

Teaching aid Poster 4 (toys)

Preparation Bring in a box and a ball or soft toy.

1 Warm-up

- Remind children of the rhyme *Three green beetles have eighteen feet* ( page 49;  31).
- Children choose a song to sing or a rhyme they have learned from a *Reading for pleasure* page.

2 Revising the words

- Play Tape 36 again. Children listen and point in their books on page 56.
- Children pretend to be on a hill, looking down on a farm. They describe what they see. Other children listen with their eyes closed and try to visualise.

3 Revising the questions and answers

- Put Poster 4 up and identify one or two items: **There's a house. There's a duck.** Children identify other items.
- Play a memory game. Take the poster down and put it on a table or desk. Ask two children to come forward and look at the poster. Children ask questions about it, e.g. **Is there a teddy?** Children at the front answer, **Yes, there is/No, there isn't.**

 Page 57

4 Speaking (1 Look, ask and answer.)

- Begin by asking children to describe each picture: **Look at the red picture,** etc.

- Children read the speech bubbles. Ask a child to choose a picture and whisper it to you. Other children then ask questions to find out which picture has been chosen, as in the examples.

5 Reading (2 Read and draw lines.)

- Use an object and a box to revise quickly the prepositions **in, on, under** and **next to**.
- Children read the text to find out where the goat, cow, boy, etc. should go in the picture. They then draw lines. Do the first one as an example.
- Children read, match and draw the lines. Monitor their work.

 Page 67

1 Reading – writing (1 Read, look and write.)

- Children look at the pictures, read the questions and write the answers, as in the examples.
- Children read out the questions and their answers. If the answer is **No**, ask them to try to make a correct statement.
Answers: Yes, there is; No, there is not (There is a cow in the barn); **Yes, there is; Yes, there is.**

2 Reading (2 Read, colour and draw.)

- Children read the text through and look at the picture. They then read the text again and colour/draw the items.
- While the children are working, draw a tree, a house and a barn on a sheet of paper. Ask children to read out the text, sentence by sentence; other children come forward and draw/colour as appropriate. Children compare their pictures with this one.

Language focus There is/There are ...

New language There are ... + -s plural; (R) *How many ...? There is ...*

New words van, taxi; (R) *plane, train, bike, bus, car*

Teaching aid Poster 4 (toys)

Preparation Prepare word cards for **van, taxi**.

1 Warm-up

- Do the *Number chant* with numbers 1–10 (Step 1 on page 18).
- Use Poster 3 and repeat the memory game from step 3 in Lesson 2.

2 Introducing the new words

- Use Poster 4 to revise/introduce the words.
- Use the word cards you have made to practise reading.

Page 58

3 Speaking – writing (1 *Count, write and say.*)

- Introduce **There are ...**. Draw single stick figures on one side of the board (man, boy, girl, tree, cat); draw pairs of the same figures on the other side. Write **There is ...** and **There are ...** above them. Point and say **There's a boy, There are two boys**. Continue with remaining figures; children repeat.
- Point to the figures to cue sentences.
- Children look at the picture of traffic and read the words in the box and the speech bubbles.
They then ask and answer about the picture, as in the example.
Answers: There is one plane/one train; there are five buses/three taxis/ten cars/four vans/nine bikes.
- Children write the sentences in their notebooks.

4 Song (2 *Listen and sing.*)

- Quickly do finger counting up to ten.
- Play Tape 37. Children listen and count with their fingers.

Tape 37

One little, two little
Three little monsters
Four little, five little
Six little monsters
Seven little, eight little,
Nine little monsters
Ten of them can't scare me!

Ten little, nine little
Eight little monsters
Seven little, six little
Five little monsters
Four little, three little
Two little monsters
One of them can't scare me!
None of them can scare me!

- Play the tape again. Children listen and sing along.

Page 68

1 Writing (1 *Find and write.*)

- Children look at the scrambled letters and try to make a word (they can tell from the shape).
Answers: taxi, van, bus, train, plane, bike.
- Ask children to spell a word; the others follow in their books and say what the word is.

2 Reading – writing (2 *Read, count and write.*)

- Children look at the pictures and complete the sentences.
Answers: There are **four girls** in a van/There are **two cows** in a barn; **There are five birds** in a tree; **There are two boys** on a bike; **There are three cats** under a tree.
- Monitor their work. Children read out their sentences.

Language focus Describing a scene

Language (R) *There is a/There are + colour + noun*

Words (R) *taxi, van, bike, bus, train, plane, car*

Teaching aid Poster 4 (toys)

Preparation Use the word cards for the vehicles. Bring in buttons or beans, enough for one for each child.

1 Warm-up

- Children sing *My box of colours* ( page 13;  5).
- Use Poster 4. Make one or two statements, e.g. **It's green. What is it?** Children guess **Is it a taxi?** Children ask and answer.

2 Speaking

- Children repeat Step 3, Lesson 3. They ask and answer about the picture, using the words in the box (page 58) as prompts.
- Now ask questions using colours, e.g. **How many red buses** (... black vans, etc)? Children answer with **There is/There are ... (+ colour + noun)**.

 Pages 58, 59

3 Game (1 *Find, count and say.*)

This is a game which uses the picture on page 58 as well as page 59; play it with the class. Give each child a bean or a button to use as a marker. Children read the speech bubbles at the top of page 59. Point to each vehicle below in turn. Ask **How many red buses?** Children look at page 58 to find the answer **There are four red buses**. They then count four squares. Continue asking **How many ...?** for each vehicle. Children look for the answer and count in their books. If they do so correctly, they will end up at the chequered flag on the last answer.

4 Listening (2 *Match and listen.*)

- Children read the words and match the ones that look (and sound) alike (mouse, house; bee, tree; goat, boat; man, van).
- Play Tape 38.

 **Tape 38**

There's a mouse, in a house. A mouse in a house.
 There's a bee, in a tree. A bee in a tree.
 There's a goat, in a boat. A goat in a boat.
 There's a man, in a van. A man in a van.

- Play the tape again. Children join in.

 Page 69

1 Speaking – writing (1 *Look and say; Look and write.*)

- Children look at the pictures and say the words. Encourage them to make sentences, as in the rhyme: **There's a ... in a ...**
- Children write the words in the blanks.

2 Writing (2 *Write and match.*)

- Children complete the sentences and draw lines to the pictures. The first two are done as examples; ensure that they remember the difference between **There is** and **There are**.
- Monitor their work. Children read the sentences aloud.
Answers: There are two goats; **There are** three girls; **There is** a woman; **There is** a man.

Writing (1 *Read and colour;* 2 *Draw and write*  page 70)

- Children read the text and colour the picture.
- Children draw the animals in the picture below. They then write short descriptions in the lines below, following the model. Check, in particular, use of initial capital letters and full stops.

 *Reading for pleasure: Where is Princess?*  page 60

 56 Paper crafts 5: castle

- 1 Give children time to look at the pictures and try to predict the story. Ask them to say what things they can see, e.g. a cow, a dog, a hill, a castle. Write a list on the board.
- 2 Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 3 Use the pictures to ask questions, e.g. Is there a horse in the barn? Where is the dog/castle? Who is in the castle?
- 4 Make a castle with lifting window flaps, or several for children to use in groups. Hide Princess behind one. Ask **Where is Princess?** Children guess a number until they find her. Let children take turns at hiding Princess and asking the question. Other children guess.
- 5 Alternatively, use your Princess puppet to practise questions. Place her somewhere and ask, e.g. **Where is Princess? Is she behind the book/in the desk?** Elicit, e.g. **No, she is behind the bag/in the box.** Practise using as many prepositions as possible.
- 6 Choose three children to be the sound effects. The class reads the text together and the three children make the sounds. Repeat with another three children.

Lesson 1 Page 61 Page 71

Language focus Telling the time 1

New language What is (*What's*) the time? It is (*It's*) ... o'clock; Please/Thank you.

Words (R) Numbers 1–12

Teaching aids Otto and Princess puppets
Flashcard 20 (clock)
Poster 2 (numbers)

Preparation Use the word cards for numbers one–twelve.

 **25** Put movable hands on flashcard 20.

1 Warm-up

- Children sing *Ten little monsters* ( page 58;  37).
- Introduce the children to the clock (flashcard 20). Hold it up and say **Look! A clock**. Indicate that they should listen and begin to make the sounds of an old fashioned clock **Tick, tock, tick, tock, tick, tock**, nodding heads from side to side.
- Point to the clock and elicit the numbers 1–12, in order and at random.

2 Introducing the new language

- Use flashcard 20 and the two puppets to introduce **What's the time?** Put the flashcard on the board and put the hands at 3 o'clock. Princess asks **What's the time?** Otto says **It's three o'clock**. Do this several times. Children repeat after you.
- Change the time on the clock and ask the class what the time is. They answer.
- Change the hands to show half past three (make sure the hour hand is between the two numbers). Otto asks the question and Princess answers. Do this several times, changing the time for each question.

 Page 61

3 Listening (1 Listen and point.)

- Point to the first clock in the book. Children read the numbers in order. Ask what the time is: **It's three o'clock**. Point to the second clock. Repeat the question. Elicit **It's half past three**. Play Tape 39. Children listen and point to the speech bubbles and the numbers in their books.

Tape 39

Princess: Tick, tock goes the clock. What's the time, please?

Otto: It's three o'clock.

Princess: Tick, tock goes the clock. What's the time, please?

Otto: It's six o'clock.

Princess: Tick, tock goes the clock. What's the time, please?

Otto: It's nine o'clock.

Otto: Tick, tock goes the clock. What's the time, please? (*clock ticking*)

Princess: It's half past three.

Otto: Tick, tock goes the clock. What's the time, please? (*clock ticking*)

Princess: It's half past seven.

Otto: Tick, tock goes the clock. What's the time, please? (*clock ticking*)

Princess: It's half past eleven.

- Play the tape again. Encourage children to join in.
- Children say the rhyme; use the flashcard clock to show different times and prompt the class.

4 Speaking (2 Ask and answer.)

- Children read the speech bubbles. Referring to the clocks in order, get children to ask and answer about the time.

 Page 71

1 Writing (1 Write the numbers.)

- Using the flashcard clock, quickly revise the numbers 1–12.
- Children write the missing numbers on the clock.

2 Reading (2 Read and draw.)

- Use the word cards for numbers 1–12. Bring a child up to hold the flashcard clock. Hold up a word card for the class to read, e.g. **Three**. Tell the child it's three o'clock; s/he moves the hands to the correct time.
- Children read the sentences and draw the hands.
- Monitor their work.
- Children say the rhyme they have learned, **Tick, tock goes the clock ...** Help them to check their answers using the flashcard clock.

Language focus Telling the time 2

Language (R) *What is the time? It is ... o'clock; in + rooms in a house*

New word watch; (R) *bathroom, kitchen, hall, living room, bedroom; car; grandmother, grandfather, mother, father*

Teaching aids Flashcards 13, 15, 20 (Otto's family; grandmother, grandfather; clock)

Poster 2 (numbers)

Poster 5 (doll's house)

Preparation Use the word cards for family members.



26 Use the mouse puppet.

1 Warm-up

- Do the number chant (up to twelve):
One (*clap*), two (*clap*), three, four, five (*clap*),
Six, seven, eight, nine, ten (*clap, clap*),
Eleven (*clap*), twelve (*clap*).
Say it loudly and softly, quickly and slowly.
- Use the flashcard clock and do the rhyme *Tick tock goes the clock ...*, from Lesson 1.

2 Revising the words

- Use the mouse (or other) finger puppet and Poster 5. Put the mouse in a room of the doll's house and say **Where's the mouse?**
- Use flashcards 13 and 15 to revise the words for family.
- Use the word cards to practise reading.

 Page 62

3 Speaking (1 Point and say.)

- Ask children questions about the pictures, e.g. **Where's Andy?**
- Children look at the pictures, find the clocks and say the time. Cue them with the names, e.g. **Look at Andy. What's the time?** Children answer.

4 Speaking (2 Ask and answer.)

Children read the speech bubbles and point to the correct picture. They then ask and answer about the other pictures.

5 Listening – speaking (3 Listen and say.)

- Use the pictures to explain what a grandfather clock is and to introduce the word **watch**.
- Play Tape 40. Children listen and read the rhyme in their books.



Tape 40

Big grandfather clock. (*tick ... tick ... tick ... tick*)

Mother's little watch. (*tick-a-tick-a-tick-a-tick-a-tick-a-tick*)

Father's bedroom clock. (*tick, tick, tick, tick, tick, tick, brrrrriiiiiing*)

Grandmother's kitchen clock. (*tick, tock, tick, tock, tick, tock, cuckoo, cuckoo*)

- Play the tape again. Children read the rhyme aloud and join in the sounds.
- Individual children make the sound of one of the clocks. Ask **What is it?** Class answers.



Page 72

1 Writing (1 Write the words.)

- Use Poster 2 to revise the words for numbers one to twelve.
- Children complete the speech bubbles. Point out the first example.

2 Activity 2 Make a clock.

- Children colour the clock in their books and write the numbers. Use the flashcard clock to revise telling the time.
- Children each choose a time and draw the hands beside the clock onto the clock face. They then hold up their books and say what time it is.

Language focus Revising numbers and shapes

New language How many circles are there?

(R) *Is there a ...?*

Words (R) *circles, squares, triangles; pencil, apple, cake, fish, plane, ice cream, car, goat*

Teaching aids Flashcard 16 (triangles, circles, squares)
Poster 2 (numbers)

Preparation Use the word cards for shapes.

1 Warm-up

- Children use the clocks they have made and say *Tick, tock goes the clock ...* from Lesson 1.
- Repeat the rhyme, *Big grandfather clock* from Lesson 2. Make the sound of one of the clocks. Ask **What is it?** Class answers.

2 Revising the words

- Use flashcard 16 to revise the words for shapes.
- Use Poster 2 to revise the numbers 1–20.
- Play a game with colours and numbers: **It's blue and yellow. / Is it twelve?**

 Page 63

3 Counting – speaking (1 Find and count.)

- Hold up flashcard 16 and ask **How many circles (squares/triangles) are there?** Children answer. Write the question on the board leaving a space for the shape. Hold up the word cards (for shapes) in the blank; children read.
- Children look at the picture and find as many shapes as they can. In the meantime, write three sentences on the board: **There are _____ circles/squares/triangles.**

Children copy them in their notebooks. They then count the shapes and write the numbers in the blanks.

Answers: There are **22** circles, **18** squares and **16** triangles.

4 Speaking (2 Ask and answer.)

- Children look at the question in the book. Then they ask and answer about the shapes in the picture.
- Ask the question about one or two other items: **How many balls (... balloons, pictures, books, teddies, clocks) are there?**

5 Speaking (3 Look and find.)

- Ask the children to name the pictures at the bottom of the page.
- Children read the speech bubbles, to remind them of the questions and answers.
- Children take turns asking questions about the pictures at the bottom, looking at the picture, and giving the answers.

Answers: pencil/**Yes**; apple/**Yes**; cake/**No**; fish/**Yes**; plane/**No**; ice cream/**Yes**; car/**Yes**; goat/**No**.

 Page 73

1 Reading (1 Look, read and ✓.)

- Children read the sentences, look at the picture and count. They then ✓ **Yes** or **No**.
- Children read out their answers.

Answers: two boys/**Yes**; seventeen squares/**No** (eighteen); kite/**No**; girl/**Yes**; two dolls/**Yes**; lion/**No**.

2 Writing (2 Write the questions.)

Children write questions as in the example.

Answers: How many **balloons are there?**/How many **rabbits are there?**/How many **triangles are there?**

Lesson 1 Page 66 Page 76

Language focus Describing people

New language S/He has (+ adj) + colour + noun;
(R) *Who is it?*

New words baby, pink, long, nose, mouth, ears;
(R) *hair, eyes*

Teaching aids Otto and Princess puppets
Flashcards 1–4; 15, 19 (Andy, Meg, Tom, Sue;
grandmother/grandfather; pink)

Preparation Have ready some blank sheets of paper
for drawing.

Prepare word cards for **nose, mouth, ears, hair, eyes**
with drawings on the back (see  page 66).

1 Warm-up

- Children sing *The family* ( page 53;  35).
- Use plastic sleeves to cover the back of the flashcards. Put them on the board. Describe the hair and eyes of a character, e.g. grandmother. Say **She has grey hair and green eyes**. Ask **Who is it?**

2 Introducing the new words

- Use the pictures on the backs of the word cards you have made to revise/introduce the words.
- Draw a large face on the board and use the word cards you have made to practise reading.
- Use flashcard 19 to introduce the word **pink**. Draw a man on the board with a long nose, long arms and long legs to introduce the word **long**.

 Page 66

3 Drawing – speaking (1 Draw and say; 2 Ask and answer.)

- Children look at the pictures in the book and read the words at the top. They then name the features being drawn by the children (eyes, nose, mouth, ears, hair).
- Divide the class into groups of five and hand out the pieces of blank paper to one child in each group. Hold up the first card, e.g. **eyes**; children read. The first child draws and colours two eyes and hands the paper to the next child.

- Hold up the next card, e.g. **nose**, and proceed as above. Continue with remaining cards, making certain that children also colour the hair.
- Collect the results and put them on the board. Children look at the pictures they have all helped to draw and decide who they look like.
- Children read the speech bubbles in the book and then point to the pictures and ask and answer in the same way (matching colour of hair and eyes with children in the room).

