

Way Ahead

A Foundation Course in English

Teacher's Book

3



Printha Ellis
Mary Bowen

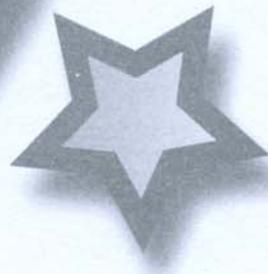
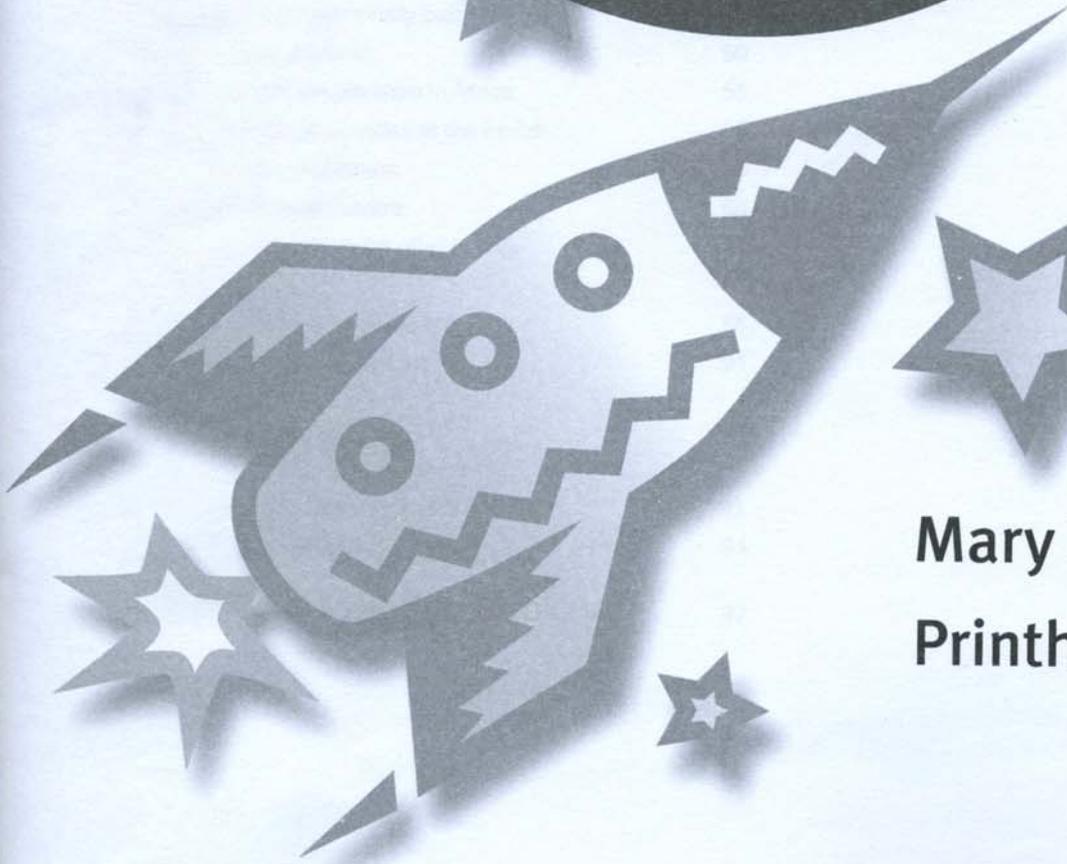
New Edition

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**Mary Bowen
Printha Ellis**

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Contents

Introduction

Components of the course	iv
Features of <i>Way Ahead 3</i>	v
Methodology	vi
Scope and sequence chart	viii
Teacher's Resource Book 3: contents	xii

Lesson Notes

Unit 1: I live in Clifton.	1
Unit 2: What is Emma doing?	5
Unit 3: I have two cousins.	10
Unit 4: Let's play in the park.	15
Unit 5: Birthdays	19
Unit 6: Jill is taller than Emma.	23
Unit 7: Let's go shopping.	28
Unit 8: We're going to have a picnic.	33
Unit 9: At the market	37
Unit 10: A picnic	41
Unit 11: He was a very pretty baby.	45
Unit 12: They had a farm.	50
Unit 13: The first people were in Africa.	55
Unit 14: You can go on rides at the funfair.	60
Unit 15: She is the prettiest.	65
Unit 16: The puppet theatre	69
Unit 17: You mustn't swim after eating.	74
Unit 18: Seasons	81
Unit 19: Read me a story, please.	86
Unit 20: See what I can do ...	91

Answers to Tests

Revision Practice Tests: Answers	93
Tests: Answers & Marking Scheme	94

Answers to Practice Book	97
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1 Components of the course

The Pupil's Book

The Pupil's Book consists of twenty units with four lessons and a *Reading for pleasure* page in each unit. The skills of reading, writing, listening and speaking are all dealt with systematically, and new language is regularly recycled and revised. At the beginning there is a map of the town featured in *Way Ahead 3*, and a four-page thematic picture glossary is at the end.

The Workbook

Each Pupil's Book lesson is complemented by one or two pages of workbook activities where language points introduced in the Pupil's Book are practised and consolidated. The Workbook also contains exercises encouraging study skills (alphabet work and dictionary skills, categorisation, punctuation and capitalisation). There are exercises dealing with spelling, principally the spelling of diphthongs, common word endings and magic 'e'. In addition to the usual writing practice, each Workbook unit also includes a composition page which leads children beyond writing at sentence level. Children progress from more controlled practice in the beginning to freer composition by the end of the book.

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

The Practice Book begins with four pages of revision exercises covering the main structures and vocabulary taught in *Way Ahead 2*. These are followed by two pages of practice exercises for every Pupil's Book unit. There are two further pages of revision exercises after every other unit. The final thirteen pages consist of graded handwriting activities for practice during the course of *Way Ahead 3*.

The Teacher's Book

The Teacher's Book contains:

- a language summary and detailed notes for each lesson in the Pupil's Book and Workbook
- notes on preparation for lessons and use of the resources in the Teacher's Resource Book
- 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
- answers to tests
- answer keys to Grammar Practice Book exercises.

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

 Pupil's Book

 Workbook

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

 Tape cassette

The Teacher's Resource Book

The Teacher's Resource Book contains:

- five tests
- patterns for various paper crafts to be used in connection with lessons and *Reading for pleasure* pages
- resource materials and suggestions for creating classroom Noticeboards
- templates and suggestions for using the 'grammar gang' to present language patterns
- photocopiable masters to be used for games and other activities.

Language Tapes

The language tapes include all presentation material from the Pupil's Book, including stories, other texts and *Reading for pleasure* pages, as well as dialogues, songs and rhymes and a variety of listening comprehension activities. Additionally, they include dramatised versions of the Readers.

The Readers

There are three Readers at each level, and these are carefully graded to ensure that children not only practise reading at an appropriate level of difficulty, but also gain confidence in approaching new texts.

The CD-ROM

The CD-ROM is packed with stimulating games and exercises including crosswords and wordsearches to help children practise what they learn.

2 Features of *Way Ahead 3*

Noticeboard

In Lesson 3 or 4 of each unit a Noticeboard (preceded by the 'grammar gang') is used to highlight and practice the main language being taught. Once children have done the related exercise or activity in their books, the teacher can create a similar activity on a classroom Noticeboard to which the children can contribute in an active way. Children can be encouraged to draw their own pictures or to bring pictures from magazines or photos from home. For example, in Unit 12, children are asked to bring in pictures of toys. These can be used to make a collage on the Noticeboard, which can lead to a question and answer activity and also the creation of original dialogue. There are patterns for the 'grammar gang' and their truck in the Teacher's Resource Book and these can be used in conjunction with the classroom Noticeboard.

Reading for pleasure

These pages occur at the end of each unit. They include stories, poems and descriptive texts which can be read and enjoyed by the children without a precise understanding of every word. Illustrations are designed to be both entertaining and useful in promoting understanding. Suggestions are given for classroom activities for every *Reading for pleasure* text, including writing, drawing, making posters and collages, role play and choral speaking. The Teacher's Resource Book has some paper crafts to accompany several of these pages, encouraging children to retell stories and use the language they have been learning. However, the main purpose of the *Reading for pleasure* pages is to encourage the children to find enjoyment in reading.

Recycling and revision

Once the language has been introduced and practised initially in the Pupil's Book, it is reinforced by exercises in the Workbook, recycled in subsequent units and practised again in revision units, followed by practice tests. In the language boxes at the head of each lesson in this book, new words which will be introduced are given. Words being recycled are marked (R) and printed in *italic*. Words which appeared in *Way Ahead 1* and *2* are printed in *italic*. Some of these words will be very familiar but others have been used less frequently at the earlier levels and teachers may wish to revise them at the same time as introducing the new words during the lesson. Children also meet familiar language again and again on the *Reading for pleasure* pages.

Short forms and long forms of verbs

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 reason, we have generally confined the use of short forms to spoken language (they are usually presented in speech bubbles or on tape). Written texts and written work, on the other hand, generally use the full forms.

Songs, rhymes and games

Language is also reinforced through a variety of songs and rhymes. There is also a variety of games, including guessing games, spelling games, and games using picture cards.

Projects

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

Project 1: Birthdays (Units 1–5)

Children make a class poster of their birthdays. They can divide the poster into sections and:

- list months of the year with signatures of the children under their birthday months
- list horoscope signs; children with their names by their sign
- create a 'photo' corner, where children bring in photos of their birthdays (celebrations, presents, outings, etc.)
- list the birthdays coming up in the current month, with envelopes for posting birthday cards to each child.

Those who enjoy drawing and/or writing can design, make and write greetings on birthday cards which other children might like to copy/adapt or even 'buy' in some way.

Alternative Project 1: Our families (Units 1–5)

Children build up information about their families. Children might like to work first of all to design a questionnaire. This might include:

- how many children there are in the family
- how many sisters they have
- how many brothers they have
- what pets they have
- whether they have a parent who is abroad
- how many people live in their house
- whether they live with grandparents
- things the family does together
- places the family goes together
- the family's favourite meal
- the family's favourite festival.

They then do a survey of their own families. Finally they design a chart or graph on which to record their findings and display them.

Project 2: Class shop (Units 6–10)

Children set up a class shop in a corner of the classroom.

They can:

- decide what should be in the shop (they might work in categories, such as food, toys, etc.)
- name and design the shop
- draw or bring in pictures of larger items for the shop
- bring in empty boxes and other containers
- bring in small items such as plastic toys
- arrange the things in the shop
- decide how much each item is and label it
- design and make 'play' money.

Finally, children take turns to be the shopkeeper or customers and role-play shopping situations.

Project 3: Fact files about the past (Units 11–15)

Children write simple fact files about the past. They can:

- work in groups to agree a topic (a famous person, building or event would be easy to research)
- draw up a list of questions (Who or What? Where? When? Why? How long? etc.)
- use simple reference books (in English if possible) to find the answers to their questions
- interview adults about the topic
- write the results in a small book
- supply illustrations
- choose a title and cover design.

Completed books can be displayed in class. They could also be photocopied so that other pupils and classes can read them.

Project 4: Puppet theatre (Units 16–20)

Children prepare a puppet show of *The Princess and the Frog*. They can:

- write a script, based on the story in the book; they should feel free to add or change this in any way
- design and make simple hand or finger puppets, or cut-out puppets on sticks (patterns for these and the castle are given on pp. 48, 49 of the Teacher's Resource Book)
- design and make any backdrops or props
- build a very simple puppet theatre (see Figs 1 and 2)
- decide on any announcements, music or sound effects
- choose 'actors' and rehearse the show
- make a poster to advertise the puppet show
- design and make a programme giving the names of the actors, the time, date and place, etc.

Finally the children can present the puppet show, within the class or for another audience.

Tests

Practice tests appear at the end of every fifth (revision) unit in the Workbook. Photocopiable tests covering the full scope of *Way Ahead 3* can be found in the Teacher's Resource Book. The answers for all tests and marking schemes can be found on pages 93–100 of the Teacher's Book.

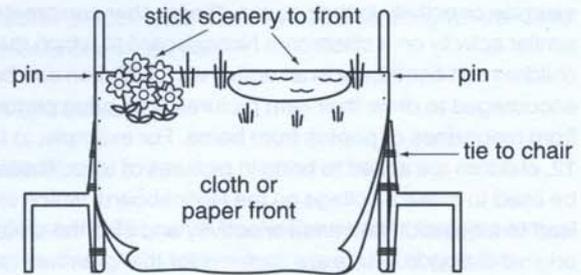


Fig. 1

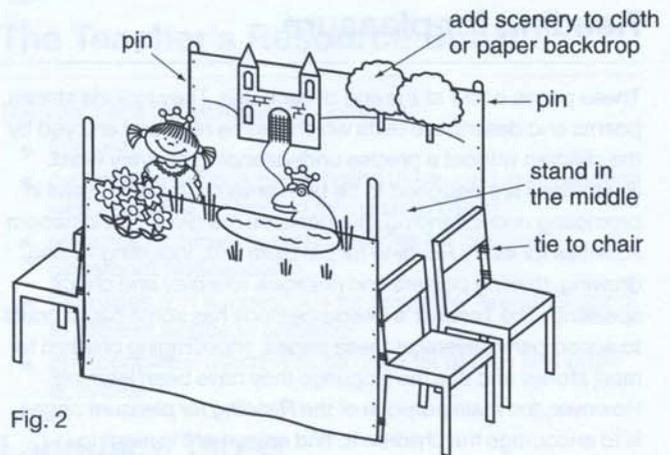


Fig. 2

3 Methodology

Introduction of new words

- Make word cards for the new words and use these in conjunction with items in the classroom, items you have brought in or pictures you have made using the Teacher's Resource Book (suggestions are under *Preparation* in the Teacher's Book).
- Point to and name at random the pictures or objects; children repeat and then name the objects at random themselves.
- Hold word cards next to the objects or pictures and read them; children read. Scramble the word cards and hold them up without pictures or objects; children read.