4 Listening – speaking (3 Listen, point and say.)

- Use the Otto and Princess puppets to revise **S/He has ... + features**.
- Children look at the picture, read the speech bubbles and point to the picture. Introduce the word **baby**. Play Tape 41. Children listen and point in their books.

Tape 41

Sue: Look at the baby! Her name's Lucy. She's little.
Look! She has a little nose. She has big blue
eyes.
She has brown hair. She has little ears and a little
pink mouth.

Andy: Look at Grandfather! He has brown eyes. He has
grey hair.
He has a long nose. And he has big ears.

- Play the tape again. Make statements about the picture, e.g. **He has a long nose** (... She has a little nose). **Who is it?**

 Page 76

1 Reading (1 Read, match and colour.)

- Children read the words and draw lines to both pictures. They then read the texts and colour the pictures.
- Children read the texts aloud.

2 Writing (2 Draw and write.)

- Children draw and colour a picture of a friend in their books. They then write a description like the model above.
- Monitor their work. Children hold up their drawings and read the descriptions.

Language focus She/He has ...

New language S/He has + adjective + colour + noun;
(R) Is it ...?

New word short; (R) big, long, little; hair, eyes, ears,
nose, mouth; colours

Teaching aids Flashcards 1–4, 15 (Andy, Meg, Tom,
Sue, grandmother/grandfather)
Poster 2 (numbers)

Preparation Bring in a number of cartoon characters
cut from children's magazines (for the Noticeboard).

1 Warm-up

- Repeat the drawing game from Lesson 1 (Step 3).
- Children sing *You do the Hokey Cokey* ( page 33;  21) or let them choose another song.

2 Introducing the new words

- Bring two children to the front of the class to introduce **short** and revise **long**.
- Draw two speech bubbles on the board and write **He has _____ eyes. He has _____ hair** in one of them. Repeat with **She**. The class makes sentences to describe the children, e.g. **S/He has long black hair. S/He has blue/brown eyes**. Write the words in the blanks; children read the sentences. Repeat once or twice.

 Page 67

3 Speaking (1 Point and say.)

Children look at the Noticeboard with the cartoon characters on it and read the speech bubbles. They make as many sentences as they can about the features of each one.

4 Speaking (2 Who is it? Look and say.)

- Children read the dialogue and point to the picture. Then they take turns choosing a picture and describing it; the other children guess which picture it is.

Noticeboard Put the pictures of the cartoon characters you have brought in on the Noticeboard. They may recognise these characters by name; otherwise, put large letters or numbers next to them. Children may want to take turns describing the pictures in small groups, or playing a guessing game, as in the book.

5 Reading – speaking (3 Read, look and write.)

- Children read the sentences, look at the two pictures and write a ✓ under **Yes** or a ✗ under **No**.

Answers: Yes (He has blue eyes); **No** (She has green hair); **No** (He has big ears); **Yes** (He has a red nose); **Yes** (She has a big mouth).

- Children give correct descriptions of the two clowns.

 Page 77

1 Reading (1 Read and draw.)

- Children read the descriptions under the two clowns and draw and colour accordingly.
- Ask children to hold up their pictures so that the rest of the class can see them. They say one or two sentences about them.

2 Reading (2 Read and colour.)

- Quickly revise the colours, including **pink**, using Poster 2.
- Children read the names of the colours and colour the toys.

3 Writing (3 Look and write.)

- Children follow the lines from the children to find their toys. They then write a sentence. Demonstrate with the first example.
- Children read out their sentences.

Answers: B He has a yellow bus; C She has a grey bike; D He has a pink kite; E He has a black car.

Language focus Do you have ...?

New language Do you have a ...? Yes, I do/No, I do not (**don't**); (**R**) *I have a ...*

Words (**R**) *ball, boat, train, robot, hair, T-shirt; some colours*

Teaching aids Flashcards 5–12, 14 (bus, car, doll, kite, plane, robot, cake, hat, present, clowns)
Poster 4 (toys)

Preparation Cover the backs of the flashcards and put them in a box or basket.

Prepare two large speech bubbles: **Yes, I do. /No, I don't.**

Bring in a blindfold.

1 Warm-up

- Children sing *B - i - n - g - o* ( page 36;  23).
- Bring five children to the front and let each child choose a flashcard from the box. S/He should say, e.g. ***I have a blue car***, and put the card behind his/her back. The other children try to remember what each child has: ***S/He has a ...***

2 Introducing the question and answers

- Put two or three flashcards face down on a table or desk (be certain you know what they are). Ask a child to choose one and show it to the class, but not to you. Ask **Do you have a ...?** until the answer is **Yes**. Repeat. Then write the question on the board; children read.
- Bring another child forward and explain that s/he has lost his/her voice. Hold up the speech bubbles for the class to read and then give them to the child. Ask the child several questions about him/herself; s/he holds up the appropriate card and the class reads the answer. Questions could be, **Do you have a sister ...** (brother, cat, bike, ruler, fish, etc.)? **Yes, I do./No, I don't.**

 Page 68

3 Listening (1 Listen and point.)

- Children look at the pictures and read the bubbles silently. Then play Tape 42.

Tape 42

Andy: I have a ball. Do you have a ball?

Tom: No, I don't.

Tom: I have a boat. Do you have a boat?

Andy: Yes, I do. My boat's little.

- Play the tape again. Give children roles and they read the story aloud.

4 Speaking (2 Look and say.)

- Children look at the pictures and say what is in the speech bubbles.

Answers: Do you have a train? No, I don't; Do you have a robot? No, I don't. I have a doll.

- Bring two children forward to ask and answer. Show them three flashcards. Then give one flashcard (secretly) to one of the children. The other one asks a question, e.g. **Do you have a car? Yes, I do./No, I don't. I have a bus.** Repeat a few times.

5 Game (3 Play a game.)

- Children look at the example of the game in the book and read the speech bubbles.
- Blindfold a child and bring another child forward. The first child asks questions and tries to guess who the second child is. Repeat with other children.

 Page 78

1 Reading – writing (1 Read and write.)

Children look at the pictures, read the bubbles, then read the sentences in the boxes. They choose the correct sentence to fit the blanks in the bubbles, and write them in. Show them that the first answer is begun.

Answers: Do you have a sandwich?/Yes, I do./Do you have an apple?/No, I don't.

2 Writing (2 Write the questions.)

Children look at the pictures in the thought bubbles on the left, compose the question and write it in the speech bubble. Demonstrate with the first bubble which is nearly complete. The right hand thought bubbles indicate the Yes/No answer.

Answers: ... doll?/Do you have a kite?/Do you have a car?/No, I don't./Do you have a bike?/Yes, I do.

Language focus Reading skills

Language (R) *Do you have ...? Yes, I do./No, I do not.*

Words (R) *bike, kite, train, doll, boat, ball; dress; T-shirt, skirt, blouse, shorts, trousers, skirt*

Teaching aids Poster 4 (toys)

Preparation Use the word cards for toys.

1 Warm-up

- Do a quick oral survey of things children have in real life, e.g. **Do you have a TV?** (hands up if they do). Continue with pets, toys, brothers and sisters, etc.
- Children practise the phrases **A purple pencil, A blue balloon** (Step 3 on page 12).

2 Revising the words

- Use Poster 4 to revise the words for toys.
- Use the word cards to practise reading.

 Page 69

3 Reading (1 Read and ✓.)

- This is a questionnaire about what children really do/don't have. Read the questions through with the children first.
- Children answer the questions, putting a ✓ in one of the boxes.
- Do a spot survey of the children's answers.

4 Song (2 Listen and sing.)

- Revise the words for parts of the body.
- Play Tape 43; children follow the words in their books.

Tape 43

Head and shoulders, knees and toes, knees and toes,
(Children touch their head, then shoulders, then knees and toes, etc.)

Head and shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose,
(Point to eyes, then ears, then mouth, then nose)
Head and shoulders, knees and toes, knees and toes.

- Play the tape again. Children join in and do the actions.

1 Reading – writing (1 Read and write the answers.)

- Children fill in another questionnaire, this time writing the answers in full. Help them do the first one (the pictures on the right are clues to the questions).
- Once again do a spot check of children's answers.

2 Writing (2 Draw and write.)

- Children ask a friend about his/her questionnaire (**Do you have a ...?**) and draw one or two things in the frame. Put an example on the board.
- Children write a description of what they have drawn, and take turns reading their descriptions aloud.

Writing (1 Read and colour; 2 Colour and write  page 80)

- Children read the text and colour the picture.
- Children colour the picture as they choose, then write short descriptions on the lines below, following the model above. Check, in particular, use of initial capital letters and full stops.

 Reading for pleasure: **Grandma**  page 70

 57 Paper craft 6: 8-page book/frieze

- 1 Let children look at the pictures for a few moments then play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 2 Write *big* and *little* on the board. Ask children to say which things in the story belong under each adjective: **big** – *apple tree, grey cat, bed*; **little** – *house, pond, white horse*.
- 3 Children make the book and use it to practise reading aloud. If you have time, read the full text in the Pupil's Book with the class. Read it again, leaving out the illustrated words. Children say them.

Lesson 1  Page 71  Page 81

Language focus Describing animals

New language They/(plural nouns) are (**They're**) ...;
They have ...; (**R**) *adjective + noun*

New words hippos, crocodiles, camels, giraffes;
tails, necks; (**R**) *elephants, lions, ears, mouths,*
noses, legs; big, little, long, short

Teaching aid Poster 3 (animals)

Preparation Prepare word cards for **hippos,**
crocodiles, camels, giraffes, tails, necks.

1 Warm-up

- Children sing *Head and shoulders* ( page 69;  43).
- Use Poster 3 and ask a child to come forward and choose an animal to mime (s/he whispers it to you). The other children guess: **Is it a ...?**
- Do a quick exercise drill. Say **long** and stretch out your arms. Say **short** and hold your hands close together; **tall**, hands above your head; **little**, bend your knees. Repeat; children follow.

2 Introducing the new words

- Use Poster 3 to revise/introduce the words for animals.
- Use the word cards you have made to practise reading.

 Page 71

3 Listening – reading (1 *Listen, read and point.*)

- Children look at and name the animals in the pictures. Play Tape 44. Children listen, read and point in their books.

 **Tape 44**

Hippos are big. They have little ears.

Crocodiles are long. They have big mouths.

Elephants are big. They have long noses.

Camels are brown. They have long legs.

Giraffes are tall. They have long necks.

Lions are big. They have long tails.

- Play the tape again. Children read silently (pointing to the animals as they read), then aloud.

4 Speaking (2 *Point and say.*)

- Children look at the prompts and name them: **little ears, big mouth, long neck, long legs, long nose, long tail.**
- Children read the speech bubbles and then point, say and answer in the same way.

 Page 81

1 Reading (1 *Read and match.*)

Children read the words and draw lines to the animal. They may like to colour each animal first and use that colour to draw the line to the word.

2 Reading (2 *Read and circle.*)

- Children read the descriptions and draw a circle around the correct animals. Point out the example.
- Children read out the descriptions and their answers, e.g. **They're zebras.**

Answers: crocodiles, elephants, hippos, giraffes, rabbits.

Language focus They/We have ...

New language They (plural noun)/We have ... + adjective + noun

Words (R) ears, necks, mouths, noses, legs, eyes, feet, hair

Teaching aids Otto and Princess puppets
Flashcards 21–24 (giraffes, crocodiles, camels, hippos)
Poster 3 (animals)

Preparation Use word cards for parts of the body.



44, 45/35, 36 Photocopy animal jigsaws (enough for each child to have a piece of an animal). Alternatively, cut large pictures of animals from magazines. Use the paper dolls for people (for the Noticeboard).

1 Warm-up

- Do *Bobo the clown says* (Step 3 on page 36). Change the commands to **Point to your ...** and include **eyes, ears, nose, and mouth**.
- Do the *happy, sad, big, little* exercise (Step 4 on page 22) or say the *Reading for pleasure* rhymes from page 50.

2 Introducing the new language

- Use flashcards 21–24 to revise the words.
- Use the puppets to introduce **We have ...** Holding both puppets, make statements with parts of the body. Children point to, e.g. their own ears, eyes, etc. and repeat.
- Give the puppets to pairs of children to make statements.

 Page 72

3 Speaking (1 Point and say.)

- Children read the speech bubbles and look at the Noticeboard. Elicit statements about the features of the animals (the arrows cue the parts of the body).
- Children make statements comparing animals and human beings, as in the example.

Answers: *Hippos* have little ears/**We** have little ears; *Elephants* have long noses/**We** have short noses; *Giraffes* have long necks/**We** have short necks; *Owls* have big eyes/**We** have little eyes; *Camels* have long legs/**We** have short legs; *Crocodiles* have big mouths/**We** have little mouths.

Noticeboard Pass out the animal jigsaw pieces for children to colour (they should recognise what they are, but you might like to specify what colour they should be). Children then build up the Noticeboard, bringing their pieces up, naming them and assembling them. Put up the paper dolls and make comparisons with the animals.

4 Listening – writing (2 Listen, write and draw.)

- Use the word cards to remind children of the spellings for parts of the body. Point to each letter; children name them, e.g. **e-y-e-s**. They make a sentence using the word and point: **We have eyes**.
- Read the script below. Children listen to the numbers, and write the word.

Script

We have ears. 1. Ears.

We have hair. 2. Hair.

We have eyes. 3. Eyes.

We have noses. 4. Noses.

We have mouths. 5. Mouths.

- Read the script again. Children listen and check their answers. Then they draw arrows to the correct features on both children in their books.
- Children read their answers; check the spellings.



Page 82

1 Writing (1 Write.)

- Children look at the pictures and write the word then full sentences. Check that they can name the pictures (eyes, noses, mouths, ears, feet). Point out the example.
- Monitor their work. Children read out their sentences.

2 Writing (2 Look and write.)

Children read the example and name the body parts with arrows. They then write the sentences.

Answers: giraffes/**They have long necks**; elephants/**They have long noses**; lions/**They have long tails**; owls/**They have big eyes**; elephants/**They have long legs**.

Language focus Do we/they have ...?

Language Do they have + adjective + plurals noun?
Yes, they/we do/No, they/we do not (**don't**).
Are they ...?

New word animals; (**R**) tails, ears, legs, hands;
elephant, lion, hippo, owl, rabbit, cat, monkey,
giraffe; big/little

Teaching aids Flashcards 21–24 (giraffes, crocodiles,
camels, hippos)
Poster 3 (animals)

Preparation Make two large speech bubbles: **Yes,**
they do./ No, they don't.

1 Warm-up

- Children sing, *You do the Hokey Cokey* ( page 33;  21).
- Children make statements about the animals and people on the Noticeboard (if you made one) using **They/We have ...** . Otherwise use Poster 3 or the flashcards.

2 Introducing the new language

- Hold up the flashcards and ask the question **Do they have ...?** Children answer **Yes/No**.
- Put the flashcards on the board. Point to, e.g. the giraffes' necks, elicit the question then write it on the board: **Do they have long necks?** Repeat, with remaining cards, erasing and changing the words in the slot. Cue answers with the speech bubbles.

 Page 73

3 Speaking (1 Choose and say.)

- Look at the pictures in the book and introduce the word **animals**, making statements, e.g. **Giraffes are big animals. Rabbits are little animals.** Elicit sentences from the children.
- Children read the speech bubbles aloud. They should recognise this guessing game.
- Children each choose a pair of animals and write the name on a piece of paper. They then make a general statement; the other children try to guess which animal it is.

4 Reading (2 Look and ✓.)

Children look at the chart and fill it in by reading the prompts on the left and putting ✓ or ✗ in the boxes. Point out the example: **Do elephants (cats/we) have four legs?** and the answers: **Yes, they do.** (Yes, they do./No, we don't.)

5 Listening – speaking (3 Listen, ask and answer.)

- Go through the questions, beginning **Do elephants have hands?** Children answer **No, they don't.** Continue with the rest of the questions on the chart; children answer.
- Bring pairs of children forward to ask and answer questions about the chart, as they have practised with you.

 Page 83

1 Reading – writing (1 Look, read and write.)

- Children look at and read the examples, then continue, reading the sentences and writing the answers.
- To check, say **Point to the crocodiles.** Ask a child to read out the question and his/her answer.

Answers: crocodiles/short tails/**No, they do not;**
giraffes/long necks/**Yes, they do;** monkeys/long legs/**No, they do not;** elephants/long tails/**No, they do not;**
cats/little noses/**Yes, they do.**

2 Listening (2 Listen, find and colour.)

- Children look at the picture and name the animals. Make certain everyone has crayons and quickly revise the colours they are going to hear.
- Read the script; children listen and colour in their books.

Script:

They are big. They have long tails. They are in the barn.
They are black.

They are big. They have four legs. They are on the hill.
They are black and white.

They are little. They are next to the barn. They are brown.

They are little. They are in the tree. They are red.

They are little. They are under the tree. They are grey.

- Read the script again. Children name the animals.

Language focus Reading skills

Language (R) Do they have + adjective + plural noun?
Yes, they do./No, they don't.

Words (R) mouths, noses, ears, necks, legs; crocodile, elephant, lion, hippo, owl, monkey, giraffe, bear, cat, fish, camel

Teaching aids Flashcards 21–24 (giraffes, crocodiles, camels, hippos)
Poster 3 (animals)

Preparation Prepare word cards: **big mouths? long noses? little ears? big ears? long necks? long legs?**

1 Warm-up

- Children do actions with *tall, short, big, little* (Step 1 on page 57; Step 1 on page 22).

2 Revising the words and questions

- Use Poster 3 to revise the names of the animals.
- Put flashcard 21 on the board and use the word cards you have made to revise the question **Do they have ...?** Repeat with other flashcards.

Page 74

3 Game (1 Play a game.)

- Explain how the game is played: Children look at the pictures and the words and make questions, e.g. **Do crocodiles have big mouths?** If the answer is **Yes, they do**, they move forward two spaces. If the answer is **No, they don't**, they move back one space. If they land on a number square, they move forward that number of spaces. If it is done correctly they will end up at the ice cream.
- Children take turns to ask and answer. All the children follow in their books.

4 Rhyme (2 Listen and say.)

- Play Tape 45. Children listen and follow the words in their books.

Tape 45

Right foot, left foot, see me go.
(walk forward slowly)
I am grey and big and slow.
(bend knees slowly)
Here I am, in the street,
(stand straight)
With my long nose and four big feet.
(walk waving arm like a trunk)

- Play the tape again. Children listen and do the actions.

Page 84

1 Reading – speaking (1 Read and answer.)

- Children read the text and look at the pictures.
- Children look at the questions silently, find the answers in the text and write **Yes, they do./No, they do not**.

Answers: four legs/**Yes, they do**; big ears/**No, they do not**; tails/**Yes, they do**; hands/**No, they do not**.

2 Writing (2 Write the answers.)

- Children look at the pictures and describe them, e.g. **She is little, he is little, he is big**, etc.
- Children read the questions, look at the examples and write the answers to the remaining questions.

Answers: long noses/**No, we do not**; hair/**Yes, we do**; four legs/**No, we do not**.

Writing (1 Read and colour; 2 Draw and write page 85)

- Children read the text and colour the pictures.
- Children draw and colour their own pictures of animals. They then write a short description, following the model above. Check, in particular, use of initial capital letters and full stops.

Reading for pleasure: **Animals** page 75

- Let children look at the pictures for a few moments then play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- Say the first two words of each sentence. Children say the rest.
- Ask children to tick the pictures that match the descriptions. Check answers. Hold up your book and point to the second elephant. Ask **What is wrong?** Elicit **It has a short nose**. Repeat with the first zebra – **It has two legs**.
- Point out the first hippo. Teach **It has no ears**. Continue with the other pictures: crocodile – **It has no teeth**. monkey – **It has no tail**.
- Children read the whole text together.

Lesson 1  Page 76  Page 86

Language focus Imperatives

New language Imperatives (stand up, sit down, etc.);
Good morning; (R) Please

New words sit down, open, write, stand up, count,
draw; (R) book, name, tree, cat, man; numbers
one–twenty

Teaching aids Otto and Princess puppets
Flashcards 25–28 (standing, sitting, opening/writing;
drawing/counting).
Poster 2 (numbers)

Preparation Prepare word cards for the commands.

1 Warm-up

- Use the puppets to greet the class: **Good morning. My name's Otto/Princess. What's your name? My name's**
- Let children play the parts of Otto and Princess.
- Use Poster 2 to revise the words and numerals for numbers 1–20.

2 Introducing the new words

- Use flashcards 25–28 to introduce the new words.
- Use the word cards you have prepared to practise reading.

 Page 76

3 Listening – reading (1 Listen and point.)

- Give the children time to read silently in their books. Play Tape 46. Children listen, read and point.

Tape 46

Teacher: Good morning! Please sit down.
Open your book. Write your name. Please
stand up ... and count to twenty.

Andy: One, two, three, four ...

Teacher: Draw a tree, please. Good. Thank you.

- Play the tape again.
- Play a quick game, *Please and thank you*, using the Otto puppet. Otto gives the commands: children obey only when please is included. Otto then says **Thank you**. (**Note:** writing of names, drawing can be done in the air as mime.)

4 Speaking (2 Look and say.)

- This is a matching exercise. Children look at the pictures, choose and read the correct sentence.
- Answers:** Please sit down; Stand up. Count to ten; Draw a cat; Open your book. Write your name.
- Let children stand up and play teacher.

 Page 86

1 Reading (1 Read and circle.)

- Children read the command and circle the correct picture.
- Children take turns reading out the commands; the class obeys.

2 Writing (2 Look and write.)

Children look at the pictures and choose the correct command to copy into the speech bubble. Point out the initial capital letters and encourage the children to use them.

Answers: Open your book. Stand up. Write your name.
Draw a man.

Language focus Imperatives

New language Imperative (Say the A, B, C); (R) *Put your ...; My name is ...*

New words sing/song, say/ABC, (R) *stand up, count/ten, write/name, draw/house*

Teaching aids Flashcards 25–29 (standing, sitting, opening, writing, drawing, counting, singing, saying)
Alphabet frieze
'Sue' mask

Preparation Use the word cards for commands, **Draw, Write, Sing, Say, Count**.
Prepare more cards with tasks to match commands: (say) **Hello/Good morning/Please**; (sing) **the Ten little monsters song**; (count) **one to twenty**; (write) **your name**; (draw) **a car**, etc. Give space on card for drawing/writing where needed. Try to make enough so each child can have one task (for the Noticeboard).

1 Warm-up

- Use flashcards 25–29 to play the *Please and thank you* game (see Lesson 1, Step 3).
- Use the alphabet frieze. Children say the alphabet chant ( page 8;  3).

2 Introducing the new words

- Use flashcards 25–29 to revise/introduce the words.
- Use the word cards you have prepared to practise reading.

 Page 77

3 Reading – speaking (1 Read and do.)

- Children read the commands on the Noticeboard and follow the maze to the specific tasks.

Noticeboard Put up the command cards you have made. Give out the task cards. Children come forward one by one. Help them to match the task to the correct command and read the whole instruction. Each child carries out his/her own task. Class can join in, or repeat, counting, singing, saying tasks.
(This could take some time. It doesn't all have to be done at once).

4 Game (2 Play a game.)

- Introduce the new commands **Put your hands up/down**. Say the commands and demonstrate; children repeat and follow.
- Children read the speech bubbles and point to the pictures.
- Children are now familiar with this game (they should obey only when they hear **Sue says**). Point out that Andy and Tom are both wrong in the fourth picture. Give the Sue mask to a child who gives commands (you may have to help at first); children follow. If children in the class make a mistake (obey when they haven't heard **Sue says**), they have to sit down.

5 Song (3 Listen and sing.)

- Children look at the pictures. Can they do the things shown (hopping, rubbing tummy and patting head at the same time, standing on one leg)?
- Play Tape 47. Children listen and follow the words in their books.

 **Tape 47**

Do this, do this,
One, two, three.
Do this, do this,
Just like me!

- Play the tape again. Children listen and sing along.
- Children sing the song in pairs (or alone) and perform one of the actions. The rest of the class follows.

 Page 87

1 Reading (1 Read and do.)

- Children read the instructions and carry out the tasks. (There are twenty toys.)
- Children may say **A, B, C** together, as a group or individually.

2 Speaking (2 Point and say.)

- Quickly drill **Please** and **Thank you** with commands.
- A child points to a picture and gives a command, with **Please**; other children obey; child says **Thank you**.

Language focus Revision

Language (R) *There is a/There are ...; What is the time?/It is ...; Write ... (tape)*

Words (R) *picture; on, in, under, next to; bird, horse, boy, girl, bike, tree, barn, cat, box, plane, cow, goat, house, hill*

Teaching aids Flashcard 20 (clock)
Poster 3 (animals)
Poster 4 (toys)

1 Warm-up

- Children say the *Big grandfather clock* rhyme ( page 62;  40).
- Use flashcard 20, set the time and say **Tick tock goes the clock, what's the time, please?** Children come forward and ask the class the time in the same way.

2 Revising the words

- Use Posters 3 and 4 to revise the words.
- Use the same posters and play the *Memory game* to revise **There is a .../There are ...** (Step 3 on page 46).
- Use a box and a teddy (or other toy) to revise the prepositions (Step 5 on page 33).

 Page 78

3 Speaking – writing (1 Look, say and write.)

- Revise the word **picture** by telling the children to look at picture 1/2.
- Children read the examples in the speech bubbles and point to the pictures.

- Children follow the examples to make statements about the pictures to find the similarities/differences.

Answers: Picture 1: a girl on a horse, two birds in the tree, two goats under the tree, a boy on a bicycle, an orange cat, a house on a hill, a plane; Picture 2: a boy on a horse, one bird in the tree, a cow under the tree, a girl on a bicycle, a grey cat, a barn on a hill (no plane).

- Children write three sentences about each picture in their notebooks.

4 Listening – writing (2 Listen and write the letter.)

- Children look at the clocks. Point to one or two and ask **What's the time?**
- Read the script below. Children listen and write the letter in their books.

Script

What's the time?	It's nine o'clock.	Write A.
What's the time?	It's half past two.	Write B.
What's the time?	It's five o'clock.	Write C.
What's the time?	It's half past ten.	Write D.
What's the time?	It's half past twelve.	Write E.
What's the time?	It's seven o'clock.	Write F.

- Read the script again. Children listen and check their answers.

Writing (1 Read and colour; 2 Colour and write  page 88)

- Children read the text and colour the picture.
- Children colour the second picture as they choose, then write a short description, following the model above. Check, in particular, use of initial capital letters and full stops.

Language focus Revision

Language (R) *S/He has + adj/colour + noun; Do you have ...?; S/he/it has ...; They have ...; Yes, they do; No, they do not.*

Words (R) *hair, eyes, mouths, necks, tails, ears; big, little, long, short*

Teaching aids Otto and Princess puppets
Flashcards 1–4; 15 (Andy, Meg, Tom, Sue; grandmother/grandfather)
Poster 3 (animals)

Preparation  **28–31** Cut out and colour remaining animal cards.

1 Warm-up

- Children sing *Do this, do this* ( page 77;  47).
- Children play *Sue says* (Step 4 on page 62;  page 77).

2 Revising the words

- Use Poster 3 to revise the names of animals and characteristics, e.g. say **It has a long tail**, children guess **Is it a ...?**
- Use flashcards 1–4 and 15 to revise the words for facial features (colour of eyes and hair).
- Ask the children to compare themselves with the characters. Use the Otto and Princess puppets and talk to the children like this: **I have long hair. Do you have long hair?**

 Page 79

3 Reading (1 Read, ✓ and say.)

- Children read the short texts and look at the pictures. They then tick either **Yes** or **No** about themselves.
- Children take turns reading the texts and their answers aloud.
- Children ask and answer each other like this: **I have brown eyes. Do you have brown eyes?**

4 Reading (2 Read, look and write the number.)

Children read the descriptions of the animals, match them to the pictures and write the numbers.

Answers: long tails/short necks **1 (monkeys)**; big mouths/long tails **4 (crocodiles)**; little ears/big mouths **3 (hippos)**; short tails/long necks **2 (giraffes)**

5 Speaking (3 Say and do.)

- Use animal cards to revise the names of animals and descriptions.
- Children read the example language in the speech bubbles and look at the picture.
- Give an animal card to a child, who describes the animal on it. Ask three other children to come forward, act out the animal they think it is and guess.

 Page 89

1 Reading (1 Read and write the numbers.)

Children read the descriptions, match the sentences with the pictures and write the numbers in the blanks. (This focuses on pronouns **he, she, it** and **they**.)

Answers: he/black hair (6); she/long hair (5); they/little ears (4); he/a big nose (3); it/long legs (1); they/short hair (2).

2 Reading – writing (2 Read and write.)

Children read the sentences, look at the pictures and write the answers. (This exercise focuses on pronouns **they** and **we**.)

Answers: elephants/long noses/**Yes, they do**; we/two eyes/**Yes, we do**; crocodiles/short tails/**No, they do not**; lions/four legs/**Yes, they do**; hippos/big mouths/**Yes, they do**; rabbits, little ears/**No, they do not**; monkeys/long arms/**Yes, they do**; we/tails/**No, we do not**.

 **Reading for pleasure: They can do lots of things**

 page 80

- 1 Let children look at the pictures for a few moments. Can they say what any of the activities are?
- 2 Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 3 Ask individual children if they can do any of the things in the pictures. Elicit, e.g. **Yes, I can play the flute. No, I can't ride a bike.**
- 4 Check children understand lorry. Ask for a volunteer to say 'red lorry, yellow lorry' ten times. Explain that it is difficult to say these words quickly. If the volunteer makes a mistake he/she must sit down and someone else can try. If they are word perfect, the next person must say it more quickly. Do this a few times. Children can also work in pairs and try to speak faster than their partner.
- 5 Read the text together, if the class needs practice. If they are confident, read the first two words and the class says the rest. Finally ask the class to read the whole text without any help.

Lesson 1  Page 81  Page 93

Language focus Possession

New language Whose is this/are these? It is (*It's*)
They are (*They're*) ...

New words Miss Bell, Mr Macaroni, Mrs Green,
Mr Wood; (*R*) *Tico*; car, bag, hat, T-shirt, bike, socks,
balls, flowers, shoes, bag

Teaching aid Poster 1 (block of flats)

Preparation Prepare speech bubbles for the new
characters: **My name's Miss Bell.** (... Mr Macaroni,
etc).

Bring in a box of dressing-up clothes for children to
wear (try to include dress, hat, shirt, bag, socks,
shoes, trousers, shorts).

1 Warm-up

- Let children come forward and choose something to wear from the dressing-up box. Children sing, e.g. *Head and shoulders* ( page 69;  43) to that child; s/he sings in response.
- Name parts of the body, **These are my eyes; This is my hair**, etc. Then children point to themselves and make the statements.

2 Introducing the characters

- Use Poster 1 to introduce the characters: **This is Mr Macaroni** (... Tico, Mrs Green, Miss Bell, Mr Wood); children say **Hello!** Point out that Mrs Green is Andy's grandmother.
- Drill the names of all the characters, **Who is this?** Then use the speech bubbles to practise reading.

3 Introducing the questions

- Ask four or five children to put things on a table or desk and name them, e.g. **This is my ruler/These are my pencils.** Everyone watches and tries to remember (keep double things together). Hold the things up and ask **Whose is this/are these?** Children answer with the name + *'s*, e.g. **It's/They're Sam's.** Write the questions on the board; children read.
- Children come forward and pick up something from the table. They then hold it/them up and point to the correct question on the board. The class reads (and answers). **It's/They're Sam's.**

 Page 81

4 Listening – speaking (1 Listen and point.)

- Children look at the maze and read the names of the characters on the right.
- Play Tape 48. Children listen and follow the maze in their books when they hear the whistle.

 **Tape 48**

Sue: Whose is this?	Tom:	This big black car?
Sue: Yes! (<i>whistle</i>)	Tom:	It's Mr Macaroni's.
Tom: Whose is this?	Sue:	This big bag?
Tom: Yes! (<i>whistle</i>)	Sue:	It's Mrs Green's.
Tom: Whose is this?	Sue:	This blue bike?
Tom: Yes! (<i>whistle</i>)	Sue:	It's Mr Wood's.
Sue: Whose is this?	Tom:	This big hat?
Sue: Yes! (<i>whistle</i>)	Tom:	It's Miss Bell's.
Tom: Whose is this?	Sue:	This green T-shirt?
Tom: Yes! (<i>whistle</i>)	Sue:	It's Tico's.

- Play the tape again. Children listen and answer after the whistle.
- Children point to the items and ask and answer, e.g. **Whose is this?/It's Mr Macaroni's car**, etc.

5 Speaking (2 Ask and answer.)

- Children read the example in the speech bubbles and point to the picture prompt at the bottom of the page and Mr Wood's boots in the picture.
- Children ask and answer about the pictures, following the example.

 Page 93

1 Writing (1 Look and write.)

Children look at the questions and the pictures and write the answers. Look at the example and make certain the children are aware of the importance of the *'s*.

Answers: It is Mrs Green's/Mr Wood's/Miss Bell's hat.

2 Writing (2 Match, draw and write.)

This exercise is similar to 1, above, except that children are writing **They are ...**

Answers: A They are Tom's shoes; **B** They are Mrs Green's flowers; **C** They are Sue's socks; **D** They are Tico's balls.

Language focus Possession

Language (R) *Whose are these/is this? It is/They are ...'s.*

Words (R) *house, teddy, train, shoe, ball, chair, robot; doll, barn, van, telephone, cow, goat*

Teaching aids Poster 1 (block of flats) Poster 3 (animals)
Poster 4 (toys)

Preparation Use word cards for the revision list. Bring in blank sheets of paper for drawing (for the Noticeboard).

1 Warm-up

- Use Poster 1 to revise the names of the characters and other words they have learned, pointing and asking **Who/What's this?**
- Children choose a song that they would like to sing or a game they would like to play.

2 Listening – speaking

- Play Tape 48 and repeat the listening exercise from the previous lesson (Step 4).
- Children point to all of the prompts for possessions on the page and ask and answer **Whose is this/are these?**

3 Revising the words

- Use Posters 3 and 4 to revise the words for animals and toys.
- Use the word cards you have made to practise reading.

 Page 82

4 Speaking (1 Point and say.)

- Children look at the Noticeboard, read the speech bubbles and point to the picture.

- Children point to the pictures and ask and answer as in the example.

Noticeboard Pass out the sheets of blank paper. Ask each child to draw a picture of one or more things belonging to them (something they especially like). They should write their names at the bottom. Pin the pictures up: children can then come forward and ask and answer about the pictures as in the book.