- Children choose word cards, read them and put them next to the appropriate picture or object. The class then reads the cards.
- Where a word cannot be illustrated by an object or picture, for example, some adjectives, you may need to give the first language equivalent.

Listening

Listening takes place on two levels in the book. Language presentation pages are always on the tape. 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. Listening tasks, largely based around photographs, occur in every other unit (apart from revision units). These encourage children to listen extensively and intensively to longer listening texts to develop their listening skills.

Children's ability to listen and recall words can be extended by putting the words of a poem or song on the board and reading it aloud while children listen. Then a significant word in each line is rubbed out; children read the lines, supplying the missing word which they have heard. This procedure can be continued until only one word in each line remains. Then the children have learned the poem or song by heart.

Songs and poems can also be divided into parts, so that groups of children take on particular roles, verses or lines and sing or speak and listen to each other.

Reading

Reading also operates on two levels in the book. Children learn to read words and short sentences in the course of language presentation, by following the tape, reading silently and aloud, etc.

Reading as a skill is also dealt with. Reading beyond sentence level is encouraged in longer texts largely illustrated with photographs, often of real children. These texts occur in every other unit (apart from revision units). Children are presented with tasks which encourage them to develop a variety of reading skills, including skimming for gist and scanning for information.

Speaking

As with listening and reading, children are required to speak as part of the presentation and practice of new language.

Although these spoken activities can always be teacher led, it is a good idea to include pair work as a routine part of the lesson. 'Ask and answer' exercises are particular opportunities

to practise oral work in pairs or small groups. So too are the Noticeboard activities. Where Workbook answers depend on choices or opinion, children can be encouraged to look at each other's work and talk about differences, as another means of increasing confidence and fluency.

Functional dialogues also encourage fluency, where children are encouraged to use language for a purpose and are given the chance to learn useful 'chunks' of language. It is therefore important that children master these and perform them in small groups or pairs if possible. Functions in Pupil's Book 3 include offering, requesting, enquiring and giving a reasoned opinion.

Children should also be encouraged to 'perform' in front of the class, reciting poems and rhymes or acting out scenes, stories and dialogues they have read or learned.

Writing

Children are encouraged to undertake short writing tasks throughout the Pupil's Book. Many of these are signalled by 'notes' pinned to the bottom of the page. Teachers should guide children quickly through these tasks so that they can be performed with a minimum of error, to reinforce the language being taught and to boost confidence. Teachers may wish to do this by eliciting examples from the class and writing them on the board, before erasing key words so that children can work within the framework that is left.

The majority of the Workbook exercises involve writing at either word or sentence level. However, it is also important for children to progress beyond this and to learn writing as a creative skill. Each Workbook unit contains a page devoted to composition writing. These writing activities are initially quite tightly controlled with models for the children to follow, working independently. To ensure that the model is understood, teachers can prepare the class orally before they write, asking questions and eliciting answers about the model to assist children with their own writing. As the composition tasks become freer, oral preparation can be used to guide the children toward the content. Elicit questions and answers from the class to help them organise their writing, and help children to decide for themselves what to include.

Workbook exercises are mostly designed for children to complete by working alone, either in class or as homework, but where necessary teachers can go through all or part of the exercises with the children to prepare them for writing.

Scope and sequence chart

Unit	Language development			Skills development	
	Structures	Functions	Lexis	Reading	Writing
1	<i>I live in ... I go to ... I get up ... In Clifton there is ...</i>	giving personal details relating daily routine giving factual descriptions	<i>always, fall (v.), family, lies (v.), near, shop, smile (v.)</i>	for task: descriptions of fact and routine for pleasure: <i>The circus monkey</i>	factual statements questions and answers composition: order 5 factual statements to compose a letter
2	<i>She's writing ... The children are learning ... What is s/he doing?</i>	describing current situations in home, school, classroom, playground	<i>adventure playground, date, guitar, rope, ship, sum, video</i>	for task: descriptions of continuing events statements about present/ continuing events for pleasure: <i>A new school</i>	construct 1/2-sentence descriptions of continuing events composition: complete 4-sentence description with correct use of capital letters
3	<i>I have two cousins. They have a daughter. Do you have any sisters? His father is a ... He works in a ...</i>	describing family and professions/jobs	<i>aunt, cousin, daughter, son, uncle</i> professions and jobs <i>clean (v.), drives (v.), rings (v.) fire engine</i>	for task: short descriptive paragraphs comprehension questions for pleasure: <i>Night workers</i>	create descriptions using statements of fact and of current situations composition: compose a 5-sentence description
4	<i>How often? I often/sometimes/ never ... can/can't Can you ...? like/don't like</i>	describing frequency/ ability/preference in sports and activities	<i>fetch, follow, never, often, picnic, puddle, swing (v.), things</i> words for activities prepositions	for task: short paragraph descriptions statements for pleasure: <i>The birthday</i>	complete statements construct statements composition: complete poem structure
5	<i>When's his birthday? It's on the 3rd of September. July is the seventh month.</i>	discussing birthdays dates order of months	<i>after, before, piano, trumpet</i> ordinals 13th–31st	for task: statements for pleasure: poems <i>I want to be ... My Sunday socks</i>	compose factual sentences construct short statements composition: compose statements to make 8-sentence description
6	<i>Sam is heavier. Who is taller? Are they different? They're the same. Joe is taller than Jim.</i>	making comparisons (measurements)	comparative adjectives <i>building, centimetre, different, metre, right, same, wrong</i>	for task: dialogue, statements, short paragraphs for pleasure: <i>Who is strong?</i>	compose statements complete statements write sentences rewrite paragraph with corrections composition: complete 9 sentences to create a paragraph of personal description
7	<i>I'm going to buy ... Are you going to ...? What are you/is s/he going to ...? Where can I buy ...?</i>	stating intentions and future plans	<i>bakery, comic, help, sandwich, shopping</i>	for task: 7-sentence paragraph dialogue 3-paragraph descriptive passage for pleasure: <i>The supermarket</i>	complete and compose statements of intent composition: compose 7-sentence description of future plans following model
8	<i>We're going to ... Who is going to take a ...? She is going to wear ...</i>	planning an outing	<i>along, past, stop, take</i>	for task: short paragraph statements questions 4-paragraph description for pleasure: <i>Clever Max</i>	complete statements construct questions composition: write an invitation following model
9	<i>Can I have ...? How much are/is ...? Is/are there any ...?</i>	shopping for food enquiring	<i>bread, butter, eggs, juice, lettuce, list, milk, orange juice, tomatoes, vanilla</i>	for task: statements questions short paragraph for pleasure: <i>Ice cream</i>	complete and compose statement of future intent/plans composition: single paragraph descriptions following model
10	<i>Would you like some ...? I'd like some ... Here's the ... Here they are.</i>	Offering and requesting	<i>basket, bowls, cave, forks, hungry, ice box, knife, lighthouse, mugs, plates, salad, sandwiches, seagull, spoons, steps, waterfall</i>	for task: dialogue instructions for pleasure: <i>Buildings</i>	4-sentence description construct questions write answers composition: answer questions to create story of 6 short paragraphs

Language development			Skills development		
Unit	Structures	Functions	Lexis	Reading	Writing
11	<i>I/S/he/It was happy. We/You/They were pretty. Your hair was blonde. I'm taller than her. ... is as big as isn't as old as ...</i>	describing personal appearance in the past making comparisons	<i>bench, curly, fat, naughty, prettier, pretty, thin, yesterday</i>	for task: 4-paragraph story questions descriptions statements for pleasure: <i>What is it? Can you guess?</i>	complete descriptive statements construct comparative statements, complete answers, construct questions, compose past tense statements composition: compose 12-sentence story from picture and word prompts
12	<i>I/You/S/He/We/They had a farm. I/You/S/He/We/They didn't have a car.</i>	talking about childhood	<i>armchair, cart, chickens chimney, floor, sofa, stove, wall mirror, roofs,</i>	for task: descriptions questions 3-paragraph descriptive passage for pleasure: <i>Granny, please comb my hair</i>	complete statements construct statements write corrected statements composition: compose 7-sentence description
13	<i>First/next/then there were ... There were tools. There wasn't any fire. Was/were there any ...?</i>	talking about people in the distant past	<i>blanket, fire, first, hunters, necklace, next, pot, spear tents, then, tools, villages, warm Asia, Atlantic Ocean, Europe, Pacific Ocean items of food</i>	for task: 5-paragraphs factual text descriptions questions for pleasure: <i>Paint a pebble picture Make a necklace</i>	complete sentences about the past compose statements about the past composition: compose a 6-sentence description of the past
14	<i>Why/Why not? Because ... S/He's afraid of wants to go doesn't want to go ...</i>	discussing leisure pursuits, fears and preferences	places of interest in town <i>afraid, cartoons, dark, inside, mice, silly, soldiers, telescope</i>	for task: strip story, comprehension questions 'Problem' letter and answer for pleasure: <i>Tongue twisters</i>	construct statements to answer questions compose sentences of fact/explanation complete statements of explanation
15	<i>My mask is sad/sadder than yours/the saddest. It's ours/yours/theirs/mine.</i>	discussing comparative qualities identifying possession	<i>broken, ill, lady, mask, ugly superlatives</i>	for task: narrative and dialogue 3 narrative passages for pleasure: <i>Dolphins</i>	compose letter of explanation construct statements of possession composition: create 5-sentence story from picture and word prompts
16	<i>Yesterday I/you/s/he it/we/they walked ... / cleaned ... /phoned ...</i>	describing, narrating past events	<i>beautiful, fruits, handsome, poster, skip, stall, surprise, tickets, vegetables</i>	for task: strip stories (narrative + speech), comprehension questions, narrative for correct sequencing/for matching to picture for pleasure: <i>The three goats</i>	short narrative complete statements in past tense; compose answers in past tense rewrite false statements composition: compose 9-sentence story from picture/word prompt
17	<i>You mustn't push. You must listen. He must do his homework.</i>	stating and understanding safety rules expressing necessity	<i>appear, bicycle, cross (v.), diving board, fast, late, load (n.), money, push, rolling, safety, shower, still, truck, winking</i>	for task: skim for gist (list of rules) narrative passage + dialogue 3 4-line poems for pleasure: <i>The fox and the grapes</i>	state rules complete poems construct sentences about necessity composition: create a safety poster from picture prompts
18	<i>It's often warm in spring.</i>	describing and discussing the weather	<i>autumn, cloudy, cool, envelope, last, plain, seasons, spring, summer, winter</i>	for task: descriptive texts instructions (for making book), 4-line poem, short weather reports for pleasure: <i>Rain/Clouds</i>	2-sentence descriptions of weather statements of identification
19	<i>Please, sing me a song. I think ...</i>	requesting giving opinions	<i>best, better, brushes (n.), dream, good</i>	for task: 2 strip stories (narrative + speech) statements of opinion model letter for pleasure: <i>Uncle Fred</i>	construct statements of fact/opinion complete requests construct commands composition: complete sentences and reorder to create a 'thank you' letter
20	Revision	Revision	<i>tunnel + revision</i>	for task: quiz questions statements for pleasure: <i>Bedtime</i>	complete personal statements game: word beetles construct statements composition: compose weather descriptions

Activities

Listening	Speaking	Study skills	Noticeboard	Grammar gang	Project	
follow speech listen for information poem: <i>He was a very pretty baby</i>	describe personal appearance in the past make comparative statements about 2 items	spelling: adjectives ending y find two the same: write comparative sentences	yesterday afternoon	past of 'to be'	Fact files about the past ↓	
match speech to pictures match spoken description to photograph follow dialogue	make corrected statements compose questions about past possessions	spelling: oa alphabetical order: words with 1st 2/3 letters the same	Grandma's childhood	past of 'to have'		
follow text	make factual statements about the past construct questions/answers about the existence of objects/food in the past	spelling: irregular plurals	first people's food	there was/were		
follow dialogue listen for information	make statements about preferences and locations express fears/likes to give explanation	spelling: -air categorising: find the odd one out	places to go	Why? Because ...		
follow narrative and dialogue song: <i>There was a tree upon a hill</i>	construct questions to identify the superlative construct questions to identify ownership correct false statements	spelling: comparatives, superlatives; y/ier/iest capital letters: full stop question mark				
follow narrative and dialogue listen for information poem: <i>We walked and walked</i>	correct false statements compose questions about activities in the past	spelling: double letters in past tense e.g. stop/stopped alphabetical order: 3 words in a group, 1st 2 letters the same	yesterday (activities)	past simple		Puppet theatre ↓
listen for information follow narrative	express necessities act out the story match rules to pictures and state opinion	spelling: -sh punctuation: comma, full stop and exclamation mark	clothes for sports	must		
listen for information match pictures to speech	make statements about the weather construct questions about the weather in past, present and future game: <i>weather game</i>	spelling: ow find syllables in months of year	weather reports/predictions	present past future		
follow narrative and dialogue song: <i>Ice is nice</i>	make statements of opinion and reason construct requests/commands	spelling: -mp vocabulary: opposites	requests/commands	verb + indirect object + direct object		
song: <i>The train is coming</i>	game: <i>The fantastic dinner</i> game: <i>Spelling game</i> talk about the book, favourite characters, songs, poems	spelling: rhyming words vocabulary: identify words from pictures				

Teacher's Resource Book 3: Contents

Tests 1-5		1-16
Making kits		
Unit 1 Lesson 1	Cut-outs of child characters	17/18
Unit 1 Lesson 3	Clock	19
Unit 1 Lesson 4	Hexagon of personal information	20
Unit 2 Lesson 3	Grammar gang lorry/ grammar gang	21-25
Unit 2 Lesson 3	Classroom action clues	26
Unit 3 Lesson 1	Cut-outs of Emma's relations	27/28
Unit 3 Lesson 2	Job cut-outs	29/30
Unit 3 Lesson 4	Folding job cards	31/32
Unit 4 Lessons 2/3	Sports symbols	33
Unit 6 Lesson 3	Stand-up figures	34/35
Unit 7 Lesson 4	After school activities	36
Unit 8 Lesson 3	Stand-up furniture	37
Unit 9 Lesson 1	Food cards	38-40
Unit 11 Lesson 1	Baby photos: Becky/Ned	41
Unit 11 Lesson 4	Town locations	41/42
Unit 13 Lesson 2	First people cards	42/43
Unit 14 Lessons 2/3	Fears and likes cards	44
Unit 14 Lesson 4	Places in Clifton	45
Unit 15 Lesson 1	Mini masks	46/47
Unit 16 Lesson 2	Castle; Princess/frog puppets	48/49
Unit 16 Lesson 3	Activities logos	50
Unit 17 Lesson 4	Symbols for sports	51
Unit 18 Lesson 1	Thermometer	52
Unit 18 Lesson 2	Weather kit	53
Paper crafts: Reading for pleasure pages		
Unit 3	<i>Night workers</i> folding book	54
Unit 4	Birthday cards	55-57
Unit 7	Model shop	58
Unit 11	Origami butterfly	59
Unit 17	<i>The fox and the grapes:</i> moving pictures	60
Unit 19	Souvenir cube	61

Unit 1 I live in Clifton.

Lesson 1 Page 8 Page 3

Language focus Introducing; present simple (facts)

New language I live in ...; I go to ...; (R) My name's ...;
I'm (+ age)

New words toy shop, flower shop, sweet shop; near;
(R) bridge, castle, river, house, school, town, playground,
hill

Teaching aids Map of Clifton,  pages 4, 5

Preparation  17, 18 Make the cut-outs of five characters.

1 Warm-up

- Introduce yourself and ask individual children their names. Encourage them to answer with **Hello! My name's ...**
- Sing an English song they all know or sing this song with your name (to the tune of *Frere Jacques*).

Teacher: I'm Mrs Hill.
I'm Mrs Hill.
Say 'Hello!'. Say 'Hello!'

Children: Hello, Mrs Hill. Hello, Mrs Hill.

Teacher: Hello. Hello.

2 Presenting the new characters

- Use the cut-outs to introduce the new characters. Put them on a table or desk. Then point to and speak for them: **Hello! My name's Sam/Hi! I'm Becky.** Ask the children to greet the characters.
- Write the characters' names on the board. Children come forward, choose one of the cut-outs and hold it next to the name of the character. The class greets him/her.

3 Introducing the Pupil's Book

Teaching note Allow the children some time to handle and look through the new book. They should be able to find and identify the characters.

- Pass out the books. Encourage the children to find the characters on various pages and name them aloud.

 Page 8

4 Reading (1 Read and find.)

- Make certain the children understand that the characters live in a town called Clifton, and that the two pages (8 and 9) show a map of the town.

- Read the short text aloud while children follow in their books. Stop at the pictures to allow children to find the equivalent on the map.
- Hold up your book and drill the new words quickly: **Point to a river**, etc.
- Ask children to turn to pages 4 and 5 of the book where they will find the map only. Read the text again, slowly, while children listen and point in their books.

5 Listening (2 Listen and read.)

Language note Short forms are used in all spoken texts (in speech bubbles). You may like to remind the children how they are formed (e.g. **My name's = My name is; I'm = I am**).

- Point out Emma, Jill and Ned and their speech bubbles. Play Tape 1; children follow in their books.



Tape 1

Ned: Hello! My name's Ned. I'm eight. I live in Clifton. I live in the new town near the park. I go to Woodside School.

Emma: Hi! I'm Emma. I live in the new town, too. My flat is near the school. I'm nine.

Jill: Hello! My name's Jill and I'm nine. I live in the old town. My house is near the river.

- Play the tape again. Then write Ned's speech bubble on the board; children read. Erase **Ned, eight, Clifton** and **Woodside School**. Hold up the Ned cut-out; individual children read and complete the text. Repeat with Emma and Jill. (Make certain they understand the word *flat*.)



Page 3

1 Reading - writing (1 Read and write the words.)

Children read the speech bubbles and copy the words on the Noticeboard to fill in the blanks, crossing them out as they use them. You may wish to remind them that they should use capital letters for the names.

2 Reading (2 Read and ✓.)

Children read the statements, check the information in the completed speech bubbles above and tick Yes or No.

Answers: No, Yes, No, No, Yes, Yes

3 Writing (3 Draw and write.)

Children draw themselves and complete their own speech bubbles.

Language focus Introducing; present simple (facts)

Language My house/flat is near ... (R) Lesson 1

Words (R) Words from Lesson 1; sea, flat

Teaching aids Map of Clifton  pages 4, 5
Cut-outs of the five characters

Preparation Make word cards for **bridge, castle, toy shop, flower shop, sweet shop; playground, school, river, hill.**

Make certain children have a notebook for writing practice.

1 Warm-up

- Use the cut-outs of the characters to talk to the children: **Hello/Hi! My name's Emma. What's your name?** Children return the greeting and answer.
- Hold up the map of Clifton. Use the word cards to drill the words. Children come forward and choose a card. They hold it up, say the word and point to the place on the map.

2 Introducing present simple as fact

- Use the cut-outs of Emma, Jill and Ned. See how much information you can elicit about each one.
- Write a speech bubble on the board with blanks (see Workbook page 3). Ask children to read it out with their own names, ages, etc. Ask one or two to come forward and write their details in the bubble. The class reads.

Page 9

3 Listening (1 Listen and read.)

- Focus attention on the two characters and their speech bubbles. Play Tape 2. Children listen and follow in their books.



Tape 2

Sam: Hi! My name's Sam. I go to Woodside school. I live in a flat in the old town. I'm nine.

Becky: Hello! I'm Becky. I'm eight. I live in a house near the sea. I go to Woodside school, too.

- Play the tape again; then ask questions about the five characters. **Who lives near the sea/park/river/school?** etc.

- Put the cut-outs of Becky, Sam and Jill on a table. See how much information you can elicit about each one.
- Children choose a cut-out and act out an introduction (it doesn't have to be identical to the book).

4 Writing (Write four sentences about Clifton.)

Teaching note These short writing exercises are a feature of *Way Ahead 3*. Make certain children have a notebook to keep all of their writing together. Always give them a clear model first so that they can do the task successfully.

- Give out the notebooks for writing practice if you have not already done so.
- Write the sentence prompt on the board and complete it as an example, e.g. **In Clifton there is a river.** Erase the word **river** and get children to suggest (and write) other words in the blank. You may wish to put the word cards on the board for children to copy. Encourage children to draw pictures of the places they have chosen.

Page 4

1 Words and pictures (1 Find and write the numbers.)

Children write the number of each place illustrated in the box next to the correct word.

Answers: hill 3, bridge 6, castle 2, playground 5, school 1, river 8, sea 7, park 4

2 Word search (2 Find seven words.)

Children find the words for places in a word puzzle. They then match them with the pictures on the right to find the missing word: **playground**.

3 Writing (3 Match and write the names.)

Children match the named objects to the characters and copy the names under the appropriate pictures. Remind them to use capital letters at the beginning of names.

Language focus Present simple (routine)

New language I (always) get up at seven o'clock.

New words always, family; (R) *breakfast, kitchen, half past, watch (v.), homework*

Teaching aids Cut-outs of the five characters

Preparation Make word cards for: **get up, have breakfast, go to school, come home, watch TV, do my homework, go to bed.**

Bring in pieces of paper for children to draw on.

 19 Make the clock.

1 Warm-up

- Remind the children of the characters and their ages. Use the cut-outs and say, e.g. **My name's Ned. I'm eight.** Go around the class asking children **What's your name? How old are you?**
- Use the clock you have made (or draw one on the board) to remind the children of the numbers 1–12 and telling the time.

2 Introducing present simple as routine

- Use the clock to remind children of the use of the present simple to describe daily routine. Move the hands of the clock, hold up the word cards and make statements about your day, e.g. **I always get up at half past seven.** Mime or draw anything they don't understand.
- Drill verbs using the cards. Then ask children to choose a card, make a statement about their day and set the hands of the clock.

 Page 10

3 Reading (1 Look at the pictures.)

Teaching note Reading pages with photographs or pictures occur in every other unit. Give the children plenty of time to look at them. Encourage them to use the photographs/pictures to help them read.

Children look at the pictures.

4 Reading (2 Read and find.)

- Children read sentences, find the correct picture and write the letter in the blank. Do the first one as an example.

- Individual children read out the sentences. Other children give the answers.

Answers: 1D, 2F, 3E, 4C, 5B, 6A

5 Writing (3 Write.)

- Tell the children to write in their notebooks. Write some example sentences on the board, e.g. **I always get up at 7 o'clock.** etc. Underline the words they are to copy. Explain that they should write in times for themselves (they may like to draw a clock next to each sentence).
- Children write three sentences about their day.

 Page 5

1 Writing the time (1 Look and write.)

Children look at the clocks and write the time.

Answers: quarter to five; half past eleven; It's twelve o'clock. It's quarter past seven. It's quarter to three.

2 Reading – writing (2 Look, read and write.)

Children look at the pictures first; then they match them with the times and complete the sentences.

Answers: I **have breakfast** at eight o'clock. I **go to school** at quarter past eight. I **do my homework** at half past four. I **watch TV** at quarter to seven. I **go to bed** at nine o'clock.

 Page 7

Composition (1 Read Sue's letter to Becky.)

2 Write Becky's letter to Sue.)

- Children read Sue's letter. Ask questions about Sue.
- Children arrange the sentences to write Becky's letter. You may wish to ask the children to read them out in order before they attempt to write them themselves.

Language focus Consolidation

New language Where do you live? Do you live in a house or a flat? Which school do you go to? Who's your teacher? **(R)** *What's your name? How old are you?*

New words falls, smiles (v.), lies (v.), blows (v.); **(R)** *words from Lesson 1*

Teaching aid Cut-outs of the five characters

Preparation Make large speech bubbles for the six questions above (or write them on the board).

 **20** Photocopy hexagons for personal information, one for each child.

1 Warm-up

- Play Tapes 1 and 2 again, holding up the character cut-outs as each child speaks.
- Walk around the class asking questions about the characters' names, ages and where they live.

2 Presenting the question forms

- Hold up the speech bubbles you have prepared. Ask the questions and invite a child to answer.
- Use the bubbles to drill the questions, then ask individuals to carry them around and ask one or two children.

 Page 11

3 Grammar (1 *Look and read.* 2 *Now you!*)

- Children look at the Noticeboard in the book. Read the questions and answers while they listen and follow.
- Prompt the questions by reading the first words; children ask the complete question.
- Ask individual children the questions (one per child).
- Children stand up in pairs, one reads the questions, the other answers (without using the book if possible).

Noticeboard  **20** Use the hexagons to create your own classroom Noticeboard. Children fill in the information on the hexagon, draw and colour, as in Jill's example. They stick their hexagons on the board and ask and answer questions about themselves (like Sam and Jill in the book).

4 Listening – singing (3 *Listen and sing.*)

- Focus attention on the illustration. How many things can they name? Point to the pictures to introduce and practise the words (*sun, wind, rain, etc.*).
- Play Tape 3. Children listen and follow in their books.

 **Tape 3**

The sun wakes up.	Yes, the sun wakes up.
The sun smiles.	Yes, the sun smiles.
The wind blows.	Yes, the wind blows.
The rain falls down.	Yes, the rain falls down.
The sun goes down.	Yes, the sun goes down.
The moon comes up.	Yes, the moon comes up.
The night lies still.	Yes, the night lies still.
Then the sun wakes up.	Yes, the sun wakes up.

- Play the tape again and encourage children to sing along. You may then wish to teach the song, using simple drawings on the blackboard as prompts. Make certain they are using the **-s** endings.

 Page 6

1 Reading – writing (1 *Look and read. Find and write the questions. Write Sam's answers*)

- Children look at Sam's version of the hexagon and use the information to complete the answers under the bubbles.

Answers: Sam, nine, Clifton, flat, Woodside School, Mrs Hill

- Children then match the questions in the bubbles with the answers below and write them in the blanks.

 Page 8

Study skills (1 *Spelling.* 2 *Write ? or .*)

- 1 Read the words to the children. Ask them to repeat the words, paying particular attention to the **ea /ɪ/** sound.
 - Ask the children to spell the words. Children complete the crossword using the picture clues.
- 2 Children write (**?** on the left, **.** on the right). They then draw lines to match the questions with the answers.
 - Children take turns reading aloud in pairs.

 **Reading for pleasure: The circus monkey**  page 12

- 1 Let children study the pictures for a few moments. Can they say what the story is about? Play the tape through once; children listen and follow. Briefly explain any new words. If you wish children to hear the whole piece again, play the tape a second time.
- 2 If your class are confident readers, choose individuals to read aloud a few lines each. Class follows. Alternatively, read the text a sentence at a time. Class follows and repeats.
- 3 Ask children to decide which the monkey prefers, circus or forest, and draw their own picture of him there. They write two or three sentences about the picture, adding new information that is not in the story, e.g. what else is in the place, what else the monkey does and sees. Brainstorm ideas on the board before they write.

2 What is Emma doing?

Lesson 1 Page 13 Page 9

Language focus Present continuous; locating; identifying

New language What are you doing? I'm looking for my bag.

New words scissors, notebook, paints, cupboard; (R) pencil box, under, on, in, behind

Preparation Bring in a ball or any interesting small object and a box it will fit in.
Make certain you have paints, a pencil box, a schoolbag and scissors.

1 Warm-up

- Greet children in the class and ask them questions about where they live.
- Play a quick game of *Where is it?* using the box and object you have brought in. Put the object on (... under, in, behind) the box, ask the question and answer it yourself. Then ask the question; the class answers. Children come forward, place the item and ask the question.

2 Presenting the words

- Use items children have brought in to practise the words for school items. Pick up a schoolbag and say **Here's a bag. Is it yours?** Repeat with pencil box, notebook, then scissors, paints.
- Hold items up at random and ask **What's this/What are these?** Check that children are using **it is/they are** correctly.
- Put your schoolbag in a cupboard, if possible (or on a table or chair). Ask **Where's my school bag?** Walk around looking for it: **Is it on the chair?** etc.

3 Introducing the present continuous

Teaching note Children should already be familiar with the present continuous.