5 Reading – writing (2 Look, read and write.)

- Children look at the pictures and name a few things that they see, e.g. **Andy has a barn; Sue has a phone.**
- Children read the questions and match the picture prompts with the pictures above. They then write the answers in their notebooks. (Do the first one as an example on the board.)
Answers: It is Sue's chair. It is Andy's barn. They are Meg's dolls. They are Tom's vans. It is Sue's phone. They are Andy's cows and goats.
- Children read out the questions and their answers.

 Page 94

1 Reading – writing (1 Read, look and write.)

- Children look at the pictures on the noticeboard; they may like to colour these.
- Children read the questions and match the prompts with the pictures above. They then answer the questions.
Answers: It is Sue's chair. They are Andy's robots. It is Meg's house. They are Ann's dolls. They are Tom's balls. It is Dan's train.

Language focus Reading skills

Language (R) *Whose ... is this/are these?*

New word Good-bye; (R) *head, eyes, mouth, legs, car, neck, tail, arms, feet, nose.*

Teaching aids Flashcards 25–29 (standing, sitting, opening/writing; drawing/counting; singing/saying).

Preparation Use the word cards for commands.

 **44, 45** Photocopy, cut and colour the animal jigsaws (enough so that each child can have a piece of an animal).

Draw a simple jungle scene (flowers, trees) on a large sheet of paper.

1 Warm-up

- Hold up the flashcards and give commands, e.g. **Stand up/sit down**, etc; children obey.
- Play **Sue says** using the commands, and adding in commands with parts of the body: **Put your hands up** (down/on your head, legs, arms, feet); **Point to your eyes** (ears, nose, mouth, hair).
- Children sing the *Right foot, left foot* song ( page 74;  45).

2 Revising the words

- If you have the Noticeboard with children's drawings of possessions, bring children forward in groups to point, ask and answer **Whose is this?** etc.
- Use the animal cards to revise the names of animals and descriptions: **It has long arms**, etc.

 Page 83

3 Reading – speaking (1 Read and find.)

- This is a reading maze. Beginning with Otto's question, children read and follow the coloured lines to find the answers. Let them read silently at first.

- Individual children read the questions aloud. Other children listen, look at the picture above the question and follow the coloured line from the picture to find the answer, e.g. **Whose head is this? A lion's head**. They follow the lion's thought bubble to the next picture and the next question **Whose legs are these?** They follow the black and white line to the zebra and answer **The zebra's legs**. They then go on to the next question, etc.

4 Speaking

- Pass out the pieces of the animal jigsaws, one per child. As you do so, ask, e.g. **Whose head is this?** Child answers, e.g. **An elephant's head**.
- Children then bring their pieces forward and paste them on the large jungle scene, asking, e.g., **Whose head is this?** Children gradually form the jigsaws into animals in the jungle scene.

 Page 95

1 Speaking (1 Match and say.)

- Ask children to identify the parts of animals on the left. Then they read out the names of animals on the right.
- Children draw lines from the parts to the whole animals.
- Children point, ask and answer, e.g. **A Whose tail is this? A crocodile's tail**.

2 Writing (2 Write.)

Children match the questions with the pictures. They then complete the questions and write the answers.

Answers: C Whose neck is this? A zebra's neck; D Whose legs are these? A giraffe's legs; E Whose eyes are these? A hippo's eyes.

Language focus Listening /Spelling skills

Language (R) *Whose ... is this/are these? It is/they are ... -'s*

New words rhyming words (ball/wall; sock/clock; cat/hat; pen/hen) kangaroo, parrot (R) *shoes, apple, books, cakes, girl, goat, boy*

Teaching aid Poster 2 (alphabet)

1 Warm-up

- Children say the Alphabet chant ( page 8;  3).
- Children say *In the house* ( page 44;  27).

2 Revising the words

- Play a game to revise the words. Begin to draw pictures on the board, asking **What's this/are these?** Children guess while you are drawing **Is it a/Are they ...?** Draw a ball, hat, apple, goat, cat; cakes, books, shoes.
- Above these pictures draw stick figures, a boy and a girl. Draw lines from them to the pictures below in a maze. Point to the items again and ask, e.g. **Whose apple is this?** A child comes forward and follows the maze to a figure. Class answers, e.g. **It's the girl's apple.**

 Page 84

3 Listening (1 Listen and draw lines.)

- Children look at the pictures and name them quickly. Play Tape 49. Children listen and point in their books.

Tape 49

Whose ball is this? *Boy:* It's the cat's ball.
 Whose hat is this? *Boy:* It's the girl's hat.
 Whose shoes are these? *Girl:* They're the boy's shoes.
 Whose apple is this? *Girl:* It's the goat's apple.
 Whose books are these? *Boy:* They're the girl's books.
 Whose cakes are these? *Girl:* They're the boy's cakes.

- Play the tape again. Children listen and draw lines in their books, then point, ask and answer.

4 Speaking (2 Look and say.)

- Children match the words which look alike (similar endings) and read them out.
Answers: ball, wall; sock, clock; cat, hat; pen, hen ('car' doesn't rhyme with anything).
- Pass out the word cards you have prepared. Children read their cards out to pair up, e.g. one child stands up and reads, e.g. **clock**. Child with **sock** stands up and reads his/her card. Class then reads both cards.

5 Song (3 Listen and sing.)

- Children name the animals in the picture. There are two they don't know. Elicit **What's this?** (kangaroo/parrot) and write them on the board.
- Play Tape 50. Children listen and follow in their books.

Tape 50

These are my friends.
 They live in the zoo.
 A parrot, a monkey,
 And a kangaroo.

- Play the tape again: teach the song encouraging actions.

 Page 96

1 Writing (1 Look and write.)

- Talk about the picture for a moment. What does Mother say? What do the children answer?
- Children complete the questions and the answers:
 Mother: **Whose dolls are these?** Tom: **They're Meg's dolls.** Mother: **Whose ball is this?** Meg: **It's Tom's ball.**

2 Speaking – writing (2 Say and write.)

- Children look at the pictures and make statements. Give the first one as an example.
- Children write the words to complete the sentences.
Answers: A **clock** in a **sock**; A **ball** on a **wall**; A **cat** in a **hat**; A **hen** on a **pen**.

Writing (1 Look and write page 97)

Children look at the pictures at the top and read the speech bubble. They match the possessions with the children, and write answers to the questions as in the example.

Answers: books/**They are Tom's**; pencils/**They are Andy's**; blouse/**It is Meg's**; Whose **hat is this? It is Tom's**; **Whose dolls are these? They are Meg's.**

Reading for pleasure: **My new computer** page 85

- 1 Children look at the pictures. Ask if they can name any of the items in English.
- 2 Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 3 Ask children if they have their own desktop picture. What is it? Ask children to draw the picture they would like to have on their own desktop. They write a sentence to say what it is.
 Ask children to tell you any other words they know to do with computers and list them on the board. Give words in English, if necessary.

Lesson 1  Page 86  Page 98

Language focus Ability

New language I can/cannot (*can't*)

New words run, ride a bike, swim, hop, jump

Teaching aids Otto and Princess puppets
Flashcards 30–34; (running, walking, hopping, swimming, jumping, riding a bike)

Preparation Prepare word cards for **run, ride, swim, hop, jump**.

1 Warm-up

- Children sing *Do this, do this* ( page 77;  47).
- Cue actions by saying **big, little, happy, sad, tall, short**. Start slowly and get faster and faster (Step 4 on page 22; Step 1 on page 57).

2 Introducing the new words

- Use the flashcards to introduce the new verbs.
- Use the word cards you have prepared to practise reading.

 Page 86

3 Listening – reading (1 Listen, read and say.)

- Introduce **I can ...** by demonstrating. Say **I can run** (...jump, hop, draw, sing) and perform the actions.
- Play Tape 51. Children listen and read in their books.

 **Tape 51**
Tom: I can run!

Meg: I can jump!

Jane: I can ride a bike!

Andy: I can swim.

Sue: I can hop!

Girl: ... 14, 15, 16, 17 (*fades*)

- Play the tape again.
- Children read out the speech bubbles. Other children listen and say who is speaking (the girl on the bike is Jane).

4 Listening (2 Listen and circle.)

- Use the puppets to introduce **Yes, I can/No, I can't**. Ask Otto and Princess questions, e.g. **Can you swim?** They reply; write their answers on the board. Repeat with two more questions. Children read the answers.
- Children look at the pictures and name the characters. (The last one is Jane.)
- Play Tape 52. Children listen and point to ✓ for **Yes**; ✗ for **No**.

 **Tape 52**
Boy: I can jump. Can you jump, Tom?

Tom: Yes, I can jump.

Girl: I can't swim. Can you swim, Meg?

Meg: No, I can't swim.

Boy: I can hop. Can you hop, Andy?

Andy: No, I can't hop.

Girl: I can't ride a bike. Can you ride a bike, Sue?

Sue: Yes, I can ride a bike.

Boy: I can run. Can you run, Jane?

Jane: Yes, I can run.

- Play the tape again; children listen and circle the answers in their books.
- Children make statements, e.g. **Tom can jump; Meg can't swim**, etc.

5 Speaking (3 Point and say.)

Children read the speech bubbles. Then they look at the verbs above and make statements about themselves, following the examples.

 Page 98

1 Reading (1 Read and match.)

Children read the words and draw lines to the pictures.

2 Writing (2 Write the word.)

Children look at the pictures and complete the speech bubbles, using the verbs above.

Answers: I can hop; I can't jump, I can't swim; I can draw.

Language focus Ability

New language Can you ...? How are you? (song);
(R) Yes, I can/No, I cannot; Good morning (song);
Who is it?

Words (R) ride a bike, swim, sing, draw, run, say

Teaching aids Flashcards 28–34 (drawing/counting, singing/saying, running, walking, hopping, swimming, jumping, riding a bike)

Preparation Use the word cards for the verbs.



46 Photocopy and cut out the symbols for actions and make an activity wheel (for the Noticeboard).

1 Warm-up

- Use the flashcards and quickly drill the verbs. Then put the flashcards face up on a table or desk. Children come up, choose a card, make a statement, e.g. **I can sing a song**, and demonstrate.
- Give commands with **Say ...** to the class and to individuals, e.g. **Say, Good morning** (...Hello, Good-bye, your name, the ABC, Please, Thank you, a blue balloon, a purple pen, etc.).

 Page 87

2 Speaking (1 Point and say.)

- Write **Can you ... ?** on the board. Children read. Hold up the word cards in the space; children read the sentences.
- Children look at the Noticeboard, read the speech bubbles and point to the pictures. They then point, ask and answer (giving real answers for themselves).

Noticeboard Put an activity wheel on the Noticeboard with the symbols on it. Use the Otto or Princess puppet. Children come to the Noticeboard and the puppet points to the symbols and asks questions. The child answers **Yes** or **No** and puts a ✓ or a ✗ in that part of the wheel. The resulting chart will give a good visual idea of how many children can do various things.

3 Reading (2 Read and say.)

Children read the texts, look at the pictures and decide which children they refer to.

Answers: (first text) **Number 1** (she has a bike, an easel and crayons, musical notes but no indication of swimming); (second text) **Number 4** (he has running shoes, a snorkel mask for swimming and musical notes on his T-shirt, but no bicycle).

4 Song (3 Listen and sing.)

- Play Tape 53. Children listen and follow the words in their books.



Tape 53

Can you clap your hands,
Can you clap your hands,
As slowly, as slowly,
As slow can be?
Then stop and fold your arms like me,
Then fold your arms like me.

Can you clap your hands,
Can you clap your hands,
As quickly, as quickly,
As quick can be?
Then stop and fold your arms like me,
Then fold your arms like me.

- Play the tape again. Children listen and sing along. Encourage them to do actions.



Page 99

1 Writing (1 Write the answer.)

- Children look at the symbols at the top and name them. Focus attention on the answer boxes and indicate that **cannot** (written) = **can't** (which we use when we speak).
- Children read the questions and answer them (for themselves).

2 Reading (2 Read and write the number.)

- Children read the statements in the speech bubbles, look at the pictures and decide who is speaking. They then write that number in the blank.

Answers: ride a bike/sing/not swim (3); run/ride a bike/not swim (2); swim/draw/not ride a bike (1).

- Children read out the descriptions and their answers.

Language focus Ability

New language S/He/It can/cannot ...

New word fly; (R) swim, run, walk, jump

Teaching aids Flashcards 30, 32, 33, 37 (running/walking, swimming, jumping, flying)

Preparation Use the word cards for the verbs; make a card for fly.

1 Warm-up

- Children sing *Can you clap your hands?* ( page 87;  53).
- Put flashcards on the board. Children walk up, point, and make statements about themselves: *I can/can't ...*

2 Introducing the new language

- Use flashcard 37 to introduce the word **fly**.
- Use the word cards you have made to practise reading.
- Give out the flashcards. Bring a child forward and show him/her a card. S/he mimes the action and the child with the correct flashcard holds it up. The class names the action.

Page 88

3 Reading – speaking (1 Read and say.)

- Give the children time to read silently and look at the pictures.
- Ask a child to choose a sentence to read aloud; the other children listen, find and point in their books. They say who/what it is, e.g. **the lion**. Repeat, until all sentences have been read.

4 Speaking (2 Look and say.)

- Children read the speech bubbles and find the picture.
- Children point to the pictures and ask and answer, as in the example.

5 Speaking (3 Point, ask and answer.)

- Children look at the speech bubbles and point to the examples.
- Children take turns pointing to the animals and asking the questions, using the prompts.

Answers: swim? giraffe/**No**, fish/**Yes**; fly? bird/**Yes**, cat/**No**; run? owl/**No**, horse/**Yes**; walk? lion/**Yes**, fish/**No**; jump? elephant/**No**, monkey/**Yes**.

Page 100

1 Reading (1 Read and circle.)

- Children read the statements and match the pronoun to the correct picture.
- Children read the statements and identify their answers, e.g. **It's the boy**.

Answers: He can swim/**boy**; It can swim/**fish**; It can't swim/**giraffe**; She can't fly/**girl**; It can run/**horse**; He can run/**boy**.

2 Writing (2 Write the answers.)

- Children look at the pictures and write **S/He/It can ...** in the blank (an **X** = can't).

Answers: **She** can sing; **It** can't jump; **It** can swim; **He** can run; **It** can hop; **She** can't fly.

- Monitor their work. Children read out their completed sentences at random; other children listen and point.

Language focus Ability

New language Can he/she ...? (R) Yes/No; and

Words (R) say Hello, ride a bike, swim, sing, hop, fly; write my name, draw, count to 20, say the A B C, sing

Teaching aids Flashcards 25–34, 37 (standing, sitting, opening, writing, drawing, counting, singing, saying, running, walking, hopping, swimming, jumping, riding a bike, flying)

Poster 3 (animals)

Preparation Use the word cards for the actions.

1 Warm-up

- Children play *Sue says* (Step 4 on page 62,  page 77).
- Children sing *Can you clap your hands?* ( page 87;  53).

2 Revising the words

- Pass out the word cards and put the flashcards on the board. Children come forward and match a word card with a flashcard, the class reads and performs the action.
- Walk around the class and ask questions, e.g. **Can you swim?** Child answers **Yes** or **No**. Then turn to the class and ask **Can s/he swim?** Class answers.
- Use Poster 3 and ask questions, e.g. (point to elephant) **Can it fly?** Children answer **Yes, it can/No, it can't**.

 Page 89

3 Listening (1 Listen and ✓.)

- Children look at the pictures; make questions for the first two as an example.
- Play Tape 54. Children listen and follow in their books (they should get the answer from the sound effects).

 **Tape 54**

Teacher: Number 1. Can he ride a bike? (*sound of bike*)
 Number 2. Can she say 'Hello'? (*baby noises*)
 Number 3. Can she swim? (*splash!*)
 Number 4. Can he sing? (*clown sings badly*)
 Number 5. Can she hop? (*Yes, I can*)

Teacher: Can he ride a bike? *Girl:* Yes, he can.
Teacher: Can she say Hello? *Boy:* No, she can't.
Teacher: Can she swim? *Boy:* Yes, she can.
Teacher: Can he sing? *Girl:* No, he can't.
Teacher: Can she hop? *Boy:* Yes, she can.

- Play the tape again. Children listen and ✓ in their books. They then listen and check.

- Children form the questions and give their answers.

4 Game (2 Play a game.)

Children look at the pictures and read the speech bubbles. One child begins by choosing an animal and showing with his/her hands if it is long or short, big or little. Other children ask a question to make sure. They then ask about what the animal can do and make a guess. Children play the game. (They should whisper the animal to you first, or you could suggest the animal.)

5 Speaking (3 Look and say.)

- Quickly revise the actions, using flashcards 27–29.
- Children read the speech bubble and look at the picture. They then look at the pictures below and use the prompts to make pairs of true statements about themselves with **and**. They may also like to demonstrate.

 Page 101

1 Reading – writing (1 Read, look and write.)

- Children read the questions and write the answers.
- Monitor their work and check for correct pronouns: **she, he, it**.

Answers: girl/run/**No, she cannot**; bird/swim/**No, it cannot**; boy/ride a bike/**Yes, he can**; man/hop/**No, he cannot**; girl/jump/**Yes, she can**.

2 Reading (2 Read and do.)

Children read and complete the tasks.

Answers in bold:

4 8 10 12 15 17 20
 four eight ten twelve fifteen **seventeen** twenty
 ball, hall, cake, plane, duck

Writing (1 Read and colour; 2 Colour and write  page 102)

- Children read the texts and colour the pictures.
- Children colour the picture of the monkey. They then write a short description, following the model above. Check, in particular, use of initial capital letters and full stops.