- Ask the class **What am I wearing today? Am I wearing a dress** (... hat, shoes, etc)?
- Repeat with various children in the class (keep to words they know).

Page 13

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

- Children open their books, look at the strip and read silently. Focus attention on the characters: **Point to Emma** (... Dad, Joe) and the listening questions at the top. Play Tape 4.



Tape 4

Presenter: What is Emma doing?
Dad: What are you doing, Emma?
Emma: I'm looking for my schoolbag. Where is it?
Dad: Here's a bag. Is it yours?
Emma: No, it isn't. That's Mum's bag.
Presenter: Where is Emma's bag? Is it ... in the cupboard? ... behind the chair? ... under the TV? ... on the table?
Dad: Is this your pencil box on the floor? And are these your scissors?
Emma: Yes! And these are my paints!
Dad: And there's your bag!
Emma: Joe's wearing it on his head!

- Play the tape again. Can children answer the three questions?

5 Speaking (2 Point, ask and answer.)

- Children look at the pictures at the bottom of the page. Point and ask the questions; children find the answers in the text.
- Write the questions on the board and draw simple pictures underneath. Individual children come to the board, point to an object and ask the questions. Other children answer, looking in their books.



Page 9

1 Writing (1 Find the words. 2 Draw and write.)

- 1 Children unscramble the letters inside the pictures and write the words below.

Answers: scissors, paints, pencil box, notebook, trainers

- 2 Children should draw single items on the left, plural items on right, and then write the words in the blanks.

2 Reading – writing (3 Look, read and write.)

Children read the sentences and find the objects; they then write the names.

Answers: under chair, **pencil box**; on floor, **paints**; behind teddy, **schoolbag**; in cupboard, **trainers**

Language focus Present continuous; telling the time (half and quarter hours)

New language They are having English. She's reading a story. What's the time?

New words video, guitar, (**R**) English, Maths, Art, Science, Music

Teaching aid Clock

Preparation Make word cards for the school subjects and find textbooks for English, Science and Maths.

1 Warm-up

- Use the clock you made for Unit 1, Lesson 3 (or one you have drawn on the board) to revise **What's the time? It's nine o'clock.**
- Write the date on the board (e.g. Tuesday, 17th September) and ask **What am I doing? I'm writing the date.** Erase parts of the date and ask children to come forward and write them in.

2 Presenting the new words

- Hold up the textbooks one by one with the word cards and name the subject in English: **English. This is an English book** (... Maths, Science). Draw symbols for Music and Art on the board and name them in the same way. Then drill the names, using the cards.
- Put the clock and a word card on the board and ask, e.g. **Do you have Science today? What time?** Set the hands.
- Revise **quarter to** and **quarter past**, using the clock.

3 Revising the present continuous

- Mime or act out classroom activities and say what you are doing, e.g. **I am writing the date.** Continue with doing a sum, reading a book, drawing a picture, playing the guitar, watching TV.
- Write the phrases on the board. Children come forward and act out one of them; ask **What is s/he doing?** Class answers.

4 Reading – speaking (1 Read and say.)

- Allow some time for silent reading. Then read the short texts one at a time. Children follow in their books and answer the questions **It's nine o'clock**, etc. Make certain they understand the words **sum, story, picture, video and guitar**: say **Point to a ...**
- Children take turns reading the short texts.

5 Speaking (2 Ask and answer.)

- Begin by asking the questions yourself: **The children are learning art. What's the time?** Children answer. Work towards children asking the questions of other children.
- Repeat above step with, e.g. **She's watching a video. Who is it?**

1 Reading – writing (1 Read and draw. 2 Read and write the letter.)

- 1 Children read the times, look at the clocks in the pictures and draw the hands.
- 2 Children then read the short descriptions, match them with the pictures and write the letters in the blanks.

Answers: painting picture/**F**; writing date/**A**; having English/**E**; doing sum/**D**; having Maths/**D**; watching video/**C**; reading story/**E**; talking/**C**

2 Word pairs (3 Read and match.)

Children read the verbs, draw lines to the pictures which match and then to the nouns.

Answers: read/**story**; paint/**picture**; do/**sum**; watch/**video**; write/**date**; play/**guitar**

Language focus Present continuous; time

Language What are they doing? S/he's drawing a horse.

New words at the front, at the back; date, sum;
(R) guitar, next to

Preparation Bring in two or three hats (two of the same colour, if possible).

 **21–25** Cut out and colour the lorry and members of the grammar gang.

Make cards for **to be**, **verb** and **-ing** (grammar gang).

 **26** Photocopy and cut out the activity 'clues'. Make enough for half the class to have one picture each. Bring sheets of paper (A4) for half the class. Cut a strip (4 cm deep) from the bottom of each sheet for the other half.

1 Warm-up

- Play a quick game of *Who is it?* Bring six children to the front of the class and make statements about them. **She's wearing black shoes. Who is it?** Try to include children with watches and glasses as well as different colours of shoes and socks.
- Walk around the room, indicate children and ask **Is s/he wearing brown shoes?** etc. Children give short answers: **Yes, s/he is. No, s/he isn't.**

2 Revising the present continuous

- Use the hats you have brought in to revise the present continuous in all persons. Begin with yourself, e.g. **I am wearing a black hat.** Continue with **you are, s/he is, they are, we are**, putting the hats on children in different combinations.
- Repeat, eliciting the sentences with questions, e.g. **What are we wearing?** Answer: **You are wearing black hats.** This time get the children to help you write the answers on the board.

Page 15

3 Grammar (1 Look at this! 2 Now you! Ask and answer.)

- Give the children time to look at the grammar gang and the example sentences in the book.
- Put the grammar gang characters on the board and give them cards to hold. Write the example sentences underneath, lining the parts of the sentences up with the cards (the forms of **be** under **to be** for example).

- Children look at the cut-outs in the Pupil's Book and ask and answer, as in the examples. Ask one or two questions yourself first.

Noticeboard  **26** Children work in pairs. Give one child a picture 'clue' to stick onto the sheet of paper. This child writes his/her name at the top then, using the picture 'clue' as a starting point, completes a picture of him/herself doing the activity, as on  page 15. The other child writes the activity, e.g. **wearing red socks** on the paper strip. When they have finished, bring the children forward in pairs. The first child pins up his/her picture. Ask the second child **What is ... doing?** Elicit, e.g. **S/he is wearing red socks.** The second child then pins the strip beneath the picture. You could also ask the first child **What are you doing?** and elicit **I am ...**

4 Writing (3 Look and write.)

- Write these phrases on the board: **next to, at the front, at the back.** Make sentences about people in the class to demonstrate, e.g. **Alex is sitting next to the window.**
- Describe children in the class: **She is sitting at the front. She is wearing brown shoes.**
- Children look at the notepad in their books, look around the class and write names in the blanks as appropriate.

5 Speaking (4 Ask and answer.)

- Children take turns making questions from what they have written, as in the examples. Other children guess who it is: **Is it Alex?**

6 Writing (Write about two children in your class.)

- Tell the children to write in their writing notebooks. Put some example sentences on the board, e.g. **Ted is sitting next to Joe. He is wearing a watch.**
- Children write about two children. Encourage them to draw pictures.

Page 11

1 (1 Read, match and write.)

- Children look at the sentences presented by the grammar gang and match them with the pictures below. You may wish to do this orally.
- Children write the sentences under the correct pictures.

Answers: **B** You are jumping. **C** I am singing. **D** You are painting. **E** She is not reading. **F** They are wearing socks. **G** We are talking.

2 Writing (2 Look, match and write.)

- Children match the heads with the bodies and write the answers to the questions below the bodies.

Answers: She is reading a story. He is playing the guitar. She is writing the date. He is painting a picture.

 Page 13

Composition (1 Look and write the letters. 2 Look and write.)

- 1 Remind children of the use of capital letters at the beginning of sentences and for names (give the Lion King as an example). Children read Emma's description, choose the correct letter and write it in the blank.
- 2 Children use the 'photo' of Sam's family and the example description above to help them fill in the blanks.

Lesson 4 Page 16 Pages 12, 14

Language focus Sequencing

Language We're playing in an adventure playground.

New words ship, adventure playground, rope;
(R) ladder, slide, bridge

Preparation Bring a cup and a ball that fits in it.

1 Warm-up

- Play the *Who is it?* game with locations in the classroom:
He's sitting next to the window. Who is it?/Is it ...?
- Remind children of *up* and *down*. Raise and lower your arms, saying **Put your arms up, put your arms down**. Children join in. Repeat with **Stand up, sit down**.

2 Revising the prepositions

- Use the ball and cup to revise the prepositions. For example, put the ball in the cup and ask **In or on?** Continue with **under, next to**, etc.

 Page 16

3 Looking (1 Look at the pictures.)

Teaching note Listening pages with photographs:
Give the children plenty of time to look at the pictures.
Encourage them to use the pictures to help them listen.

- Children read the introduction silently and try to match the drawings at the top with items in the photographs.

4 Listening (2 Listen, draw and write numbers.)

- Make certain children understand before they listen that the pictures are not in order. Play Tape 5.



Tape 5

Mary: Here I am at the playground with my mother and my brother. Come with us! We're next to a big ship. You can climb up the rope and get on it. I can see two boys up there.

Andy: There's a big bridge. Can I get up? Yes, there's a ladder. My sister's climbing it.

Mary: Come on Andy!

Andy: Now I'm climbing the ladder. Now I'm walking on the bridge. I can see a slide. It's a long slide. Now I'm going down it, wheee! Here we are at the bottom. We like this playground!

- Play the tape again. Children draw a line from the first picture they hear described to the next one and so on. They then number the pictures. Play again if necessary.

Answers: (top row) 5, 4, 1 (bottom row) 6, 3, 2

5 Reading (3 Read and find. Write the numbers.)

- Children match the sentences with the pictures and write the number. Ask children to read the sentences and give their answers.

Answers: (left to right) 1, 5, 6, 2, 4, 3

- Encourage individual children to describe the photos.



Page 12

1 Words and pictures (1 Write the words.)

- Children use the picture clues and write the words in the crossword.
- Children look at the circles and find the word *bridge*. They write it in the blank, then draw a bridge under Sam.

2 Listening (2 Listen and write.)

- Children look at the picture and listen as you read. They then write in the names of the characters.

Script: Ned is at the front. Jill is next to the tree. Becky is next to Jill. Emma is behind the flowers. Sam is behind Emma and next to Becky.



Page 14

Study skills (1 Spelling. 2 Circle the odd one out.)

- 1 Read the words to the children. Ask them to repeat the words, paying particular attention to the *oo/u*/sound. Ask the children to spell the words.
 - Children write the words, first under the pictures, then in the sentences.
- 2 Children look at the picture on the left and circle the word which doesn't match. They write the words they have circled next to the correct group.

Answers: Science (*school subjects*), TV (*living room*), sister (*family*), notebook (*schoolbag*)



Reading for pleasure: **A new school** PB page 17

- 1 Children read the title and look at the pictures for a few moments. Can anyone say what the text is about? Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Children draw a picture of their ideal classroom or playground. They label everything. Children write two or three sentences: **In my classroom/playground there is/are...** Let children look at each other's work.

Lesson 1 Page 18 Page 15

Language focus Have for possession; family

New language Do you have any brothers?
I have/don't have ...

New words son, daughter, aunt, uncle, cousin;
(R) mother, father, brother, sister

Teaching aids Cut-outs of the five children

Preparation  27, 28 Make stand-up cut-outs for Emma's relations: Uncle David, Aunt Lily, Martin, mother, father and brother. Make word cards for members of the family.

1 Warm-up

- Put the character cut-outs in a row on a desk or table and ask questions: **She's next to Jill. Who is it?** Let the children pose questions.
- Put Emma next to her mum, dad and brother and name them: **mother, father, brother, sister.** Rearrange them in a different order and ask children to name them.

2 Introducing the new words

Language note Children will meet the word *called* meaning *named*. You do not need to teach this actively.

- Put Emma next to Lily and David on a table and introduce them. **This is Emma's aunt/uncle.** Hold the word cards above the cut-outs and repeat. Ask the class **Who is this?**
- Repeat the step above with Emma's cousins: **These are Emma's cousins.** Ask individual children to come and hold up the cut-outs, saying who they are.

3 Introducing 'have' for possession

Teaching note The children should be familiar with this use of **have** with family members.

- Take Emma away and introduce the word *have* with son and daughter, using word cards: **Emma's uncle and aunt have two children. They have a daughter/son.** Write the sentences on the board. Repeat with Emma's family.
- Elicit sentences about Emma's family and write them on the board (**She has ...**).

Page 18

4 Listening – reading (1 Listen and read. 2 Find.)

- Children look at the picture story and read it silently. Play Tape 6. Children follow in their books.



Tape 6

Emma: My uncle David has a boat. He loves his boat. Aunt Lily doesn't like the boat. My uncle and aunt have two children. They have a daughter called Jill and a son called Martin. They are my cousins. They like their father's boat. And we like it, too!

- Ask children to point to the members of Emma's family: **Point to Emma's aunt** (... Aunt Lily's daughter), etc. Play the tape again.
- Children look at the prompts below the story and find the names. Ask **Who is her uncle?** etc.
Answers: her uncle/**David**; their son/**Martin**; his cousins/**Emma and Joe**; her aunt/**Lily**; their daughter/**Jill**; her cousins/**Jill and Martin**

5 Speaking (3 Ask and answer.)

- Children ask and answer questions about their own families, as in the examples. Ask the questions yourself first.



Page 15

1 Reading (1 Look and read.)

Children read Emma's speech and answer the questions, **Yes or No.**

Answers: (left to right) Yes, No, Yes, No

2 Words and pictures (2 Find and write.)

Children follow the lines to find the words, and write them in the blanks.

Answers: (left to right) aunt, uncle, cousin; son, sister, daughter, brother

3 Reading (3 Read and circle the words.)

Children read the sentences and match the pronoun to the picture.

Answers: (left to right) her, their, their, his, her, their

Language focus Professions; present simple/continuous

New language He is a policeman. He works in the old town. He is working now.