 **Reading for pleasure: Did you know this?**  page 90

- 1 Children look at the pictures. Ask what animals they can see. Give the words for any that are new.
- 2 Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 3 Brainstorm all the animals they can think of. Write them on the board. Ask which ones can do the same as the animals in the pictures, e.g. **A horse/dog can swim. A monkey/cat can climb trees**. Ask if they know any interesting facts about animals, e.g. a snake can lose its skin. Help them to make simple sentences.

Lesson 1  Page 91  Page 103

Language focus Ability

New language They can ...; (R) I/she/it can ...

New words sleep, eat, drink, see, walk; (R) hop

Teaching aids Flashcards 21–24 (giraffes, crocodiles, camels, hippos); 30, 31, 35, 36 (run/walk, hop, sleep, drink/eat)

Poster 3 (animals)

Preparation Prepare word cards for **sleep, eat, drink, see, walk.**
1 Warm-up

- Put flashcards 21–24 on the board, making statements about them as you do so, e.g. **They can swim/can't fly.** Ask children to make statements, e.g. **Crocodiles can swim/Camels can't fly.**

2 Introducing the new words

- Use the flashcards to introduce the new words **sleep, eat, drink, walk, see.**
- Use the word cards you have prepared to practise reading.
- Use Poster 3 to introduce the word **see.** Point to animals and say, e.g. **I can see bears and I can see birds.** Ask children to make statements. Then write a sentence on the board; children read.

 Page 91

3 Listening – reading (1 Listen and read.)

- Children look at the pictures and say who it is (it's Andy and his baby sister).
- Play Tape 55. Children follow, read and point in their books.

 **Tape 55**

Andy: She can sleep. She can eat. She can drink.
She can see. She can't walk!

- Play the tape again. Then individual children read sentences aloud at random; other children listen and point in their books.

4 Speaking (2 Point and say.)

- Children read the speech bubbles and find the pictures (see/hippos; eat/giraffes).
- Children point to the pictures in order and make statements. They then make statements at random, e.g. **They can see.** Other children name the animals **Hippos.**

5 Reading – speaking (3 Read and say.)

- Children look at the pictures and read the bubbles.
- Hold up an animal flashcard and verb word card, e.g. **hippo/swim.** Children say **It can swim.** Repeat, e.g. **zebra/hop.** Children say **It can't hop.** Continue with random combinations. Children make correct statements.

 Page 103

1 Reading (1 Read and match.)

Children read the sentences and draw lines to the pictures.

2 Writing (2 Look and write.)

- Children look at the pictures and use the verbs from above to complete the sentences.
- Children read out their sentences; other children listen and name the animals to check their work.

Answers: zebras/They can **drink**; lions/They can **sleep**; giraffes/They can **eat**; monkeys/They can **walk**; hippos/They can **see**; birds/They can **sing**.

Language focus Ability

New language Can it/they ...? Yes, it/they can/No, it/they cannot (**can't**); (**R**) Is it a ...; Yes, it is/No it is not.

Words (**R**) run, walk, fly, sing, swim, hop, see, sleep, drink

Teaching aids Otto and Princess puppets
Flashcards 29–32, 35–37 (sing, run/walk, hop, swim, sleep, drink/eat, fly)

Preparation Use the word cards for the verbs.



27–31 Photocopy and cut out enough animal cards for each child to have one. Make labels with these verbs: **run, walk, fly, sing, swim, hop** (for the Noticeboard).

1 Warm-up

- Do a quick activity with commands, e.g. **Put your hands up** (down/on your head). **stand up; sit down**, etc.
- Stick animal cards up around the room; children find them and make statements, e.g. **I can see a lion**.

2 Revising the words

- Use the flashcards to revise the verbs.
- Use the word cards to practise reading.
- Walk around with the puppets, making statements and asking questions, e.g. **I can run/I can't swim. Can you run/swim?** Children answer **Yes, I can/No, I can't**. Let some children ask questions with the puppets.

 Page 92

3 Speaking (1 Point and say.)

- Children read the words on the Noticeboard and the speech bubbles. Demonstrate the guessing game with a child. S/He chooses an animal and tells a friend. You ask the questions and try to guess.
- Children take turns choosing animals, asking and answering.

Noticeboard Put the word cards you have made around the Noticeboard. Give each child an animal card to colour. Children then come forward, make a statement about their animal and put it on the board next to the appropriate verb, e.g. child with owl says **It can fly** and puts the animal near the card with the word **fly**. The Noticeboard can also now be used to play the game again, as in the book.

4 Speaking (2 Point, ask and answer.)

- Children read the questions and answers in the speech bubbles and point to the pictures.
- Children point, ask and answer about the pairs of pictures.

Answers: sleep/1 **Yes, they can.** 2 **No, they can't.**
see/1 **No, they can't.** 2 **Yes, they can.**
drink/1 **Yes, they can.** 2 **No, they can't.**
walk/ **No, they can't.** 2 **Yes, they can.**



Page 104

1 Reading – writing (1 Read and look; Read and write)

- Children read the text silently and look at the picture.
- Individual children read the text aloud; the other children listen and point to the picture.
- Children fill in the blanks with **can** or **cannot**. This should encourage the children to scan the text above for the words.
- Read the text aloud; children follow and check their work.

2 Writing (2 Look and write.)

- Point to the Noticeboard and ask one or two questions with **Can it ...?** Point to groups of animals and ask **Can they ...?** Write the questions on the board; children read.
- Children look at the pictures and write the questions, choosing **Can it** or **Can they**.

Answers: snake/**Can it** fly?; boys/**Can they** run?; babies/**Can they** walk?; hippo/**Can it** swim?

Language focus Ability

New language We have ... and we can ...

New words river; hear; (R) see, ear, walk, eat, swim, fly; eyes, ears, legs, mouths; parrot, zebra, giraffe, monkey, lion, elephant, hippo

Teaching aids Otto and Princess puppets
Poster 3 (animals);
One or two animal cards

Preparation Use word cards for **walk, see, hear, eat.**

1 Warm-up

- Do a quick action exercise with parts of the body: **We have eyes** (... ears, hair, legs, arms, feet, etc). Children repeat and point.
- Ask a child to come forward and point to parts of the body; class makes a statement/points.
- Children sing the *Elephant song* ( page 74;  45).

2 Introducing and revising the words

- Revise the word **see** and introduce the word **hear**. Ask a child to come forward and show him/her a picture of a bear. The child pretends to be a bear and makes growling sounds. Point and say **I can see a bear ...** (cup your ear) **... and I can hear a bear.**
- Write the sentence beginnings on the board: **I can see a ...; I can hear a ...** Repeat the step above with another animal picture (e.g. a parrot). Point to the sentence beginnings and elicit sentences.

 Page 93

3 Speaking (1 Point and say.)

- Use the puppets to say the sentences. Children read and point in their books.

- Children read the sentences aloud and look at the pictures. They read them again and point to themselves.
- Children stand up and say the sentences without looking (they don't have to be in order).

4 Reading (2 Read, find and ✓.)

- Children look at Meg and Tom and the jungle scene. Give them time to read the speech bubbles silently.
- Children look at the picture and tick all of the animals they can see.
- Ask children to take the parts of Meg and Tom and read the texts aloud; children listen and point in their books.
- Children make statements about the animals they can see:

I can see a ...

Answers: parrot ✓, zebra ____, giraffe ✓, monkey ✓✓, lion ____, elephant ✓, hippo ✓✓

 Page 105

1 Writing (1 Look and write.)

- Use the word cards to revise the verbs and their spellings.
- Children complete the sentences, as in the Pupil's Book.
- Children read out the statements and point to themselves.

2 Writing (2 Read and write.)

Children look at the pictures, complete the questions, and write the answers. Do the first two with them as an example.

Answers: frog/Can it hop?/Yes, it can; hippos/Can they see?/Yes, they can; elephant/Can it jump?/No, it cannot; girl/Can she eat?/Yes, she can; boys/Can they fly?/No, they cannot.

Language focus Ability

Language (R) *I can hear a ... We can .../Are you (+ plural noun)?*

Words (R) *walk, hop, swim, fly; lion, elephant, giraffe, snake, hippo, monkey, parrot*

Teaching aids Flashcards 29–32, 37 (sing, walk, hop, swim, fly)

Poster 3 (animals) or the Noticeboard, if available

Preparation Use the word cards for the animals.

 47 Make a lioness mask.

1 Warm-up

- Children look at the Noticeboard (or the poster) and talk about the animals, e.g. **Look at the parrot. It can fly** etc.
- Children play the guessing game from Lesson 2, Step 3. (**Can it ...?/Is it a ...?**)
- Children point and say **We have eyes and we can see** from Lesson 3, Step 1.

 Page 94

2 Listening – speaking (1 Listen, say and ✓.)

- Children look at the pictures of the animals and read their names. They also read the speech bubble. Explain that they are going to hear some of these animals on the tape.
- Play Tape 56. Children listen and ✓ in their books.

 **Tape 56**

(lion roars, elephant trumpets, snake hisses, monkey chatters, parrot squawks)

Can you hear a lion? (*lion roars*)
 Can you hear an elephant? (*elephant trumpets*)
 Can you hear a snake? (*snake hisses*)
 Can you hear a monkey? (*monkey chatters*)
 Can you hear a parrot? (*parrot squawks*)

- Play it again. Children listen and answer the questions.
- Children make animal noises; other children say what they think it is, e.g. **I can hear a monkey.**

3 Speaking (2 Look and say.)

- Children look at the pictures and speech bubbles, which show a game.
- Children come to the front in pairs. Ask them to choose an animal and whisper it to you. Then they pretend to be the animals and say, e.g. **We can walk.** The rest of the class guesses **Are you ...?**

4 Song (3 Listen and sing.)

- Children look at the picture. Do they recognise the animal (lioness)? Play Tape 57. Children listen and follow.

 **Tape 57**

What is it?

This animal can see you. That's what it (*clap, clap*) can do.

*No, it can't! No, it can't! No, it can't, can't, can't!
 I can run, I can run, I can run, run, run!*

This animal can hear you. That's what it (*clap, clap*) can do.

*No, it can't! No, it can't! No, it can't, can't, can't!
 I can run, I can run, I can run, run, run!*

This animal can eat you. That's what it (*clap, clap*) can do.

*No, it can't! No, it can't! No, it can't, can't, can't!
 I can run, I can run, I can run, run, run!*

- Play the tape again. Children join in with **No, it can't ...**
- Let one child wear the lion mask and be the lion and stalk another child, who pretends to run.

 Page 106

1 Reading – writing (1 Find, colour and write.)

- Children look at the small pictures, read the words and find the animals in the big picture (not all are there).
- Children write sentences about what they can see.
Answers: (can be in any order) I can see a monkey and a bird. I can see a lion and a giraffe. I can see a hippo.

2 Reading (2 Find and circle the words.)

Children look at the word snake and circle the names of animals. There are twelve animals.

Answers: crocodile, cat, lion, dog, giraffe, hippo, elephant, monkey, camel, bear, owl, bird

Writing (1 Look and read; 2 Colour and write  page 107)

- Children look at the pictures at the top and read the texts.
- Children look at the picture of the giraffes, colour it and write a short text, like the model. Monitor punctuation.

 **Reading for pleasure: What can animals do?**  page 95

- 1 Children look at the pictures. Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8).
- 2 Divide the class into 5 groups and give them an animal from the page. Each group adds two or three more sentences about their animal. In turn they read out the original sentences and the new ones. If you have time, give out different animal pictures. Children write descriptions and read them out.

Lesson 1  Page 96  Page 108

Language focus Describing location

New language in the desert; on the farm; **(R)** *Can you see a fish? Where is it? It is ...*

New words desert, river, forest, farm
(R) *horse, fish, goat, crocodile, monkey, elephant, camel*

Teaching aids Flashcards 38–40 (river/farm, forest, desert/snake)
Poster 3 (animals)

Preparation Prepare word cards for **desert, river, forest, farm.**

1 Warm-up

- Use Poster 3. Describe an animal, e.g. **It's big** (... grey). **It has a long nose** (... tail). **It can't fly. What is it?** Children guess.
- Children come forward, choose an animal and describe it in as many ways as they can.
- Children sing *This animal can see you* ( page 94;  57).

2 Listening – speaking

- Play Tape 57 from Unit 18, Lesson 4 again. Children listen and point in their books on page 94.
- Children look at the small pictures at the top of the page. Ask questions: **Can you see a snake** (... hippo, zebra, bird, parrot, cat, etc)? Children look and answer in chorus: **Yes, we can/No, we can't.**

3 Introducing the new words

- Use the flashcards to introduce the new words.
- Use the word cards you have prepared to practise reading.

 Page 96

4 Listening (1 Listen and point.)

- Children look at the pictures and read the words. What animals can they see in, e.g. the forest? **There is an elephant, bird,** etc.
- Play Tape 58; children listen and point to the pictures in their books.

Tape 58

Look at the river. Can you see the fish? Can you hear the boat? (*water*)

Look at the desert. Can you see the camel? Can you hear the snake? (*snake*)

Look at the forest. Can you see the monkey. Can you hear the bird? (*tropical bird*)

Look at the farm. Can you see the horse? Can you hear the goat? (*goat*)

- Play the tape again.

5 Speaking (2 Ask and answer.)

- Introduce **on the farm** and **in the river** (... desert, forest). Ask questions about the pictures: **Where's the camel?/ It's in the desert.** Write the answer on the board; children read. Repeat with **cow, monkey** and **crocodile**. Children read the statements on the board and name the animals.
- Children read the speech bubbles and look at the pictures. They then use the prompts at the bottom to ask and answer as in the example.

Answers: camel? **in the desert;** elephant? **in the forest;** crocodile? **in the river;** monkey? **in the forest;** snake? **in the desert;** horse? **on the farm.**

 Page 108

1 Reading (1 Read, match and circle.)

Children read the words at the bottom, match the correct one with the picture, and circle it. (They might also like to colour the scenes.)

Answers: river, desert, forest, farm

2 Reading – writing (2 Read, look and write.)

- Remind the children of the prepositions **in** the desert/river/forest; **on** the farm.
- Use the pictures above to help them complete the answers and the questions.

Answers: fish/It is in **the river;** horse/It is on **the farm;** camel/It is **in the desert;** monkey/**It is in the forest;** **elephant** (under the tree); **goat** (next to the horse).

Language focus Location

New language They are (**They're**) (+ location); Where are (+ plural noun)?; Where are we? Are you (+ location)?; (**R**) *in/on*

Words (**R**) *farm, desert, forest, river; monkeys, cats, crocodiles, goats, parrots, camels, hippos*

Teaching aid Poster 3 (animals)

Preparation Place pairs of objects around the room (e.g. apples, cars, balls, shoes). Put them on, in, under, next to or between things.

Use the word cards for locations.



48, 49 Photocopy cut-outs to make the four scenes; find pictures of animals in magazines if possible, otherwise use pairs of animal cards (for the Noticeboard).

1 Warm-up

- Children sing *These are my friends* ( page 84;  50).
- Use Poster 3 and ask questions, e.g. **Can you see a ...?/ Yes, we can.** Then ask **Can you hear a ...?** and cue a child to make that sound.

2 Introducing the question

- Introduce the question **Where are the ...s?** using the pairs of objects you have placed in the room. Write **Where are the shoes?** on the board. Children read the question and look around until they find the answer, e.g. **They're under the table.** Erase the word **shoes** and write in other words.

 Page 97

3 Speaking – writing (1 *Look, say and write.*)

- Children look at the Noticeboard in their books, read the speech bubbles and point to the pictures. They name the four locations and the pairs of animals.
- Children point to the animal prompts and ask and answer questions as in the example.
- Children write questions and answers in their notebooks.

Noticeboard Make scenes on the Noticeboard, using the cut-outs (farm, desert, forest, river). Children either draw pictures of animals or use the magazine cut-outs. A child brings his/her animals, asks a question and puts them in the correct location.

4 Game (2 *Play a game.*)

- Children read the speech bubbles and look at the pictures of the game in the book. What are the children pretending to be? (An elephant, a monkey and a bird.) Where are they? (In the forest.)
- Children work in small groups. They decide where they are and act out a scene. (They can be animals and make noises; pretend to be fishing, feeding animals, trekking through the desert, hacking through undergrowth, etc.) The other children guess.

5 Song (3 *Listen and sing.*)

- Children look at the pictures. Play Tape 59; children listen and follow the words in their books.



Tape 59

Old MacDonald had a farm,
Ee I ee I oh.
And on his farm he had some cows,
Ee I ee I oh.
With a moo-moo here,
And a moo-moo there,
Here a moo, there a moo,
Everywhere a moo-moo.
Old MacDonald had a farm,
Ee I ee I oh.

- Play the tape again. Children sing along.



Page 109

1 Reading – writing (1 *Read, write and colour.*)

- Use the word cards to revise reading/spelling the words **desert, forest**, etc.
- Children read the questions, look at the pictures and write the answers.

Answers: camels/**They are in the desert**; goats/**They are on the farm** (or in the barn); parrots/**They are in the forest**; hippos/**They are in the river**.

2 Writing (2 *Look and write.*)

Children read the speech bubbles and look at the pictures. They write the location in the large bubbles.

Answers: in the desert; in the forest; in the river.