New words reporter, housewife, policeman, dentist, artist; dishes; (R) *teacher, wash, rings*

Preparation Make word cards for the jobs.

 29, 30 Make job cut-outs.

1 Warm-up

- Find out who has the most sisters, brothers and cousins
Do you have any brothers? How many? He has two brothers. Who has three? etc.
- Begin by saying **I am a teacher**. Then mime or act out various activities and ask **What am I doing?** (You could write the date, read a book, draw a picture, strum a guitar, do a sum.)

2 Introducing the new words

- Hold up the cut-out of the teacher and ask **What does she do?** Prompt the answer with a word card: **She's a teacher**.
- Make statements: **She's a teacher. She works at a school. She teaches Maths**. Write the sentences on the board; children read.

 Page 19

3 Speaking (1 Look and say.)

- Children open their books and look at the pictures of jobs. Encourage them to read the words themselves **S/He's a policeman** (... housewife) etc.
- Use the job cut-outs to drill the words, asking **What does s/he do?**

4 Reading – speaking (2 Read and answer.)

- Children read the first short text silently. Ask a child to read aloud and read the questions. Other children answer.
- Repeat with second text.

5 Speaking (3 Ask and answer.)

- Write these phrases on the board: **washing the dishes, writing a story, teaching Maths, watching TV, reading a book, painting a picture**. Indicate the pictures and ask children to point to the activities, e.g. **washing the dishes**.
- Children point to the pictures and ask and answer, as in the examples.

 Page 16

1 Words and pictures (1 Find the missing letter. Look and write.)

Children decode the words and write them under the correct pictures. Help them find the missing letter first (it's **e**).

2 Reading – writing (2 Read and write the answers.)

Children read the short texts, look at the pictures and write the answers. Guide them through the first text; they do the second one on their own.

3 Writing (3 Look and write.)

Children write a similar text to those above, using the prompts.

Answer: Emma's father is a **policeman**. **He works** in the old town. He **isn't working** now. He **is ('s) drinking** a cup of coffee.

Language focus Describing routine/present events

New language John drives the fire engine but he isn't driving it now.

New words fireman, firemen, fire engine; drive, ring (v.) clean (v.) **(R)** jackets, trousers, boots; bell

Teaching aids Job cut-outs

Preparation Write the names of six jobs on pieces of paper, with activities on the back, e.g. **housewife/ washing dishes**; put them in a hat.

1 Warm-up

- Use the job cut-outs to talk about the jobs they have learnt so far **What does s/he do?**
- Ask a child to come forward and draw one of the jobs you have prepared from a hat; s/he then mimes the activity written on the back. Ask **What does s/he do? What is s/he doing?** Children guess **Is she a housewife? Is she washing dishes?**

2 Introducing the job of fireman

- Use the job cut-out of the fireman and introduce him to the class: **This is a fireman.** Ask children to describe what he is wearing. Give them any words they need and write them on the board.
- Put the fireman on the board, near the words you have written. Children come forward and draw lines from the words to the clothing.

PB Page 20

3 Reading (1 Look and read.)

- Children read the fact file about firemen silently. Then read it aloud while they follow in their books. Ask the questions; children answer.
- Children read the captions and look at the pictures. Then read aloud; they listen and point. Ask them to point to items in the pictures: **Point to John** (... the fire engine, the bell), etc.

4 Speaking (2 True or False? 3 Find the right picture.)

- Children try to answer themselves before they take turns reading the true or false statements aloud; other children answer.

Answers: true, false, false, true

- Children match the four statements with the correct pictures above. Allow them to do this individually before they do it as a class.

Answers: 2, 5, 3, 1

5 Speaking (4 Name these things.)

Ask children to find the names for the pictures (they may wish to write them down). Children take turns pointing and naming as many as they can.

WB Page 17

1 Reading (1 Read, find and write.)

Children look at the pictures and read the sentences below. They then write the letter of the correct picture in the blank.

Answers: 1 E, 2 B, 3 F, 4 C, 5 A, 6 D

2 Words and pictures (2 What is the fireman wearing? Circle the words)

Children look at the items of clothing the fireman is wearing and his equipment, then find and circle them in the wordsearch.

Answers: Wearing – watch, boots, helmet, trousers, jacket, glasses. Carrying – hose

WB Page 19

Composition (1 Look and write. 2 Look and read. 3 Look and write)

- 1 Remind children that pronouns can replace nouns. Write an example on the board, then look at the example in the book. Children rewrite the remaining sentences.

Answers: This is my mother. She is a housewife. She works at home.

This is my uncle. He is a teacher. He teaches Maths.

- 2 Children look at the child's drawing of the nurse and read the description. Point out the use of the pronoun **she**.

- 3 Children write the boy's sentences in order, using the girl's description as a model.

Answer: My father is a cook. He works in a restaurant. He wears a tall, white hat and a white jacket. He is working now. He is cooking peas.

Language focus Present simple/continuous; professions

Language She's a nurse. She works in a hospital. Today she's at home. She's cooking.

New words carpenter, farmer, cook; (R) fireman, reporter; clown, nurse, waiter

Teaching aids Grammar gang + lorry
Descriptions of jobs in a hat (see previous lesson)

Preparation Prepare cards for the grammar elements on  page 21.

 **31, 32** Make a set of folding job cards (for the Noticeboard).

1 Warm-up

- Play the miming game with the jobs in the hat (see Step 1 on page 12).
- Think of a job they know and write the correct number of blanks on the board (e.g. teacher: _____). Draw a stick man several steps from the edge of a cliff. Say **What job is it?** Children guess, e.g. **Does it have a T?** Write **T** in the blank. Erase the man and draw him nearer the edge for every wrong guess (until he falls off!).

Page 21

2 Grammar (1 Look at this! 2 Now you! Talk about the people.)

- Children look at the 'grammar gang' in the book, the explanation and the examples of the two tenses.
- Put the two headings **present simple**, **present continuous** on the board and the rest of the cards in the grammar gang lorry you have made. Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards. Children come forward, take a card from the lorry and 'give' it to the appropriate 'man'. Write example sentences on the board, underlining the verbs with different coloured chalks.
- Children look at the Noticeboard in their books and talk about the folding job cards which are shown opened as well (to show what they are doing today/now).

Answers: **fireman**, wears/helmet, drives/fire engine; **now** on beach, running; **clown**, wears/red nose, works/circus; **today** at home, playing guitar; **teacher**, has/blackboard, works/school; **now** at market, shopping

Noticeboard  **31, 32** Use the photocopied folding job cards to create your own classroom Noticeboard. Make the cut-outs yourself, fold them and put them on a desk. Invite children to come forward, choose one and put it on the board. S/he then makes as many statements as s/he can before opening the cut-out and describing what the person is doing today/now.

3 Speaking (3 Look and say.)

- Focus attention on the pictures of jobs. There are three new jobs. Encourage children to try to read them themselves.
- Remind children of the possessive with 's. Walk around the room and pick something up, asking **Whose is this?** Elicit the answer, e.g. **It's Sally's.** Write it on the board. Repeat several times.
- Children point to the small pictures of items below and ask and answer as in the example.

4 Writing (Write about the teacher and the clown.)

- Tell the children to write in their writing notebooks. Ask questions about the teacher (and the clown). **What does she do? Where does she work? Where is she today? What is she doing?** Write the answers on the board; children read. Then erase some of the words. Children read again, filling in the blanks.
- Children write about the teacher. Repeat with the clown.

Page 18

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

- Read through the example sentences and help children match them with the pictures below.
- Children complete or write sentences in the blanks.

Answers: ... doctors. ... work in a hospital. ... working now. ... running. ... a nurse. I work in a hospital. Today I'm at home. I'm reading. ... a cook/He works in a cafe. He's working now. He's cooking.

2 Words and pictures (2 Write the words.)

Children use the clues to complete the names of jobs.

Answers: 1 cook; 2 farmer; 3 reporter; 4 policeman; 5 waiter; 6 nurse; 7 doctor; 8 teacher; 9 fireman

- They read the letters in the circles and write the word in the blank: **carpenter.**

Study skills (1 Spelling. 2 Read and write.)

1 Read the examples to the children. Ask them to repeat, paying particular attention to the **-s/es** endings.

- Ask the children to write the correct forms in the blanks and then spell them.

Answers: (left to right) paints, watches, drives, washes

- Dictate five of the words in a different order; children write them in the blanks.

2 Children look at the words for family at the bottom of the page and decide if each one is a man or a woman. They then write the word in the correct shape.

Answers: (man) uncle, father, son, brother; (woman) aunt, mother, daughter, sister

 Reading for pleasure: **Night workers**  page 22

 54 **Night workers** folding book

1 Ask children to read the title, look at the pictures and tell you what the text is about. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).

2 The pictures in the Teacher's Resource Book can be used in a variety of ways:

- Children each make a book or frieze and use it to talk about the night workers, e.g. **This is the baker. He is making bread. The ambulance is going to the hospital.** You may wish to help the class compose a sentence or two for each picture and write them on the board. Children can speak in pairs.
 - Children cut out the pictures, stick them into their copy books and write a sentence or two for each picture, as above.
 - Give each child one picture of somebody working. They stick them in their copy books and write about that person, e.g. **This is the doctor. She works in the hospital. She wears a white coat.**
- 3 Go around monitoring and helping children to compose sentences. Let some children show their books and speak to the class or read out sentences. Display finished pieces and encourage the class to read each other's work.

Lesson 1  Page 23  Page 21

Language focus Can for ability

New language I can jump over this fence. Can you?

New words fence, puddle; follow, swing (v.) (R) *up, down, across, over, under*
Teaching aid Fireman cut-out

Preparation Bring in a small box, two rulers; fold a piece of card to make a stand-up wall.

1 Warm-up

- Use the fireman cut-out to revise the prepositions. Lean the two rulers you have brought on either side of the box and put the card wall beyond it. Say **The fireman goes up the ladder** (ruler), **across the house** (box), **down the ladder** (2nd ruler), **under the ladder** (2nd ruler), and **over the wall** (stand-up card).
- When children can describe what you are doing, reposition the items and allow individuals to move the fireman while the class describes what they see.

2 Introducing 'can' for ability

- Ask children to do things on the board (in English): **Can you write the date** (... your name, the name of your teacher, the school, your town)?
- Bring a child forward and whisper something you would like him/her to do (sing a song, do a sum, read a sentence, draw a picture of a horse, count to 20, tell the time, etc.). Then ask the class **What can ... do?**

 Page 23

3 Listening – reading (*Listen and read.*)

- Read, or ask a child to read, Ned's bubble. Explain *follow*.
- Children find the items in the small pictures in the strip story below.
- Ask **Can you find a slide? Where is it?** Children point in their books.
- Ask children to draw on the board: **Who can draw a slide?** etc.

- Children read the story silently first. Then play Tape 7. Children listen and follow in their books.


Tape 7

Ned: I can slide down this big slide. Can you?
Sam: Yes, I can. Look! Oops!
Ned: I can run across this bridge. Can you?
Sam: No, I can't!
Ned: I can jump over this fence.
Sam: So can I! Oops!
Ned: Wheeee! Look at me! I can swing across this puddle!
Sam: Oh no, you can't!
Ned: Oops!

- Play the tape again. Then ask pairs of children to read Sam's and Ned's parts.

4 Speaking (*2 Ask and answer.*)

- Ask the questions at the bottom; children point to the relevant frame and answer.
- Children take turns forming questions about Ned and Sam, and answering, as in the examples.



Page 21

1 Reading (*1 Read, match and write the letters.*)

Children look at the pictures first. Then they read the sentences, find the picture and write the letter in the box below to find the answer to the question **What can Sam climb?**

Answers: 1 L, 2, A, 3 D, 4, D 5 E, 6 R

2 Choosing prepositions (*2 Read, look and write.*)

Children read the short texts and write the correct prepositions in the blanks.

Answers: *on* (her swing), (climb) *up*, (climb) *down*, (walk) *across*, (sleep) *under*, (fly) *over*

Language focus Like/don't like, adverbs of frequency

New language I like/don't like sports.

New words Skates, swimming, computer games, fishing, tennis; never, sometimes, often; (R) sports, football, basketball

Preparation:  33 Copy the symbols, stick them onto small pieces of paper, fold them and put them in a hat.

1 Warm-up

- See if the children can name these sports: **tennis, swimming, football, basketball, fishing, skating**. Use the pictures you have put in the hat. Ask a child to come forward and mime the activity represented by the symbol. Help the class find the word and write it on the board under the heading **Sports**. Stick the paper symbol next to it.
- Ask questions about the sports **Who can play tennis?** Put a ✓ next to that sport for each child who raises his/her hand.

2 Introducing 'like' with sports

- Erase the ✓s next to the sports. Then point to the symbols, make statements about yourself with *like* or *don't like* and write a ✓ or a X: **I like tennis. I don't like football.** etc.
- Write two example sentences on the board; children read.
- Bring a child forward to do the same. Write example sentences on the board: **She likes tennis. She doesn't like swimming.** Bring two more children forward; elicit sentences from the class: **He likes fishing but he doesn't like tennis.** etc.

 Page 24

3 Read (1 Read and match.)

- Children match the texts to the pictures of the children. Ask them to read the first short text silently and try to decide who it is. Ask a child to read aloud. Ask **Who is it?**
- Repeat with remaining texts.

Answers: I don't like sports/**Emma**; I like sports. I like football .../**Sam**; I like sports/**Becky**; I like computer games/**Ned**; I like basketball/**Jill**

4 Reading (2 Read and ✓ or X.)

Children look back at the texts to find out what each child does and doesn't like and mark the charts in their books.

Answers: **Emma** swimming X, tennis X, computer games ✓; **Sam** football ✓, basketball ✓; **Becky** swimming ✓, tennis ✓; **Ned** fishing ✓, football X, computer games ✓; **Jill** swimming ✓, fishing X, basketball ✓

5 Speaking (3 Look and say.)

Point out the example statements. Children take turns making statements about what the children like/don't like, using the chart.

 Page 22

1 Words and pictures (1 Find, write and match.)

Children follow the maze lines from the pictures to the scrambled words. Using the picture as a clue, they then unscramble the word and write it in the space.

Answers: sports, fishing, football, swimming, basketball, tennis, reading, computer games

2 Writing (2 Look and write.)

Children follow the simple maze to find out what each person likes or doesn't like and then write sentences; help them complete the first line as an example.

Answers: Emma: She likes reading/doesn't like tennis.
Jill: She likes swimming but she doesn't like fishing. **Ned:** He likes fishing but he doesn't like football. **Becky:** She likes swimming and tennis. **Sam:** He likes football and basketball.

3 Writing words (3 Write the missing words.)

- Children write the correct verb forms in the blanks.

Language focus Frequency, activities

New language Ned never plays football. Jill sometimes swims. Sam often plays football.

New words things, splashing, leaping, whistling, picnic (for poem); (R) *never, sometimes, often*

Preparation  33 Make the frequency wheel.

1 Warm-up

- Ask children what they like to draw. Bring a child to the board; s/he starts to draw. Class guesses, e.g. **Do you like drawing horses?** Repeat with other children.
- Repeat with sports and activities. Bring a child forward to mime his/her favourite sport and ask **What does ... like?** Class guesses. Ask another child to mime what s/he doesn't like. Do the same with other children.

2 Introducing adverbs of frequency

- Write the days of the week on the board and draw a TV under every day but Sunday; draw a book under two of the days. Draw a computer on one side and draw an X over it. Say, **I watch TV on Monday, Tuesday,** etc. **I often watch TV.** Write the underlined sentence on the board. Repeat with **sometimes/read a book** and **never/play computer games**.
- Repeat with three more symbols (e.g. two basket balls, six books, tennis racket with X. Elicit sentences from the class and write them on the board: **I never play tennis.** etc.

 Page 25

3 Grammar (1 Look at this.)

- Point out the position of the adverbs in the example sentences.
- Point to the wheel; explain that it shows how often the characters do various things and that colours match the adverbs above. Point out that the characters have signed their names under the things they like to do. Make several statements about them: **Emma never plays tennis.** etc; children listen and point to the wheel.
- Children make statements about the characters.

4 Writing – speaking (2 Write your name, look and say.)

- Children write their names next to the things they like in the **sometimes** or **often** bands and next to what they don't like on the **never** band. NB This activity is much easier to control if done on a real classroom Noticeboard (see below).
- Children make statements about themselves and one of the characters on the same band, as in the example.

Noticeboard  33 Make a frequency wheel for your own classroom Noticeboard. Invite children to come forward and write their names. Encourage them to make statements about themselves and other children.

5 Listening – speaking (3 Listen and say.)

- Let children look at the poem and the illustrations around it. Make certain they understand the idea of 'making a list'.
- Play Tape 8. Children listen and follow in their books.



Tape 8

Jill: I'm making a list of things I like doing.
Swimming and splashing and running and leaping.
Whistling and singing and eating and sleeping.
Having a picnic, climbing a tree.
Reading a good book, watching TV.

- Play the tape again. Then let children read lines of the poem aloud. (You may like to write the poem on the board and erase some of the verbs. Then children try to fill in the blanks.)

6 Writing (Write. Make a list.)

- Tell the children to write in their notebooks. Write some example sentences on the board, e.g. **I like reading and watching TV.** Erase the underlined words and substitute others (from the poem).
- Children write three similar sentences about themselves.



Page 23

1 Reading – writing (1 Look, read and write.)

Children look at the chart and the example sentences. They then write sentences.

Answers: **Emma** often reads/never plays tennis/sometimes plays computer games. **Sam** often plays basketball/sometimes swims/never plays tennis.

2 Writing (2 Write.)

Children complete the sentences about the characters and themselves.



Page 25

Composition (1 Look and read. 2 Write a poem. 3 Draw and read.)

- 1 Children read Sam's poem and look at his drawings; they then tick three things they like from the list.
- 2 Children use the words they have ticked to complete the poem below.
- 3 Encourage children to draw a picture to illustrate their poem and then to read it aloud.

Language focus Consolidation

Language I like ...; I often play...; I don't have a ...; I like this/these ...

New words drum, roller skates, hoop

Preparation  On separate sheets, copy these pictures from pages 26, 31, 33, 34: bike, skates, guitar, paints/brushes, computer, book.

1 Warm-up

- Use your frequency wheel (or page 25, Lesson 3). Ask children to come forward and make statements about themselves and others: **I often swim. Sally never swims.**
- See how much of the poem *I'm making a list* from Lesson 3 they can remember. Encourage individual children to try to say the poem for the class.

2 Revising 'like' with activities

- Use the pictures you copied to see if the children can name the activities: **cycling, skating, playing guitar, painting, playing computer games, reading.** Ask a child to come forward, take a picture and mime the activity represented by the symbol. Help the class find the word and write it on the board. Stick the picture next to it.
- Point to pictures, make statements about yourself with *like/don't like*. Write a ✓ or X: e.g. **I like cycling. I don't like skating.** Ask children to come and do the same.

 Page 26

3 Listening – speaking (1 Listen and say.)

- Children look at the photos and captions. Encourage them to say which toys they like: e.g. **I like the bike.**
- Explain that they will hear children talking about these toys. Play Tape 9. Children listen and try to identify the picture each child is talking about.

 **Tape 9**

Voice: 1 Girl: I like painting and drawing. These are nice paints and pencils. And there are many colours.

Voice: 2 Girl: I like cycling, but I don't have a bike. This bike is red and I like it very much.

Voice: 3 Boy: I like music and I like playing the guitar. This guitar is good. I like the drums too.

Voice: 4 Boy: Look at this basketball! I like the hoop too! I sometimes play basketball at school. Now I can play at home.

Voice: 5 Girl: I never ride a bicycle but I like roller skating. These are nice roller skates. I like the colours: orange, purple and black.

Voice: 6 Boy: I like computer games. This is a good computer. It's blue and white and it has twenty games.

- Play the tape again; children write the letters in boxes.
Answers: 1F, 2C, 3D, 4B, 5A, 6E

5 Speaking (2 Choose and say.)

Children choose a picture they like and talk about it.

 Page 24

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

Children look at the labelled drawings. They match them with the outlines of children and write the words in the blanks.

Answers (left to right): bike, helmet; guitar, drums; computer, games; basketball, hoop; roller skates; paints, pencils

2 Writing (2 Write about you.)

Children complete the sentences: encourage them to cover the rest of the page, then check their writing.

 Page 26

Study skills (1 Spelling. 2 Read and draw lines.)

1 Point out the double **p** in the word **shopping**. Children look at the pictures, unscramble the letters and write the -ing forms of the verbs in the blanks.

Answers: (left to right) climbing, (shopping), reading, singing, running, sleeping, swimming, fishing

- Dictate the words (any order); children write in the blanks.
- 2 Children draw lines from the words to the pictures; they then find two things that are wrong (flowers, grapes).

 **Reading for pleasure: The Birthday**  page 27

 55–57 Birthday cards

- 1 Ask children to read the title and name some of the things they can see in the pictures. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Children can make any of the birthday cards in the Teacher's Resource Book. Alternatively, give each child a piece of paper. On the front they draw the shape of a present which they would like to have; they colour it like wrapping paper and cut it out. On the other side they draw the present. Children look at the decorated side and ask and guess: **What is it? Is it a ...?** The other child replies **Yes, it is. / No, it isn't.** Then says, e.g. **I like ... I often play ...** Write some of the presents on the board. Children can stick down one edge of their picture in their notebook and write about it and something else on the board, e.g. **I like CDs. I often listen to music. I don't have skates. I never go skating.** etc.

5 Birthdays

Lesson 1 Page 28 Page 27

Language focus Months; ordinals

New language It's the fourth month. Is it before/after August?

New words before, after (**R**) months and ordinal numbers 1–12

Preparation Bring in twelve circles of paper; make twelve cards (or paper flags) with the names of the months.

1 Warm-up

- Ask the class to start counting until they can't go any further; who could count the furthest?
- Start with twelve and ask children to count backwards around the class; start slowly, get faster and faster.

2 Revising the ordinal numbers

- Take a circle of paper and write **1st** on it, saying **First**. Give it to a child to hold; class says **First**.
- Continue with remaining numbers to 12th. Say numbers at random; child with that number holds it up; class repeats.

Page 28

3 Reading – speaking (1 Read and say.)

Teaching note Children may remember the names for the months. Let them try to say the words themselves first.

- Children look in their books and try to read the months in order. Repeat after them (correcting them, if necessary); class repeats after you. Add the ordinals to the month: **January, 1st; February, 2nd**, etc. Children look in their books and repeat each month plus the ordinal.
- Point out the example speech bubbles and demonstrate with a child. Children take turns calling out and identifying the months.

4 A game (2 A game.)

- To show how the game is played, let children take turns reading the example out in pairs. (Make certain they understand the words *before* and *after*.)

- Put the cards (or flags) with the names of the months in a hat or a box. Ask a child to come forward and take one (without letting the others see).
- Children ask questions and try to guess the month, as in the example.

5 Listening – singing (3 Listen and sing.)

- Give the children time to look at the song and the pictures. Then play Tape 10.

Tape 10

Children: There are twelve months in a year.
There are twelve months in a year.
From January to December
There are twelve months in a year.

Boys: It's the fourth month.
It's the fourth month.
It's the fourth month in the year.

Girls: It's April!
It's April!
It's the fourth month in the year.

- Play the tape again; this time the children join in (girls with girls; boys with boys).
- Children sing the song several times. Call out a number between verses and they change the words accordingly.

Page 27

1 Writing (1 Look and write.)

Children look at the secret code. Draw it on the board along with the first example (in code). Children help you spell it properly (point out the capital letter at the beginning). They then write the names of the months.

2 Listening (2 Listen and colour the circles.)

Explain that you are going to read the numbers. When they hear one they must colour that circle. Read the numbers in any order, but leave out **seventh**.

3 Reading – writing (3 Read and write the month.)

Children read the description and write the name of the month.

Answers: (left to right) January, August, March, May, October, June, February, December, April

Language focus Dates and ordinals

New language When's your/his/her birthday? It's on the 15th of May.

New words Ordinals 13th–31st

Teaching aids Circle badges **1st – 12th**; months cards/flags (from Lesson 1)

Preparation Bring in a circle of paper for each child (you may wish to tape a safety pin on the back). Have coloured chalks ready.

1 Warm-up

- Pass out the badges with ordinal numbers **1st – 12th** (see Lesson 1, Step 2). Children say their numbers and line up accordingly. Pass out the cards (or flags) with the months. Children with the badges say **What's the first month?** Children answer and child with the correct card/flag brings it up.
- Children sing the *Months* song ( page 28;  10), using the line of children at the top of the page to help.

2 Introducing the ordinals

- In coloured chalks, write the ordinal numbers on the board to 20th, naming them one by one starting from 13th: **13th**. Children repeat. Say the numbers **21st** to **29th** slowly; write and say 30th: **30th**, and 31st: **31st**.
- Point at the numbers at random; children say them. Children call out numbers at random; you (or a child) point/s.

Page 29

3 Listening – reading (1 Listen and read.)

- Children look at the story of Mrs Hill's Birthday. Play Tape 11. Children follow in their books.



Tape 11

Becky: Listen! It's Mrs Hill's birthday on the 13th of March.

Voice: On the 13th of March ...

Children: Happy birthday to you!

Mrs Hill: Thank you, children. It's very kind of you. But my birthday is on the 30th of March – not the 13th!

Children: Becky!

Becky: Sorry ...

- Play the tape again. Assign roles; children read the story aloud.

4 Reading – writing (2 Look at this! 3 Read and write.)

- Focus attention on the calendar pages/maze. Make statements about one or two of the characters: **Ned's birthday is on the 15th of May.**
- Children follow the lines and make statements about the character's birthdays.
- Encourage children to read the sentences, find the answers and write them in the blanks; they then read out their answers.

5 Speaking (4 Ask and answer.)

- Practise the dialogue with one or two children: **When's Emma's birthday? It's on the 28th of May.**
- Children take turns asking and answering, using the prompts at the bottom of the page.
- Pass out the 'badges' you have brought in and ask children to write their birthdays. Walk round while they are doing this and ask **When's your birthday?**

Page 28

1 Reading – writing (1 Look, read and write.)

- Jane's family is pictured. Quickly ask questions about their birthdays; children follow the lines and answer: **When is Jane's mother's birthday? It's on the 1st of September.**
- Children read the statements and write whose birthday it is in the blanks.

Answers: Jane's Uncle Jim, Jane's father, Jane's brother, Jane's Aunt Betty

2 Reading – writing (2 Look and write the underlined words.)

Children read the notes at the bottom, match them with the days on the calendar and write them in the boxes. Make certain that they understand that they are only to write the underlined words

Answers: 2nd Art club, 5th football, 7th school picnic; 8th Aunt Sue's; 10th English test; 12th dentist

Language focus Revision

Language S/he always gets up/brushes teeth at 7.15;
S/he likes art/can paint. (R) His/Her name's ...

New words piano, trumpet; (R) always; drum

Teaching aid Clock

1 Warm-up

- Walk around the class asking **When's your birthday?** Children answer.
- All children stand. One child asks another child (by name), trying to find someone with a birthday in the same month. As soon as s/he has, they both sit down and someone else tries.

2 Revising present simple/fact and routine

- Give a short description of your day, setting the clock as you speak (children fill in the time). **I always get up at ... / have breakfast at ... / brush my teeth at ... / go to school at ... / come home at ... / watch TV at ...**
- Ask children to come forward and hold the clock. Ask a question **What time do you get up?** Child sets the clock. Ask the class **What time does she get up? She gets up at 7.**
- Write the sentence on the board: **She always gets up at 7.** Remind children of the third person singular **-s** ending.

 Page 30

3 Speaking (1 Look and say.)

- Give the children time to look at the first picture. Ask children to make sentences about the characters, using the prompts: **His name's Ned. He's eight.**
- Continue with the remaining pictures.