Language focus Describing location

New language There is/There are ... (+ location); (R) and

Words (R) river, desert, farm; barn, trees, hens, cats, fish, snake, cows, crocodiles, camels

Teaching aid Poster 3 (animals)

Preparation Find pictures from magazines or in books of farms, forests, rivers etc. which children can describe.

1 Warm-up

- Use the Noticeboard (if you have prepared it) to revise the words for animals.
- Children sing *Old MacDonald had a farm*, either with or without the tape ( 97,  59, see previous lesson).

2 Revising the words

- Use Poster 3 (or the Noticeboard) to remind the children of **There is/There are ...**. Describe the animals: **There is a big, grey elephant**. Write example sentences on the board; ask children to make statements.
- Play the *Memory game* (Step 3 on page 46).

 Page 98

3 Reading – listening (1 Read, match and listen.)

- Children read the sentences, match them to the pictures and write the number in the blank.
- Read the script below. Children listen and follow in their books to check their work.

Script

Picture one. There are camels in the desert.
There are trees. There is a snake.

Picture two. There are cows on the farm.
There is a barn. There are cats and hens.

Picture three. There are crocodiles in the river.
There is a boat. There are fish.

- Individual children read out the descriptions; other children listen and say which picture it is.

4 Listening – speaking (2 Listen and speak.)

- Children look at the picture of the boy describing a picture. Play Tape 60. Children listen and point in their books.

Tape 60

This is a forest. There are trees and flowers. There is an elephant. There is a parrot and a monkey.

- Play the tape again.
- Use the pictures you have brought in. Individual children stand up and give presentations.

 Page 110

1 Reading (1 Read and match.)

Children read the sentences, match them with the pictures, and write the numbers in the blanks.

Answers: 1 There are hills in the desert. There are camels. There is a car. There are trees.

2 There is a barn on this farm. There are cows. There are goats and horses. There are trees.

3 There are boats on the river. There is a crocodile. There are hippos. There are trees.

2 Writing (2 Look and write.)

- Children look at the picture in the book and write a description, using **There is/There are ...**. You may wish to ask a child to help you put a model on the board.
- Children read out their descriptions.

Language focus Speaking skills

Language (R) *Is it a ... or a ...?*

Words (R) *lion, cat, zebra, horse, dog, bear, elephant, cow*

Sounds (R) */b/ and /p/*

Preparation Use word cards for the animals.



47 Use the lioness mask.



27–31 Use animal cards for revision; also see *Reading for pleasure*



48, 49 Scenery for *Reading for pleasure*

1 Warm-up

- Children sing *This animal can see you* ( page 94;  57) and act it out with a child wearing the lioness mask.

2 Revising the words

- Use the animal cards to revise the words for animals.
- Use the word cards to practise reading.

3 Revising the questions

- Use the animal cards to revise **Is it a ... or a ...?** Put two animal cards on the board and make an animal noise, e.g. **Meow**. Ask **Is it a cat or a dog?** Children answer. Write the question on the board; children repeat. Erase the words **cat** and **dog** and repeat with other animal sounds/cards/words.
- Begin to draw a picture which could be two things (e.g. apple/ball, car/bus; pencil/ruler; T-shirt/dress). Ask **Is it an apple or a ball?** Children answer when the drawing is complete.

 Page 99

4 Speaking (1 Ask, find and answer.)

- Children look at the picture, read the questions silently and follow the tracks to find the animals.
- Children take turns to read the questions and give the answers.

Answers: lion or cat? **It's a cat**; zebra or horse? **It's a horse**; dog or bear? **It's a dog**; elephant or cow? **It's a cow**.

5 Speaking (2 Read and say.)

- Remind the children of the difference between the /p/ and /b/ sounds (Step 3 on page 12).
- Children look at the pictures and read the sentences below silently. Then you read the sentences; children listen and follow in their books.
- Children try to say the sentences. If they are having trouble with the sentences, ask them to use the paper test (see step 3 on page 12).



Page 111

1 Reading – writing (1 Read, find and answer.)

Children read the questions and follow the footprints to find the hidden animals. They then write the answers.

Answers: lion or cat? It is a **lion**; zebra or horse? It is a **zebra**; dog or bear? **It is a bear**; cow or elephant? **It is an elephant**.

2 Writing (2 Look and write.)

Children read the questions, look at the pictures and write the answers.

Answers: camels? **Yes, they are**; monkeys? **No, they are not**; horses? **No, they are not**; lions? **No, they are not**; snakes? **Yes, they are**.

Writing (1 Look and read; 2 Colour and write page 112)

- Children look at the child's drawing at the top. They read the text and point to the picture.
- Children colour the picture.
- Children look at the picture and write a text, using the model above.



Reading for pleasure: Where are we?  page 100

- Children look at the pictures. Ask them to name as many things as they can in each one. Write the words on the board.
- Play the tape and read the text in the usual way (see notes 2 and 3, *Reading for pleasure*, page 8). If children are confident, you could also ask individuals to read sentences around the class.
- Divide the class into groups of five or six. Assign one of the places – forest, desert or farm – to each group. Children create their scene. They can draw pictures, cut pictures from magazines or colour photocopied pictures from the Teacher's Resource Book.
- They add as many animals/features to their scene as they can, e.g. desert could also have goats and insects. Help groups to decide what they can add. Children write sentences about the objects and animals they have put in their scene. Let each group hold up their picture and read their sentences.

Lesson 1  Page 101  Page 113

Language focus Revision

Language (R) *Where are we/We are ...; Whose is this/are these? They are ...'s; Can you ...?*

Words (R) *forest, desert, farm; socks, T-shirt, shoes, hair, hat, dress, trousers; write/name, say/ABC, draw/lion, write/1-20, sing*

Teaching aids Flashcards 1–4, 15 (Andy, Meg, Tom, Sue, grandmother/grandfather); 27–29 (write, draw, sing/say)

Preparation Use the word cards for the action verbs.

1 Warm-up

- Children say *Pretty Polly is a purple parrot and Big Betty is a bad brown bear* ( page 99).
- Lead the game *Sue says* (Step 4 on page 62,  page 77).
- Children choose a favourite song to sing or say a rhyme from a *Reading for pleasure* page.

 Page 101

2 Listening – speaking (1 Listen and answer.)

- Children look at the pictures and read the speech bubble. Play Tape 61. Children listen and point in their books.

 **Tape 61**

Meg/Tom: Where are we? (farm with cows, horse, goats, bird)

Meg/Tom: Where are we? (desert with camels, snake)

Meg/Tom: Where are we? (forest with parrots, monkeys, elephant)

Meg/Tom: Where are we? (farm with cows, horse, goats, bird) We're on the farm.

Meg/Tom: Where are we? (desert with camels, snake) We're in the desert.

Meg/Tom: Where are we? (forest with parrots, monkeys, elephant) We're in the forest.

- Play the tape again.

3 Speaking (2 Point, ask and answer.)

- Use flashcards 1–4 to revise the words for clothing.
- Children look at the pictures of the children and the small pictures below.
- Children read the speech bubbles, then take turns pointing to the pictures of clothing, asking and answering.

Answers: feet/**They're Meg's**; socks/**They're Andy's**; eyes/**They're Sue's**; T-shirt/**It's Meg's**; cap/**It's Tom's**; dress/**It's Sue's**; shorts/**They're Tom's**.

4 Speaking (3 Point, ask and answer.)

- Revise the action verbs, using the flashcards.
- Use the word cards to practise reading.
- Children point to the pictures and ask and answer questions, e.g. **Can you write your name?**
- Children ask and answer in pairs and demonstrate their answers.

 Page 113

1 Writing (1 Find and write.)

- Children first match the animals to the habitats (there are matching animals hidden), drawing lines.
- Children write sentences as in the example.

Answers: 2 goats/**They are on the farm**; 3 camels **They are in the desert**; 4 crocodiles/**They are in the river**.

2 Writing (2 Look and write.)

Children match the clothing to the characters above and write answers/questions.

Answers: They are Meg's, It is Tom's; Whose is this? Whose are these?

Language focus Revision

Language (R) *There is a/There are ...; How many ... are there?; I can see (a) ...*

Words (R) *shapes, food, toys, classroom items, furniture*

Teaching aids Flashcards 16–20 (triangles/circles/squares, sandwiches, ice cream/sweets, cakes/biscuits, clock)

Poster 2 (numbers/colours)

Poster 4 (toys)

Use the masks of Andy, Meg, Tom and Sue

1 Warm-up

- Use Poster 2 to play a game with numbers and colours (Step 2 on page 51).
- Children sing *The family* and perform the actions ( page 53;  35).

2 Revising the words

- Use the flashcards to revise the words for shapes and food.
- Use Poster 4 to revise the words for toys.

 Pages 102, 103

3 Speaking (1 Look, say and write.)

- Children look at the picture and make as many statements as they can about it, using **There is/There are**, e.g. **There is a kite/There are books; I can see (a) ...**

- Children write six sentences about the picture.

Answers: There is a car, robot, kite, pencil, rubber, ruler, paint box, school bag, cat, lion, elephant, zebra, giraffe, monkey, parrot, bear, rabbit, cow, horse, house, barn, goat, bike, bus, football, doll, chair, phone, TV, bath, bed, mother, father, sister, brother, grandmother/father; There are books, squares, triangles, circles, cakes, sweets, sandwiches.

4 Counting – speaking (2 Count and say.)

Children read the speech bubble, point to the prompts, find as many of each item as they can and ask and answer questions about the picture.

Answers: There are 5 circles, 11 squares, 2 triangles, 14 books, 15 fish, 13 sandwiches, 16 cakes, 17 sweets.

 Page 114

1 Reading (1 Read and do.)

Children read and follow the instructions: they write their names, they colour the fruit and then say the words. They draw (and colour) a friend.

2 Writing (2 Write.)

Children write about the picture they have drawn, using the picture prompts to help.

Example answer: This is my friend. He is a boy. He has blue eyes and blonde hair.

Language focus Revision

Language (R) *I can see an ... Is it ...; Yes, it is/No, it is not; Meg/Tom is a/has ...; S/he can ...*

Words (R) *names of characters; boy/girl; physical characteristics, colours, animals*

Teaching aids Otto and Princess puppets
Flashcards 1–4, 15 (Andy, Meg, Tom, Sue, grandmother/grandfather)

Poster 3 (animals)

1 Warm-up

- Use Otto and Princess puppets for short dialogues with the children, e.g. **Hello, my name's ... What's your name? How old are you? Please stand up. Thank you,** etc. Children answer/obey.
- Sing *Can you clap your hands?* ( page 87;  53).
- Children say *Three green beetles have eighteen feet* ( page 49;  31).

2 Revising the words

- Use Poster 3 to revise the names of animals.
- Use flashcards 1–4 and 15 to revise features, e.g. **She has blonde hair** (... green eyes, etc.). **Who is it?**

 Pages 102, 103

3 Speaking (1 What is it?)

- Children read the speech bubbles and find the examples in the picture.

- Children ask and answer about animals in the picture, following the model.

4 Speaking – writing (2 Look, say and write.)

- Children read the example speech bubbles and look at Meg in the picture.
- Ask the children to stand up. Ask a child to make a statement about a character. The next child repeats that statement and adds another, and so on round the class. Any child who either forgets what has gone before or can't say anything else sits down.
- Children write sentences about the characters. (You may wish to write a model on the board, with the help of the class.)

 Page 115

1 Reading (1 Read and colour.)

- Children read the colours in the toys and animals and colour them.
- Children describe the toys, e.g. **Number 1 is a red car.** Other children listen and point.

2 Writing (2 Read, find and write.)

Children find the words for the toys and animals in the word search (the first letters are in **bold**). They circle them and write them in the blanks beside the correct picture, as in the example.

Answers: 1 car, 2 ball, 3 elephant, 4 doll, 5 bus, 6 cat, 7 kite, 8 bike, 9 fish, 10 robot.

Language focus Revision

Language (R) *We are in ...; We can ...*

Words (R) *see, hear, eat, sing, walk, run, swim*

Teaching aids Flashcards 38–40 (river/farm, forest, desert/snake)

Preparation  27–31 Use the animal cards.

 50, 51 Prepare masks for monkeys and parrots.

 47 Use the lion/lioness mask.

1 Warm-up

- Children sing *Old MacDonald had a farm* ( page 97;  59).
- Put the animal cards in a box or basket. Children come forward, choose a card and ask **What is this?** They then mime the animal, make the sound, etc. The rest of the class guesses **Is it a ...?**

2 Listening – reading (1 Listen and read.)

Teacher's note This strip is presented in the form of a school play. It could easily be expanded and put on as a play by the class.

- Children look at the pictures and identify the people, animals, etc. Play Tape 62. Children listen and follow in their books.

Tape 62

Meg/Tom: We are in a forest. We can see monkeys.
We can see an elephant. We can hear a parrot.

Tom/Andy: We are by the river. We can swim in the river. We can walk and we can run!

Sue: Look! Sandwiches!

Andy: Yum! Cakes!

Andy/Sue: We can eat and drink.

Children: We can sing.
La, la, la.

[[lion growl]]

- Play the tape again.
- Children take the roles of the characters and animals (wearing masks) and read/act out the play.

3 Song (2 Listen and sing.)

- Children look at the picture and the song. Play Tape 63. Children listen and follow the words in their books.

Tape 63

Here at school
We have lots of fun.
But now the holidays.
Have begun.

Hooray! Hooray!
Holidays are here.
Hooray! Hooray!
See you next year.

Good-bye, (echo) Good-bye.
Good-bye, (echo) Good-bye.
Holidays are here.
So see you next year.

- Children learn the song.

Page 116

1 Reading (1 Read and match.)

- Children read the sentences, match the pictures and write the numbers in the blanks.
- Children read out the texts (or you may wish to read them out, using the texts below); the others listen and check.

Answers: 1 We can hear a parrot. We can see an elephant. 2 We can walk and we can run. We can swim. 3 We can eat and drink. 4 We can sing. We can see a lion.

2 Speaking – writing (1 Say and write.)

- Children write the words in the blanks.
- Children read the sentences; other children listen and point in their books.

Reading for pleasure: A day at the castle

page 105

- Children look at the pictures for a few moments; play the tape once. Go through the first five pictures and ask where the characters are. Ask what the time is in each picture.
- Play the tape again. Children say the time after each question
- Divide the class into groups of three or four. If possible, give each group an Otto and Princess puppet and a clock; otherwise all groups can share these items.
- Children write two sentences about Otto and Princess. The first says where they are. The second says something about them or the place. Before children write, brainstorm all the places they know indoors and outdoors. Then write on the board the beginning of sentences, e.g. **There is/are... They can see/hear... They have...**
- Each group in turn reads their sentences and puts the hands of the clock to a time. They ask **What's the time?** The rest of the class answers.

Revision Practice Tests: Answers

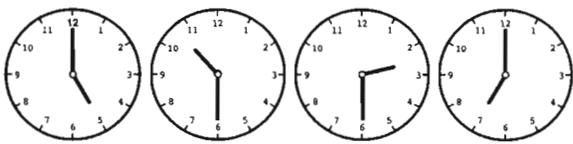
Pages 36–38, Units 1–5

- (Answers are letters in bold)
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
- (Answers are letters in bold)
doll, **bag**, cat, **apple**, **elephant**, queen, **kite**, **plane**,
monkey, lion
- It is a plane. It is an apple. It is a bag. It is a doll.
It is a kite.
- (Answers are words in bold)
Hello! **Hello!**
What's your name? My **name's** _____.
How old are you? I'm _____.
- (Answers are in bold)
lions/**2**, apples/**7**, cats/**5**, balls/**9**, cakes/**10**, kites/**6**,
house/**1**, dogs/**4**, pencils/**8**, robots/**3**
- (Answers are in bold)
cats/**three**, balloons/**six**, girls/**one**, cars/**four**,
balls/**seven**, boys/**two**
- I'm six, I'm five, I'm eight, I'm seven.
- Yes, Yes, Yes, No, No, Yes.
- (boy) I am happy; (boy/girl) We are six;
(? girls) She is sad; (boy with cats) They are little.

Pages 63–65, Units 6–10

- kitchen (lower left), hall (middle), living room (lower right),
bathroom (upper left), bedroom (upper right)
- (Answers are in bold)
Number **3** is a table. Number **1** is a fridge.
Number **5** is a bath. Number **2** is a bed.
Number **6** is a chair. Number **4** is a telephone.
- My **sister** is in the bedroom. My **father** and my **mother**
are in the kitchen.
The **cat** is next to the fridge. The **duck** is in the bath.
The **ball** is under the bed.
- triangles/**18**, sweets/**8**, circles/**17**; cakes/**1**;
sandwiches/**14**; biscuits/**6**
- ten cats, fifteen cakes, thirteen beds, twenty birds
- (Teacher's script) Look at mother. She has black hair.
She has a yellow dress. Her eyes are blue.
Look at father. He has brown hair. He has green
trousers. His T-shirt is red.
- They are feet; It is a head; What is this? (bus) What are
these? (cars) What are these? (rabbits)
- This is my** bag; **These are my** shoes.