4 Listening – singing (2 Listen and sing.)

- Point to the picture of the piano. Does anyone know what it's called? Write **piano** on the board; children read it. Repeat with **drum** and **trumpet**.
- Play Tape 12. Children listen and follow in their books.



Tape 12

Music man: I am a music man, I come from far away, and I can play...

Children: What can you play?

Music man: I play the piano.

Children: Pi-a, pi-a, piano, piano, piano.
Pi-a, pi-a, piano, pi-a, piano.

Music man: I am a music man, I come from far away, and I can play...

Children: What can you play?

Music Man: I play the big drum.

Children: Boom-di, boom-di, boom-di-boom, boom-di-boom, boom-di-boom. Boom-di, boom-di, boom-di-boom, boom-di, boom-di-boom.

Music man: I am a music man, I come from far away, and I can play...

Children: What can you play?

Music Man: I play the trumpet.

Children: Toot-ti, toot-ti, toot-ti-toot, toot-ti-toot, toot-ti-toot, toot-ti-toot, toot-ti, toot-ti, toot-ti-toot, toot-ti, toot-ti-toot.

- Play the tape again; encourage children to join in with the children on the tape in asking the question and singing the choruses.

5 Writing (Write four sentences about Becky or Ned.)

- Tell the children to write in their notebooks. Write some example sentences on the board, e.g. **Ned is eight. He lives in Clifton. He goes to Woodside school. He likes music.** They read aloud. Erase some of the words; they read again.
- Repeat with Becky: **She always gets up at 7.15. She always goes to school at 9.30. She likes art. She can paint.** Leave the frameworks on the board.
- Children write four sentences about Becky or Ned.



Page 29

Composition (1 Read, find and write. 2 Draw and write.)

- 1 Children look at the clues in the pictures and use them to complete the blanks in the text.
- 2 Children look at the pictures and draw or write in their own prompts: **1** self portrait, **2** name of town or city and school, **3** way of getting to school/time on clock, **4** ✓ school subjects.
- Children write short texts under the pictures, as in the first exercise.

Language focus Revision

Language Where is the fireman going? Is he going over the wall? What does he do? He's a policeman. He's watching TV.

Words (R) *prepositions of movement*

Teaching aids Cut-outs of jobs

Preparation Bring in a box, rulers and card wall

1 Warm-up

- Children sing *I am a music man* from Lesson 3 ( 12).
- Divide the class into two teams. Give the first team a month to spell: **Spell January**. The team tries to spell it, one letter per person: **Big J - a - n - u**, etc. (write the letters on the board as they say them). If the team is successful, they get one point for each letter. Repeat with the second team and a different month, and so on.

2 Revising prepositions of movement

- Use the fireman cut-out to revise the prepositions **up, down, under, over, across, into, onto** (see Step 1 on page 15). Fireman also goes ... **into the house** (box), and **onto the wall** (stand-up card).
- When children are confident, allow individuals to move the fireman while the class describes.

 Page 31

3 Speaking (1 Ask and answer. 2 Listen and check.)

- Children look at the path the fireman took to reach the fire. Read the speech bubbles; children make more statements. Other children agree or disagree.
- You may wish to write on the board what the children have agreed. Then play Tape 13. They listen and follow the route.



Tape 13

Look! There's a fire. Here comes the fire engine. Look at the fireman. Where is he going? First he's going over the wall. He's going under the fence and ... up the hill. Now he's running down the hill. Is he going across the bridge? Yes, there he goes. Into the house and ... onto the roof. Look! He's putting the fire out ...

- Play the tape again; children listen and check their answers.

4 Speaking (3 Match and say.)

- Use the cut-outs of jobs to revise the words: *policeman, housewife, reporter, dentist, artist*.
- Children look at the examples, then ask and answer.

Answers: 1 policeman, 2 housewife, 3 reporter, 4 dentist, 5 artist

5 Speaking (4 Look and say.)

- Use the folding job cards to remind children of the present simple/present continuous. Put them on a table. Children come forward and choose one. Ask **What does he do?** Child answers **He's a policeman**. Ask **What is he doing now?** Child answers **He's watching TV**.
- Children take turns making statements about the people.

Answers: The reporter is drinking tea. The housewife is writing a letter. The artist is reading a book. The dentist is cleaning his shoes.



Page 30

Study skills (1 Write in ABC order. 2 Write the big letters. 3 Write the months in order.)

- 1 Write the examples on the board: \emptyset o liceman / \emptyset a inter, striking out the common letter. Children see that a comes before o and write **painter** first.
- Children write the pairs in ABC order.
- 2 Remind children that months begin with big letters. Children write the big letters in the blanks.
- 3 Children write the months in order in the blanks. Encourage them to cover Exercise 2, write first, then uncover to check spelling.



Pages 31, 32

Revision

These are practice tests. Alternatively, you may wish to go through each exercise orally before the children write.



Reading for pleasure: I want to be ... ; My Sunday Socks  page 32

Children read the title of the first poem. They name any of the illustrated jobs; write them on the board. Play the tape and read the text (see Steps 1 and 2, *Reading for pleasure*, page 4).

- 2 If necessary, ask children to name any pictured jobs not in the list on the board. They copy the list into their notebooks. Ask children which job they think is the best. Take a show of hands for each one. Draw a tick for each vote to make a simple block graph on the board. Children do the same in their notebooks.
- 3 Play the tape and read the second poem. Children write down any rhyming words. Write the whole poem on the board. With the class, underline the rhyming words. Teach the poem by rubbing off a significant word in each line. Children say the line and fill in the missing word. Continue to rub off words until children can say all the lines.

Lesson 1  Page 33  Page 33

Language focus Comparison with *-er*

New language I weigh 38 kilos. I'm 1 metre 36 centimetres. Who is heavier?

New words heavier, lighter, taller, shorter, older, younger, bigger, smaller; weigh, same, different, metre, centimetres

Preparation Bring in two heavy books (one heavier than the other), an exercise book and a piece of paper.

1 Warm-up

- Play the *Buzz* game. Children count round the room, each child saying a number, but saying *buzz* instead of every third number: **one, two, buzz, four, five, buzz, seven, eight, buzz**, etc. Any child who makes a mistake has to sit down. Continue until one child is left standing.
- Demonstrate this number puzzle: ask children to think of a number between 1 and 10. Multiply it by 3 (write $\times 3$ on the board), add 1 (+ 1), multiply by 3 again ($\times 3$). Add the number the children gave and cross out the three at the end of the number. The result will be the number they thought of: e.g. $9 \times 3 = 27 + 1 = 28 \times 3 = 84 + 9 = 93 = 9$. Do it again with another number.

2 Presenting the comparative adjectives

- Use the books you have brought in to present the adjectives *heavy/heavier* and the exercise book and piece of paper to present *light/lighter*, e.g. **This book is heavy. This book is heavier.**
- Use children in the class to present the remaining adjectives: *tall/taller, short/shorter, old/older, young/younger, big/bigger, small/smaller*.

 Page 33

3 Same or different? (1 Look and say.)

- Draw stick figures or simple items on the board to illustrate *same* and *different* – two identical presents with bows, for example, and a third present without a bow, labelled A, B and C: **Look at A and B. Are they the same/Are they different?**
- Children all point to the first pair of items in the book; ask the questions, they answer.
- Continue with remaining items.

4 Listening – reading (2 Listen, read and ✓.)

- Give the children time to look at the four pictures and read the texts silently.
- Play Tape 14. Children listen and follow in their books.



Tape 14

Boy: How much do you weigh?
Sam: I weigh 45 kilos.
Ned: I weigh 38 kilos.
Voice: Who is heavier? Who is lighter?
Girl: How tall are you?
Jill: I'm 1 metre 50 centimetres.
Emma: I'm 1 metre 36 centimetres.
Voice: Who is taller? Who is shorter?
Girl: How old are you?
Becky: I'm eight.
Jill: I'm nine.
Voice: Who is older? Who is younger?
Boy: Show me your hands.
Sam: This is my hand.
Emma: This is my hand.
Voice: Which hand is bigger? Which hand is smaller?

- Play the tape again; this time encourage children to tick the answers in their books.

Answers: heavier/**Sam**, lighter/**Ned**; taller/**Jill**, shorter/**Emma**; older/**Jill**, younger/**Becky**; bigger hand/**Sam's**, smaller hand/**Emma's**.

- Bring pairs of children forward to act out the four scenes with you; the rest of the class answers the questions.

5 Writing (Write. Answer the questions under the pictures)

- Write the two questions under the first picture on the board and elicit the answers: **Sam is heavier. Ned is lighter.**
- Elicit the answers to the remaining questions and write them on the board. Cover them while children write them in their writing books. Uncover them again so that children can quickly check their work.



Page 33

1 Drawing – writing (1 Look, match and write.)

- Children look at the pictures in the top row and read the words. They then look in the bottom row for pairs of words which are opposite to the pairs of words in the top row. They draw lines between the opposite pairs.

Answers: heavy, heavier/light, lighter;
young, younger/old, older; short, shorter/tall, taller;
small, smaller/big, bigger

- Children write the missing opposite adjectives in the blanks.

Answers: (left to right) shorter; taller; young; heavier;
small; big; older

2 Writing (2 Look and write.)

- Children look at the four people and answer the questions beneath.

Answers: A is heavier. D is taller. C is lighter. B is older.
D is younger. B has bigger feet. D's hat is smaller.

Language focus Comparison with **-er + than**

New language The castle is older than the school.

New words building; right, wrong; newer; (**R**)
comparative adjectives

Teaching aid Map of Clifton, **PB** pages 4, 5

Preparation Bring in a tape measure.

1 Warm-up

- Act out one or two of the scenes from the previous lesson with a pair of children.
- Bring children forward in groups of three. One measures the height of the other two with the tape measure. Write the measurements on the board next to the pupils' names. Encourage the children to formulate the questions and the answers, e.g. **Who is taller? ... is taller. S/He is ... centimetres.**

2 Revising the places

- Ask children to open their books at the map of Clifton on pages 4 and 5, and encourage them to name as many places in the book as they can, like this: (Child 1) **I can see a river.** (Child 2) **I can see a river and a bridge.** etc. Continue this for three or four items, then start again.

3 Introducing the comparative adjectives + 'than'

- Bring two children of different sizes forward and ask questions about their ages and heights. Ask a child to write the information on the board under their names.
- Formulate comparative sentences with **than** and write them on the board: **Tom is taller than Alan.**

PB Page 34

4 Reading-speaking (1 Look and find.)

- Children look at the map and read the short texts silently, at the same time locating the items.
- Ask a child to read the text aloud; the others listen and point in their books.

5 Reading – speaking (2 Read and say.)

- Children read the sentences at the bottom silently and try to decide if they are right or wrong.
- Individual children take turns reading out the sentences. Ask **Right or wrong?** If a child thinks the answer is wrong, encourage him or her to correct the sentence.

Answers: 3 right; 4 wrong (The black bridge is older than the red bridge.) 5 wrong (Becky's house is bigger than Jill's house.) 6 right; 7 wrong (Ned's building is taller than Sam's building.)

1 Writing words (1 Find and write.)

Children look at the pictures and make the word from the scrambled letters inside.

Answers: bridge, river, building, castle, sea, town

2 Reading (2 What's wrong? Read and underline.)

Children read the text and underline the mistake. They then rewrite the text, correcting the adjectives that are wrong.

Answers: (Correct words in brackets) Clifton is near the sea. The old town is bigger (smaller) than the new town. There is a river between the old town and the new town. The castle is newer (older) than the school. The Fire Station is taller (shorter/smaller) than Ned's building.

Teaching note Explain that when we compare the ages of people we say **older/younger**: **Ned is younger than Jill.** When we compare the ages of buildings and objects we say **older/newer**: e.g. **Your bike is newer than my bike.**

Language focus Comparison with **-er + than**

Language (R) *Joe is taller than Jim.*

New word longer; **(R)** *taller, smaller, shorter, same*

Teaching aids Grammar gang + lorry

Map of Clifton **PB** pages 4, 5

Preparation Make cards for the grammar elements on page 35.

TRB 34, 35 Photocopy, cut out and colour stand-up figures.

1 Warm-up

- Walk around the room, point to things/children and ask questions, e.g. **Big or small** (... tall/short, heavy/light, young/old)?
- Children open their books at pages 4 and 5 and look at the map of Clifton. Draw a picture of something from the map (e.g. river) on the board and scramble the word inside: **i v e r r**. Can anyone unscramble it? Let that child write the word on the board. The child can then choose something from the map and try to make his/her own scrambled word for the class to decode.

2 Revising the comparative adjectives

Bring five children (of varying sizes and ages) to the front and stand them in a line. Encourage the class to ask them questions, e.g. **How old are you?** and to make comparative statements. Either you or other children write them on the board.

PB Page 35

3 Grammar (1 Look at this!)

- Children look at the grammar gang in the book, the explanation and the example of comparison.
- Put the cards you have made in the grammar gang lorry. Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards. Children come forward and 'give' the cards to the appropriate 'man'.
- Ask children to contribute other example sentences of comparison.

4 Speaking – writing (2 Talk about the people. Write about the people.)

- Children look at the stand-up people and make statements about their height (always comparing the person on the left with the person on the right).
- Children write sentences.

Answers: Joe is taller than Jim. Pat is taller than Pam. Kay is taller than Fay. Len is shorter than Ken.

5 Speaking – measuring (3 Measure and say.)

- Children use their rulers to measure the pictures of children and 'arrange' them according to height (ask a child to write the names in order on the board).

Noticeboard  34, 35 Use the photocopied stand-up figures to create your own classroom display table. Make the cut-outs yourself (you might like to allow children to help colour them) and put them in a jumble on a table with at least two rulers. Invite children to come forward, measure two figures and make statements: **Bill is taller than Jill**. The object is to form a line of figures from the tallest to the smallest.

6 Speaking – measuring (4 Look and say. Measure and say.)

- Children look at the example. Do they agree with Ned or Emma? They then measure to find that Emma is correct.
- Ask children to look at each illustration and answer the question. All children then measure and give the result (both are the same size in every case).