Pages 90–92, Units 11–15

- head/**5**; legs/**4**; ears/**1**; mouth/**7**; feet/**8**; arms/**3**; nose/**2**;
tail/**9**; eyes/**6**; hair/**1**.
- (Answers in bold) There is a woman in a **taxi**. There is a
boy in a **van**. There is a girl on a **horse**. There are two
boys in a **plane**.
- (Answers in bold) **There are two** cats. **There is a** cow.
There is a barn. **There are two** goats. **There is a** hill.
There is a horse.
Yes, there is./No, there is not./
Yes there is./ No there is not.
- (Script) There is a man next to the barn. There is a boy on
the bike. There is a cat under the table. There is a bird in
the tree.
- 

(Answers in bold) It is half past **eight**. It is **three** o'clock.
It is **eleven** o'clock. It is half past twelve.
- There are twenty birds; eighteen squares; sixteen ice
creams, and seventeen balls.

Pages 117–119, Units 16–20

- 1 She can hop. 2 He can jump. 3 She can walk.
4 It can't fly. 5 They can swim. 6 She can ride a bike.
- $20 - 8 = 12$; $9 + 6 = 15$; $17 - 9 = 8$; $18 - 5 = 13$
- (Script) Draw a house. Please sit down. Count to ten.
Put your hands down. Please stand up. Write your name.
Children ✓ A, D, E, H, I, K
- cows/They are on the farm.
snakes/They are in the desert.
monkeys/They are in the forest.
crocodiles/They are in the river.
Where is the hippo?
Where is the camel?
Where is the elephant?
- I can see two parrots and I can see a snake. I can see an
elephant and I can see three monkeys.
- It is a zebra. It is an elephant. It is a crocodile.
It is a horse.
- There are eleven clowns in the picture/ **x**
They have a bus/ ✓
They have a bike/ **x**
Two clowns are happy/ **x**
Three clowns are little/ ✓
One clown has a hat/ **x**

Tests: Answers and Marking Scheme

Test 1 (possible 35 marks)

- 1 (4 marks)
Hello! **Hello!**
What's your name? **My name's Sue.**
What's this? **It's a ball.**
How old are you? **I'm seven.**
- 2 (4 marks)
It is a bus. It is a kite. It is a doll. It is a plane.
- 3 (4 marks)
This is **an** elephant. This is **a** rubber. This is **a** balloon.
This is **an** apple.
- 4 (3 marks)
(check colouring: cat is black and white; house is yellow and brown; parrot is red and green)
- 5 (7 marks)
three, two, nine, one, four, seven, five
- 6 (5 marks)
I am happy. ✓
They are big. ✓
We are sad. ✓
It is big. ✓
She is little. ✓
- 7 (4 marks)
Is it a lion? **Yes, it is.**
Is it a bag? **No, it is not.**
Is it a bear? **No, it is not.**
Is it a pencil? **Yes, it is.**
- 8 (4 marks)
This is my **mother**. This is my **father**. This is my **sister**.
This is my **brother**.

Test 2 (possible 29 marks)

- 1 (4 marks)
This is her skirt ✓
This is her T-shirt ✓
These are his trousers ✓
These are his socks ✓
- 2 (5 marks)
How many squares? **fifteen**
How many triangles? **thirteen**
How many ice creams? **eleven**
How many circles? **twelve**
How many sweets? **twenty**
- 3 (5 marks)
My **sister** is in the bedroom.
My **mother** is in the kitchen.
My **grandfather** and my **brother** are in the living room.
My **father** is in the bathroom.

- 4 (5 marks)
The apple is **on** the fridge.
The duck is **in** the bath.
The shoes are **under** the chair.
The phone is **next to** the bed.
The TV is **between** the chair and the table.
- 5 (5 marks)
I have a doll and a cat.
I have a dog and a bike.
I have a fish and a train.
I have a rabbit and a boat.
I have a bird and a kite.
- 6 (5 marks)
Is this her nose? **No, it is not.**
Is this her head? **Yes, it is.**
Are these his eyes? **No, they are not.**
Are these his ears? **Yes, they are.**
Is this her hair? **No, it is not.**

Test 3 (possible 30 marks)

- 1 (5 marks)
G (Draw a house.)
A (Stand up!)
C (Open your book, please.)
D (Sit down!)
B (Count to ten.)
- 2 (5 marks)
There is **one barn**. There are **six ducks**.
There is **one cow**. **There is** one van.
There are four birds.
- 3 (5 marks)
B It is nine o'clock. **C It is three o'clock.**
D It is eleven o'clock. **E It is four o'clock.**
F It is seven o'clock.
- 4 (5 marks)
He has big ears. **It has** a short tail. **He has** long legs.
She has a big mouth. **She has** long hair.
- 5 (5 marks)
giraffes/long necks
hippos/short legs
long tails/monkeys
big mouths/hippos
big ears/elephants
- 6 (5 marks)
Yes, we do.
Yes, they do.
No, we do not.
No, they do not.
Yes, they do.

Test 4 (possible 30 marks)

- 1 (5 marks)
hop/swim/ride/eat/sleep
- 2 (5 marks)
It is Mr Wood's bag.
It is Mrs Green's dress.
They are Tico's balls.
It is Miss Bell's hat.
They are Mr Macaroni's trousers.
- 3 (5 marks)
She can ride a bicycle. **He can** swim. **She cannot** walk.
It can fly. **He cannot** see.
- 4 (5 marks)
desert/farm/river//forest/van
- 5 (5 marks)
It is in the river.
It is in the forest.
It is on the farm.
It is in the barn.
It is in the desert.
- 6 (5 marks)
Yes, they can.
No, they cannot.
No, they cannot.
Yes, they can.
No, they cannot.

Test 5 (possible 50 marks)

- 1 (5 marks)
D (There are twenty circles.)
F (I'm seven.)
C (It's ten o'clock.)
A (It's on the desk.)
B (It's blue.)
- 2 (5 marks)
four/eleven/six/eighteen/two
- 3 (5 marks)
It is a bath.
They are lions.
It is an apple.
It is a barn.
They are feet.
- 4 (5 marks)
It is **on** the table.
It is **under** the chair.
It is **in** the box.
It is **next to** the teddy.
It is **between** the boy and the girl.

- 5 (5 marks)
5 (living room)
3 (bedroom)
4 (hall)
6 (bathroom)
2 (kitchen)
- 6 (5 marks)
father/living room
grandmother and **grandfather**/kitchen
mother/hall
brother/bathroom
- 7 (5 marks)
He is little. ✓
We are sad. ✓
He is ten. ✓
They are big. ✓
They have cats. ✓
- 8 (5 marks)
camel/desert
cows and **horses**/farm
parrots and **monkeys**/forest
- 9 (5 marks)
Yes, she can.
No, he cannot.
No, they cannot.
Yes, they can.
Yes, it can.
- 10 (5 marks)
It is Miss Flower's umbrella.
They are Mr Green's trousers.
It is Lulu's dress.
It is Mrs Bird's bike.
They are Bob's shorts.

Practice Book Answers

Unit 1

1 Hello! My name is Tom/Meg/Andy/Sue/Otto/Princess.

2 1 bus 2 plane 3 kite 4 car
5 doll 6 ball 7 Otto 8 Princess

3 1 shoes 2 umbrella 3 rubber
4 box 5 bag 6 pencil

4 1 p 2 a 3 r 4 t 5 r 6 d 7 s 8 b

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

Revision Unit 1

1 1 bus 2 kite 3 car 4 plane 5 doll 6 robot

2 1 car 2 kite 3 doll 4 plane

Unit 2

1 1 It is a pencil. It is red. 2 It is a rubber. It is green.
3 It is a box. It is yellow. 4 It is a shoe. It is blue.

2 1 a ball 2 an apple 3 a cat 4 a doll 5 an elephant
6 a girl 7 a house 8 an insect 9 a kite 10 an owl
11 a parrot 12 a robot 13 a shoe 14 a teddy
15 an umbrella

Revision Unit 2

1 e elephant, a apple, i insect, u umbrella, o owl, o orange

2 1 an insect 2 an umbrella 3 a teddy 4 an owl
5 a lemon 6 an elephant 7 a plane 8 an apple
9 a ball 10 an orange 11 a pencil

3 1 It is an elephant. 2 It is a plane.
3 It is an umbrella. 4 It is a lemon.

Unit 3

1 1 4 balloons 2 6 pencils
3 2 cars 4 5 apples
5 3 kites 6 1 teddy

2 4 four 6 six 2 two
5 five 3 three 1 one

3 1 bear 2 monkey 3 parrot
4 elephant 5 lion 6 zebra

4 1 Yes, it is. 2 No, it is not.
3 Yes, it is. 4 No, it is not.

5 1 No, it is not. 2 No, it is not. 3 Yes, it is.

Revision Unit 3

1 teddy 4 parrot 1 car 3
lion 6 kite 5

2 1 a car
2 it a ... (any object except *parrot*). It is a parrot.

3 Is it a teddy?

4 Is it a ... (any object except *ball*). It is a ball.

3 1 m 2 b 3 d 4 z 5 e 6 o

Unit 4

2 2 hat 3 candle 4 balloon 5 present

4 1 (Sue) I am seven. 2 (Meg) I am eight. 3 (Tom) I am six.
4 (Andy) I am seven.

5 1 He is ten. 2 She is eight. 3 He is six. 4 She is seven.

Revision Unit 4

1 1 cake 2 present 3 hat 4 candle 5 balloon 6 pen

2 1 bag 2 lion 3 hat 4 ball 5 cake 6 car

3 1 sister ten 2 brother seven 3 sister seven
4 brother six

Unit 5

1 1 It is big. 2 It is little. 3 They are little. 4 It is big.
5 They are little.

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

3 1 No, it is not. Yes, it is. 2 No, it is not. Yes, it is.
3 No, it is not. Yes, it is. 4 No, it is not. Yes, it is.

4 1 It is Sam. 2 It is Meg. 3 It is Tom.

Revision Unit 5

1 1 They are red. 2 It is yellow.
3 It is blue. 4 They are green.

2 1 E 2 H 3 G 4 C 5 D 6 F

3 1 We are 2 They are 3 I am
4 It is 5 She is 6 He is

Unit 6

1 1 his, His 2 her, Her 3 her, Her
4 his, His 5 his, His 6 her, Her

2 1 Yes, it is. 2 No, it is not. It is a skirt.
3 No, it is not. It is a blouse. 4 Yes, it is.

3 2 legs 3 hands 4 arms 5 head

4 1 These are his shorts. 2 These are her shoes.
3 These are his pencils. 4 These are her presents.

5 1 This is a ball. 2 These are hens. 3 This is a dog.
4 These are cats. 5 This is a bear. 6 These are lions.

Revision Unit 6

- 2 2 shorts 3 T-shirt
4 bag 5 shoes 6 socks
7 hat 8 blouse
- 3 his: T-shirt, shorts, hat, shoes; her: blouse, skirt, socks, bag
- 4 1 These are 2 This is 3 This is her
4 These are her 5 This is his T-shirt. 6 This is his hat.

Unit 7

- 1 1 I have a fish. 2 I have a dog. 3 I have a bird.
4 I have a cat. 5 I have a car. 6 I have a bag.
7 I have a doll. 8 I have a ball.
- 3 1 is, am, have, have 2 is, am, have, have
3 is, am, have, have

Revision Unit 7

- 1 1 r 2 t 3 f 4 r 5 p 6 d 7 b 8 b
- 2 1 I have a brown dog. 2 I have a blue bird.
3 I have a red fish. 4 I have a black rabbit.
- 3 1 I have a doll and a teddy. 2 I have a car and a plane.
3 I have a ball and a robot. 4 I have a bus and a boat.

Unit 8

- 1 3 No, it is not. It is a bath. 4 Yes, it is.
5 Yes, it is. 6 Yes, it is.
- 3 2 living room 3 hall 4 kitchen 5 bathroom
- 4 Answers may vary. Accept any sensible answers.
- 5 2 It is under the chair. 3 It is next to the table.
4 It is in the bag (under the chair).

Revision Unit 8

- 1 1 B 2 D 3 E 5 C
- 2 1 Yes, it is. 2 No, it is not. It is under the box.
3 No, it is not. It is in the box. 4 No, it is not. It is on the box. 5 Yes, it is.
- 3 1 It is in the kitchen.
2 It is in the hall.
3 It is in the kitchen.
4 It is in the living room.

Unit 9

- 1 1 It is a square. 2 It is a circle.
3 They are squares. 4 They are triangles.
- 2 sandwiches, sweets, ice creams, cakes
- 4 1 two 2 four 3 two 4 six
5 Five and four are nine.
6 Seven and six are thirteen.
7 Twenty take away five is fifteen.
8 Eight and nine are seventeen.

- 9 Sixteen take away ten is six.
10 Thirteen and three are sixteen.

Revision Unit 9

- 1 1 sweet 2 ice cream 3 triangle 4 biscuit
5 circle 6 sandwich 7 square 8 cake
- 2 1 Yes, it is. 2 No, it is not. It is a square. 3 Yes, it is.
4 No, it is not. It is a sweet. 5 No, it is not. It is a circle.
6 No, it is not. It is a triangle.
- 3 1 triangle 2 square 3 cake 4 sweet 5 circle

Unit 10

- 1 1 Yes, it is. 2 Yes, they are. 3 Yes, it is.
4 Yes, they are. 5 Yes, it is. 6 Yes, they are.
- 2 1 No, it is not. It's Billy's kite. 2 No, they aren't. They're Sue's books. 3 No, they aren't. They're Tom's pencils.
4 No, it isn't. It is Meg's bag.
- 3 1 socks 2 trousers 3 shorts 4 shoes 5 dress 6 skirt
- 4 1 It is in the bathroom. 2 It is in the kitchen. 3 It is in the living room/hall/bedroom. 4 It is in the bedroom.
5 It is in the living room. 6 It is in the kitchen/living room.

Revision Unit 10

- 1 Tom: 1 hat 2 T-shirt 3 shorts 4 shoes; This is my T-shirt.
2; These are my shorts. 3; This is my hat.
1 Meg: 1 bag 2 shoes 3 skirt 4 socks; This is my skirt.
3; This is my bag. 1; These are my shoes. 2; These are my socks. 4
- 2 1 No, it is not. It is Meg's T-shirt. 2 Yes, they are.
3 No, they are not. They are Tom's shoes. 4 Yes, it is.
- 3 1 Tom's hat 2 Ben's ball
3 Andy's T-shirt 4 Meg's bag

Unit 11

- 1 1 No, there is not. There is a white house. 2 Yes, there is.
3 No, there is not. There is a little goat.
4 Yes, there is. 5 No, there is not. There is a brown cow. 6 No, there is not. There is a big tree.
- 3 2 ducks, 20; 3 goats, 11; 4 horses, 7;
5 trees, 18; 6 dogs, 2; 7 cats, 5
- 4 2 five 3 two 4 one 5 eight 6 ten
- 5 2 There is one plane. 3 There are twelve taxis.
4 There are eleven buses. 5 There are fourteen vans.
6 There are nineteen cars. 7 There are sixteen bikes.

Revision Unit 11

- 2 1 under, in 2 next to, in 3 on, next to 4 between
- 3 1 mouse, house 2 goat, boat 3 hat, cat 4 bee, tree
5 man, van 6 hair, chair

Unit 12

- 2 1 It is eight o'clock. 2 It is half past one.
3 It is four o'clock. 4 It is half past four.
5 It is ten o'clock. 6 It is half past eleven.
- 3 1 Yes, there is. 2 No, there is not. 3 Yes, there is.
4 Yes, there is. 5 No, there is not. 6 Yes, there is.
7 Yes, there is. 8 Yes, there is.

Revision Unit 12

- 1 A 2 B 4 C 1 D 3
- 2 1 There are seventeen squares. 2 There are ten circles. 3 There are six triangles.
- 3 1 is one, on 2 are two, under 3 are two, in 4 is one, on

Unit 13

- 1 2 ears 3 eyes 4 nose 5 mouth 6 hair
- 3 1 Yes, I do. 2 Yes, I do. 3 No, I don't.
4 No, I don't. 5 Yes, I do. 6 No, I don't.
7 Yes, I do. 8 No, I don't.
- 4 1 Molly: have, have, have.
2 Billy: has, has, has
3 Answers will vary.

Revision Unit 13

- 1 1 Pat 2 Sam 3 Ann
- 2 2 Do you have a, No, I don't. I have a blue ball.
3 Do you have a, No, I don't. I have a green kite.
- 3 1 mouth 2 hair 3 eyes 4 nose 5 ears

Unit 14

- 1 2 crocodiles 3 lions 4 giraffes 5 hippos 6 elephants
- 2 1 tall, long 2 big, little 3 big, long 4 tall (big), long
5 long, big 6 little, big/long, little 7 little, long
- 3 2 have, has 3 have, has 4 have, have 5 have
6 have, has 7 has 8 have, has 9 have, have
- 4 2 crocodile 3 hippo 4 monkeys 5 zebras
6 elephants

Revision Unit 14

- 1 1 camel 2 hippo 3 giraffe 4 crocodile
- 2 2 crocodiles have big mouths. 3 Lions have long tails.
4 Elephants have long noses.
- 3 3 Do they have; No, they do not. 4 Do they have; Yes,
they do. 6 Do we have; No, we do not. 7 Do we have;
No, we do not. 8 Do we have; Yes, No, we do not, we do.

Unit 15

- 1 2 Open 3 Write 4 Count 5 stand 6 Draw
- 2 1 Put, Say, Sing
2 sit, Draw, Count, copy

- 3 2 It is half past four. 3 It is half past nine. 4 It is six
o'clock. 5 It is half past three. 6 It is eleven o'clock.
- 4 1 have, has, has 2 has, has, has, have, have, have
3 have, has, have

Revision Unit 15

- 1 1 C 2 F 3 A 4 E 5 H 6 G 7 D 8 B
- 2 1 is, in, long, little 2 on, long
3 are eleven, on 4 is, next to, are thirteen, on

Unit 16

- 1 1 has, have 2 has, have, have
3 has, has, have 4 has, has, have
- 2 2 Mr Macaroni's 3 Mrs Green's 4 Tico's
- 3 1 Meg's 2 Peppo's 3 Tico's 4 Mr Macaroni's
5 Miss Bell's
- 4 1 leg 2 tail 3 head 4 foot 5 neck

Revision Unit 16

- 1 has, has 2 has, have 3 has, have 4 has, has
- 2 1 cat 2 Whose fish is this? It is Andy's fish. 3 birds,
Miss Bell's birds. 4 Whose dogs are these? They are
Jane's dogs.
- 3 1 B 2 D 3 E 4 C 5 A
1 nose 2 feet 3 Whose ears are these? They are the
cat's ears. 4 Whose mouth is this? It is the fish's mouth.
5 Whose tail is this? It is the bird's tail.

Unit 17

- 1 1 No, I cannot. 2 No, I cannot. 3 Yes, I can.
4 No, I cannot. 5 Yes, I can. 6 Yes, I can.
- 2 1 I can ride a horse. 2 I can swim. 3 I cannot draw.
4 I can sing. 5 I cannot run.
- 3 1 they 2 she 3 they 4 it 5 it 6 I 7 it 8 it
9 he 10 she 11 it
- 4 1 giraffe 2 hippo 3 zebra

Revision Unit 17

- 1 1 hop 2 jump 3 swim 4 run 5 ride 6 sing 7 draw
- 2 1 Billy: jump, sing, swim
2 Jane: draw, jump, hop, ride
- 3 3 Yes, she can. 4 No, she cannot. 5 No, he cannot.

Unit 18

- 1 Yes, it can. 2 Yes, it can. 3 No, it cannot.
4 Yes, it can. 5 No, it cannot.
- 1 I, I, you, He 2 They, you, She, She 3 It, It, They
- bird
- He cannot see a rabbit/dog/girl.

Revision Unit 18

- has, little, She, She, She, she, see
- 1 G 2 F 3 A 4 B 5 I 6 E 7 C 8 H 9 D
- 3 Can it jump? Yes, it can. 4 Can they run? Yes, they can.
5 Can they walk? No, they cannot. 6 Can it sing? No,
it cannot. 7 Can it hop? No, it cannot.

Unit 19

- 1 camel 2 elephant 3 fish 4 monkey 5 snake
6 crocodile
- 2 in the forest 3 on the farm 4 in the forest
5 in the desert 6 in the river
- 2 fish 3 horse 4 snake 5 duck 6 dog
- 1 snake 2 giraffe 3 fish
- 1 is, is, are, are, are, is 2 is, are, is 3 is, are, are

Revision Unit 19

- camel parrot fish monkey snake
hippo
- 1 monkeys 2 parrot 3 hippo 4 camel 5 snake
6 fish
- 1 C 2 A 3 B
- 1 monkeys 2 snake 3 Where is the fish? It is in the
river. 4 Where are the camels? They are in the desert.
5 Where are the hippos? They are in the river. 6 Where
is the parrot? It is in the forest.

Unit 20

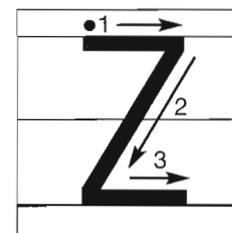
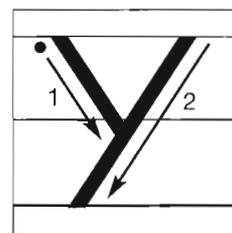
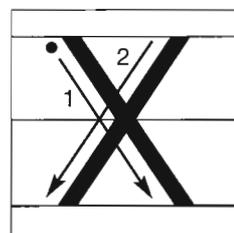
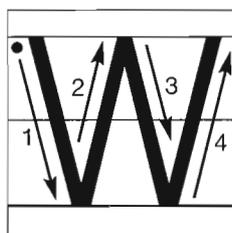
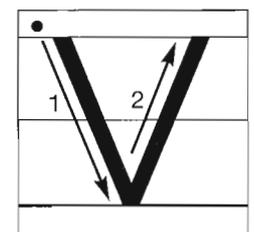
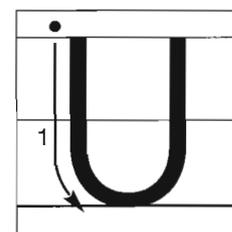
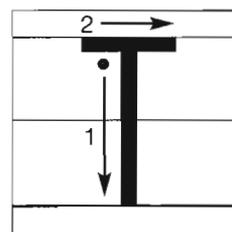
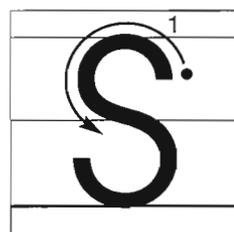
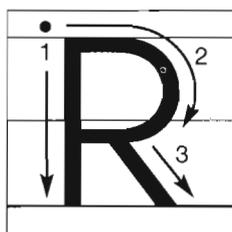
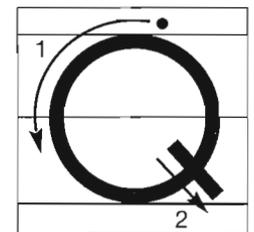
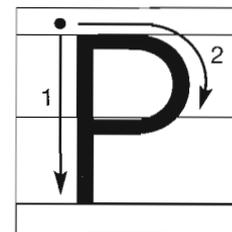
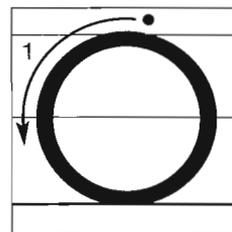
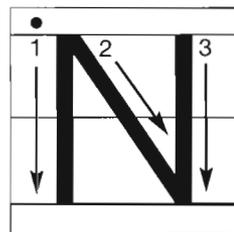
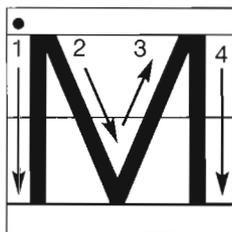
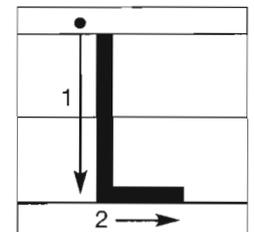
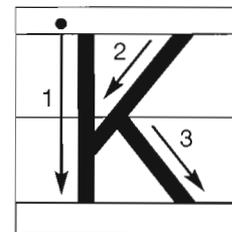
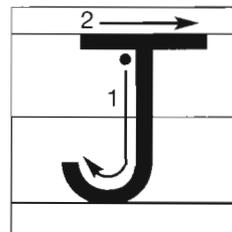
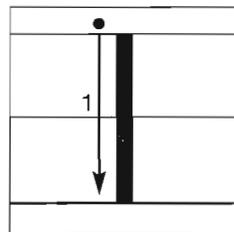
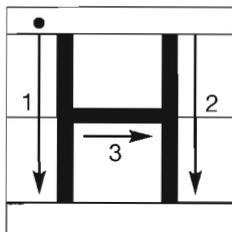
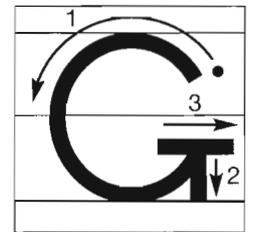
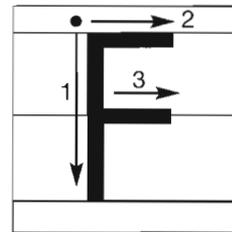
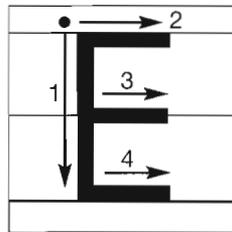
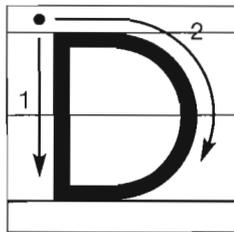
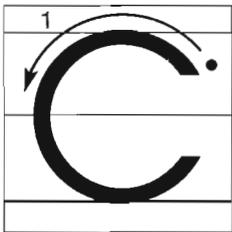
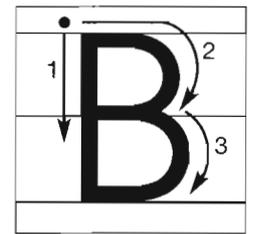
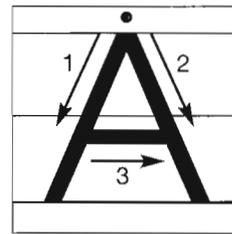
- 1 on the farm, 2 We are in the desert. 3 We are in
the forest.
- 1 Mr Green's. 2 Meg's 3 Andy's.
- 2 ten 3 twenty 4 nineteen 5 fifteen 6 six
7 eight 8 four
- car truck bike tree house
- 1 a bag 2 an apple 3 an elephant
4 a lion 5 a parrot 6 an umbrella
7 a horse 8 an owl 9 a hen
10 an insect 11 an ice cream 12 a cake
- 2 mother 3 brother
4 grandmother 5 father
6 sister

Revision Unit 20

- on the farm, is, barn, are, horses
- 1 Yes, he can. 2 It is black. 3 It is under the tree.
4 They are Meg's shoes. 5 It is Tom's hat. 6 There
are fifteen hens. 7 Yes, I can. 8 No, they cannot.
- 1 Where is the cat? 2 Can they (the birds) fly?
3 How many trees are there? 4 Can it (the goat) sing?
5 Where are the cows?

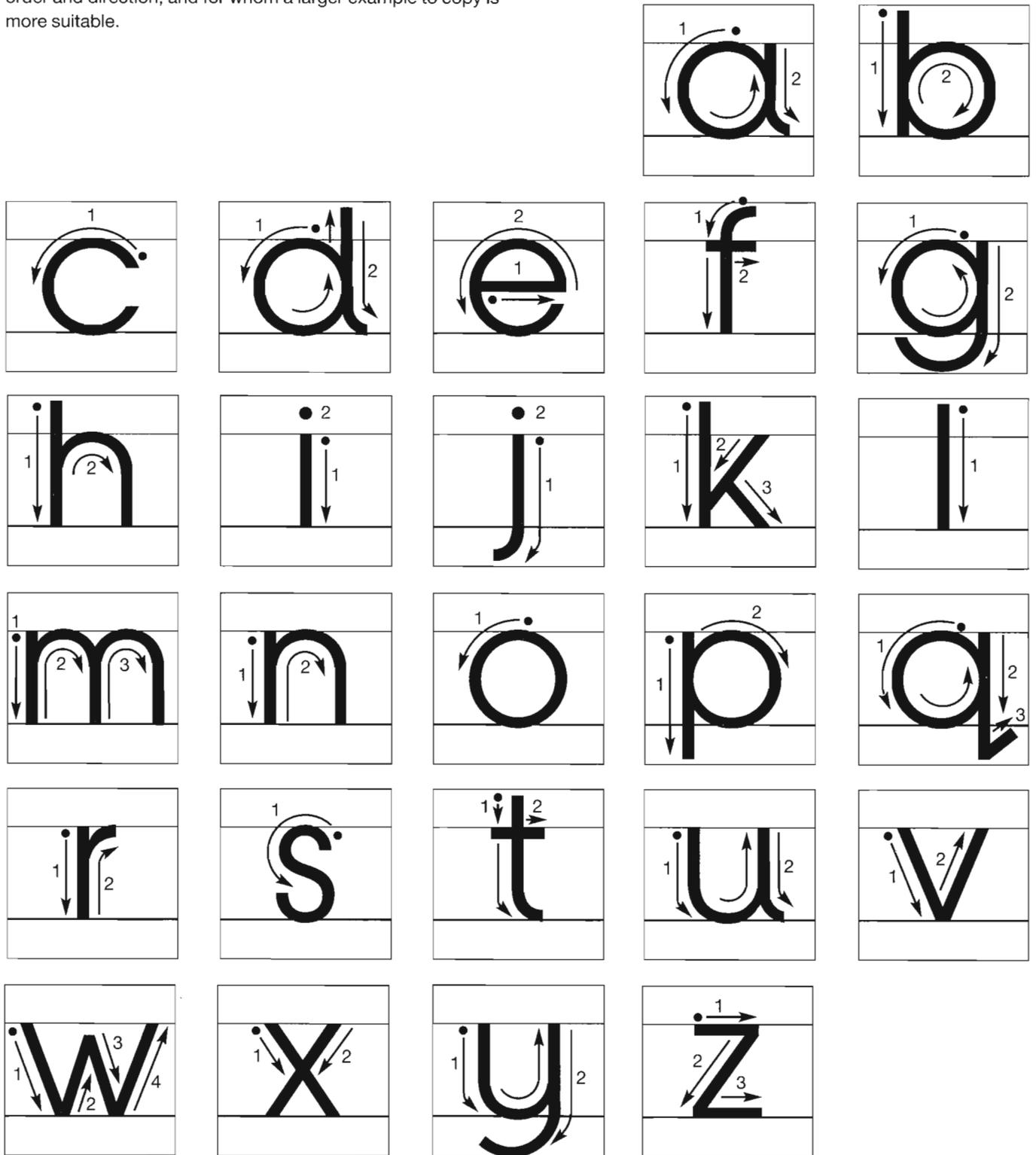
Capital letters: mark-up on grid

Writing strokes are numbered and arrowed for teachers who wish to include the order of writing, as well as direction, on the pupil's practice sheets.



Small letters: mark-up on grid

Some writing practice is given on pages 2–11 of the Workbook (Preliminary Unit). This page is included for pupils who need to learn, revise or practise forming letters with strokes in the correct order and direction, and for whom a larger example to copy is more suitable.



Extension activities

Otto and Princess puppets: moving arms

These puppets can be adapted for moveable arms which pairs of children can animate and use to practise dialogue, to point and ask questions, to point and answer, and to follow spoken commands.

Instructions (for Princess; Otto is adapted in the same way)

- Make body and head only as  23, omitting the arms.
- Trace over the arm shape and extend it to form a separate limb (Fig. 1); cut out.
- Use a hole punch or scissors to make a clean round hole 1 cm down from the top of each arm. Make two more holes 1 cm in from the shoulders (Fig. 2).
- Use a split pin paper fastener to fix the arms loosely at the back of the body.
- Use a needle to thread thick cotton or thin string through the top of the arms above the paper fastener (Fig. 3). Leave ends long enough for pulling to make the arms rise and fall. Tie the ends together.

Note If the arms do not move freely, make sure the holes for the paper fastener are large enough and that the fastener is not gripping the card too tightly.



Fig. 1

Fig. 2

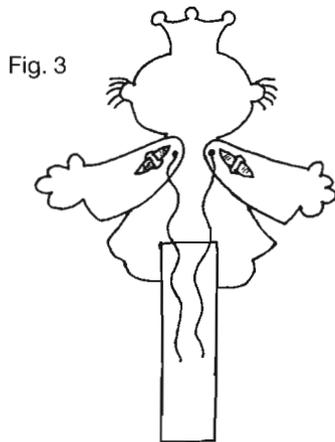


Fig. 3

Stand-up animal models

The  animal cards are for pinning to the noticeboard, but 3-dimensional stand-up models can be made from folded paper to add to Project 3 (animal fresco). They can be used to create a scene or display on a desk or table (Fig. 4) and for further language practice: prepositions, colour, number etc.

Copy the outline onto squared paper; 1 cm. squares will double the size of the outlines below. Cut out to make a template to draw round. The back of the animal must always be placed on the fold of the paper.

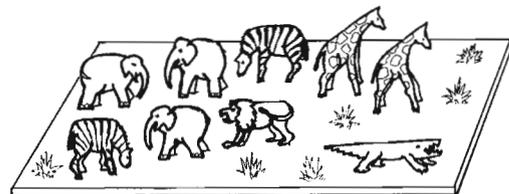
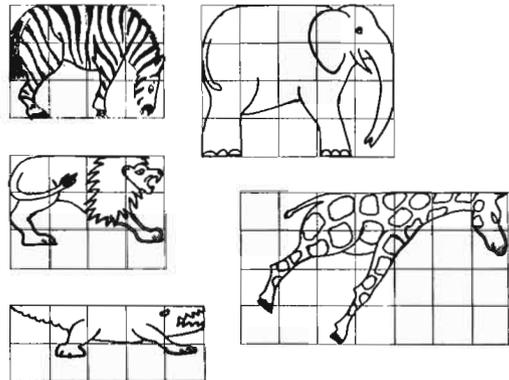


Fig. 4

Finger puppets

Animal cut-outs can be made into finger puppets: cut round the outline of the animal itself, then cut a strip of paper long enough to fit round your/a child's finger (Fig. 5). Glue it in a ring shape and stick to the back of the cut-out (Fig. 6). Two or three of these can then be put on one hand, or each hand (Fig. 7). Use them to practise *I have a ... and a ...*, prepositions, colours etc.



Fig. 5

Fig. 6

Fig. 7

Way Ahead

Teacher's Book

1



Way Ahead is an imaginative, six-level course for primary school children who are learning English as a first foreign language.

The course is reading based, with a strong communicative flavour. The structures and functions of English are taught through a variety of inviting, child-centred activities, which have been carefully graded and are suitable for classes in a variety of cultural backgrounds.

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ISBN 978-1-4050-5857-5



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