Page 35

1 Reading – writing (1 Read and write.)

Children look at the example and complete the sentences below in the same way.

Answers: Is the girl shorter than the boy? No, the girl is taller.

2 Writing (2 Look and write.)

Children look at the groups of words in the box. They then write sentences about the pictures below, using these words.

Answers: *The balloon is lighter than* the ball. *The horse is smaller than the elephant*. The building *is taller than the giraffe*. *The girl is younger than the woman*.

3 Writing (3 Find two the same.)

Children look at the pictures and write the answers.

Answers: 2 and 4 are the same; 3 is shorter; 5 and 8 are the same; 6 is larger



Page 37

Composition (1 Read, look and write. 2 Write about you and a friend, or you and Jill.)

- Children use the information in the boxes to complete the blanks in the text.

Answers: 8, 9, blonde, brown.

- Children write their details in the box and then ask a friend (or use Jill).
- They fill in the blanks in the text, using the information in the boxes.

Lesson 4 Page 36 Pages 36, 38

Language focus Imperative and adverbs

New language Be careful! Drive slowly! Don't run.

New words careful, laugh; (**R**) *drive; slowly, quickly, quietly, loudly, walk, clap, speak*

Preparation Prepare word cards for **run, clap, sing, laugh** in one colour (e.g. blue cards) and for **quickly, slowly, quietly, loudly** in another colour (e.g. pink cards).

1 Warm-up

- Play *Who is it?* Begin by bringing several children to the front and describing one or two, like this: **S/He's taller than ... and shorter than ... S/He's eight. Who is it?** Children guess **Is it Anna?**
- Children make their own descriptions; other children guess.

2 Revising the adverbs and imperatives

- Write on the board in speech bubbles: **slowly, quickly, loudly, quietly**.
- Point to, e.g. **slowly**; say (slowly) **I am speaking slowly**. Repeat with other adverbs speaking appropriately.
- Add three more speech bubbles to the board: **walk, clap** and **speak**. Bring children to the front in pairs. One child points to two bubbles (verb + adverb); the other child performs the action.



Page 36

3 Listening (1 Look and listen.)

- Give the children time to look at the six pictures. What can they see/name in them?
- Play Tape 15. Children listen and look at the pictures.



Tape 15

Voice: Number 1. Woman: Be careful, Henry!
Drive slowly!

Voice: Number 2. Boy: Come on, Roy! Come here! There's a good dog!

Voice: Number 3. Woman: Sssh! Speak quietly, please!

Voice: Number 4. Girl: Do you want a cup of tea, Grandad?

Old man: What's that? Sorry? Speak loudly, please, Jane!

.....

	<i>Girl:</i>	Do you want a cup of tea, Grandad?
	<i>Old man:</i>	Yes, please, dear. Don't shout!
Voice: Number 5.	<i>Lifeguard:</i>	Don't run!
Voice: Number 6.	<i>Angry man:</i>	Don't play football here!

- Play the tape again; this time children write the numbers in the boxes on the correct pictures. Make certain children have got the correct answers (this is important for the next exercise).

Answers: (left to right) 3, 5, 1: 6, 2, 4

4 Reading – speaking (2 Read and match.)

- Children read the speech bubbles, match them with the pictures and write the correct numbers in the boxes.
- Let children take turns reading out the bubbles (they may like to act the scenes out). Other children say which picture and everyone checks their answers.

Answers: (left to right) 1, 2, 3: 4, 5, 6

5 A game (3 Now you!)

- Children look at the pictures and the commands beneath. Ask individuals to obey the commands (running in place).
- Put the coloured word cards you have made upside down in two piles on a desk or table. Bring children forward in groups of three: two draw cards and hold them up for the class to read; the third obeys the command.

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

Children look at the pictures and write words from the correct speech bubbles above into the bubbles below.

Answers: (left to right) Speak quietly! Don't run! Don't play here! Speak loudly! Come on, Bertie! Come here! Be careful! Drive slowly!

2 Writing (2 Read, look and write.)

Make certain children understand this is like a picture code. Children look at the picture prompts and write the commands.

Answers: (left to right) Clap quietly! Talk quietly! Sing slowly! Don't sing loudly! Please talk loudly! Don't run slowly! Clap quickly!

1 Study Skills (1 Spelling; 2 Same or different?)

- 1 Children spell in three steps, first reading the words and listening to the sound of the **ow** /aʊ/ and then spelling the words. Next they match the shapes of the words to the boxes and finally write the words in the captions.

Answers: owl, clown, town, flower, cow; A **flower** on a **clown** in a **town**. An **owl** on a **cow**.

- 2 Children look at the pictures, identify which pictures are the same (or different) and write sentences

Answers: **B** and **D** are the same; **A** and **D** are the same; **C** is different; **B** is different.

 Reading for pleasure: **Who is strong?**  page 37

- 1 Check children understand the title. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Choose children to read the parts of Kay and Ben. Choose one or two children to read the narration. Other children listen and follow in their books. Repeat once more with different children.
- 3 Let children read and act this story out in groups. Two children play the roles of Kay and Ben, two others read their words and two more read the narration. Children practise, then let some groups perform to the class.
- 4 Ask children to look at the story again and say which words are spoken by the characters. Write each line on the board like a play script, e.g. **Kay: I am strong, too.**

If there is time, children can copy this into their notebooks, then read the dialogue in pairs. Otherwise, let half the class read Kay's part and the other half read Ben's.

Let's go shopping.

Lesson 1 Pages 38, 39 Page 39

Language focus Shops and shopping; requests with **can**

New language Where can I buy shoes?

New words shopping, bakery, book shop, sports shop, bike shop, shoe shop; comic
(R) *toy shop, flower shop, sweet shop*

Teaching aids Map of Clifton,  pages 4, 5
A children's comic

Preparation Make more coloured word cards like those in Unit 6, Lesson 4, enough for one for each child.
Make word cards for the new words.

1 Warm-up

- Use the coloured word cards (imperatives and adverbs) you have made and give one to each child. A child with a blue/verb card stands up and reads his card; a child with a pink/adverb card does the same. A third child performs the action.
- Use the map of Clifton to revise the names of things in the town. Children say **I can see a school.** and other children point in their books. (You may wish to ask questions to revise *next to* and *near*: **What is it near/next to?**)

2 Introducing new words

- Use word cards to introduce the various *shops* and *shopping*.
- Use the children's comic you have brought in to introduce *comic*. Ask if any children buy comics. What are their favourites? List some on the board.

 Page 38

3 Reading (1 Read and find.)

- Children look at pages 38 and 39. The scene is the shopping street in Old Town Clifton.
- Allow children to read the text silently first and try to find the places in the picture themselves. Then ask a child to read aloud while the others listen and point.
- Ask questions about the shops: **Where's the flower shop? It's under the bridge.**

4 Speaking (2 Ask and answer.)

- Focus attention on the words and pictures.
- Children ask and answer as in the examples.

Answers: shoes/shoe shop, chocolates/sweet shop, books/book shop, biscuits and cakes/bakery; football shirts and skates/sports shop, games/toy shop, bikes/bike shop

5 A game (3 Look and say.)

- Children choose a shop and say what they can buy there. The rest of the class guesses where they are, as in the example.

Teaching note This could be played as a team game. A child from team A gives a clue and asks a question and a child from team B guesses. If s/he is right, team B gets a point and gives the next clue. If s/he is wrong, team A gets a point and gives the next clue.

 Page 39

1 Words and pictures (1 Write the words.)

Children match the picture clues and the written clues and complete the crossword.

Answers: 1 comic, 2 skates, 3 biscuits, 4 bike, 5 games, 6 chocolates, 7 boots

2 Words and pictures (2 Read and draw lines.)

Children read the shop signs and draw lines to the correct shops.

Answers: (*shops, left to right*) Sweet Shop, Bike Shop, Sports Shop, Flower Shop, Toy Shop, Book Shop, Bakery, Shoe Shop.

3 Reading (3 Read and ✓ or X.)

Children read the sentences and look at the picture above to find out if they are true or not.

Answers: ✓, ✓, X, ✓, X

Language focus Shops and shopping; **going to** (future)

New language My mum's going to buy some new shoes.

Words (R) items from Lesson 1

Teaching aids Class clock and cut-outs of the characters

1 Warm-up

- Play the *Alphabet game*: Say **K**. Each child chooses to say either one or two letters of the alphabet: for example, **A, BC, DE, F**, etc. or **AB, CD, E, FG**, etc. The child who says **K** is the winner. You can also play this with the letters **L to Z**. (The child who says **Z** is the winner.)
- Ask children to name as many items as they can which they can buy in shops. Ask them to spell them while you (or a child) write the item on the board.
- Erase the words and play the *Man falling off the cliff* game (Step 1 on page 13) with **skates**, for example. Say **My word has six letters. Does it have an 's'? Yes, it has two** (write **s** in the blanks). **Does it have an 'o'? No, it doesn't**. Draw the man nearer to the edge of the cliff, and let children ask again.

2 Introducing the future with 'going to'

Language note Children will be saying **going to go**. At this stage it is not necessary to point out that **to go** may be left out after **going to** when talking about the future.

- Ask the children what time it is (show them your watch if there isn't a clock in the room). Then draw a clock on the board showing 6 o'clock (or use the class clock) and say **At 6 o'clock I am going to go shopping**. Write this sentence on the board.
- Put the characters next to the clock, one by one, and change the time. Elicit statements from the children: **Ned is going to go shopping at 4 o'clock**.

Page 39

3 Listening – reading (1 Listen and read.)

- Children look at the shopping scene again and at what the children are saying.
- Play Tape 16. Children listen and read in their books.



Tape 16

It's Saturday and the children are going shopping. What are they going to buy?

- Jill:** My mother's going to buy some new shoes and I'm going to buy a new book!
- Sam:** I'm going to buy some football boots! My father's going to buy a new bike.
- Becky:** My mother's going to buy some nice cakes and I'm going to buy a book.
- Ned:** I'm going to buy some sweets and a new computer game.
- Emma:** I'm going to buy some flowers and some chocolates for my Aunt Lily.

- Play the tape again; encourage children to listen without reading.
- Children take turns reading out one of the speech bubbles. The class listens and says who it is.

4 Speaking (2 Look and say.)

Language note Remind the children of the use of the indefinite articles **a/an** with a single item (a comic) and **some** when there is more than one (shoes, boots, biscuits).

Children look at each of the characters again and say what they (and their mothers or fathers) are going to buy and where.

Answers: Jill and her mum: some shoes/a book – shoe shop/book shop; Sam and his dad: some football boots/a bike – sports shop/bike shop; Becky and her mother: some cakes/a book – bakery/book shop; Ned: some sweets/a computer game – sweet shop/toy shop; Emma: some flowers/some chocolates – flower shop/sweet shop.

5 Writing (Write three sentences.)

- Tell the children to write in their writing notebooks. Write some example sentences on the board, e.g. **Jill's going to buy a new book**. Point out the short form of **Jill is** (Jill's). Erase the sentence word by word (starting from the end). Children say the complete sentence at each stage.
- Children write about Jill and Ned. Encourage them to draw pictures.



Page 40

1 Writing (1 Find and write.)

Children look at the characters on the left and the maze on the right. They follow the maze to find out what each child is going to buy and then write sentences.

Answers: Ned is going to buy some computer games. Emma is going to buy some flowers. Sam is going to buy a shirt. Becky is going to buy some skates and some sweets.

2 Writing (2 Look, draw and write.)

- Make certain children read about the situation first and that they can name the shops. They then look at the shopping list and tick a shop for each item.
- Children complete the text planning Mum's route from left to right.

Answers: First, she's going to go to the flower shop and the sweet shop. Next, she's going to go to the ice cream shop and the bakery. Then she's going to go to the book shop.

Lesson 3 Page 40 Pages 41, 43

Language focus Going to (future)

New language Jenny's going to go to school at 8 o'clock.

New word sandwich (**R**) *words for clothing and food*

Preparation Bring in some dressing-up clothes which children can name, including silly hats and shoes (or cut-outs of clothing from a catalogue or magazine) and put them in a box or large shopping bag.

1 Warm-up

- Play a *Shopping memory* game. First write all of the names of shops that children can remember on the board (ask them to spell these). Then erase them.
- Ask a child to make a statement: ***I'm going to go to the sweet shop.*** The next child repeats this and adds another shop: ***I'm going to go to the sweet shop and the toy shop.*** Continue until a child makes a mistake (or they run out of shops).
- You could make this a places game, and encourage children to name any places they can think of: ***I'm going to go to the castle*** (... bridge, playground, park, hospital, etc.).

2 Introducing 'going to' with 'wear', etc.

- Use pictures of clothes from a magazine (or dressing-up clothes) to practise the future of *going to* and *wear*. Bring a child to the front and ask the class **What is Jane going to wear?** Ask the child to pull things out of the box or bag. The class makes statements: ***She is going to wear a big orange hat.***
- Write this statement on the board: ***I am going to eat ...*** and draw an empty plate under it. Ask a child to come forward and draw his/her lunch or dinner. Ask the class **What is Sue going to eat?** The class answers.

Page 40

3 Speaking (1 Look at the pictures.)

- Give the children plenty of time to look at the pictures and find the differences between them.
- Ask them about the pictures: **What can you see in the first picture?** Children answer.

4 Reading (2 Which picture? Read and ✓)

- Children read silently and tick the correct pictures.
- Children then may like to take turns reading parts of the text aloud.

- Give children a chance to make statements about all of the pictures (or write them on the board): **Jenny is going to wear a grey skirt. She isn't going to wear a dress.** How many can they make?

5 Writing (3 Write.)

- Children write two positive statements and one negative statement.
- Ask a child to read out one of his/her sentences. Everyone who has the same sentence stands up.

 Page 41

1 Reading (1 Read, look and ✓.)

Children look at the pictures first. They should then read the text and ✓ the correct pictures.

Answers: (left to right) B, A, B, B

2 Writing (2 Look and write. What's Jim going to have for lunch?)

Children look at the pictures and write sentences.

Answers: **1** He is not going to have an apple. **2** He is going to have some biscuits. **3** He is not going to have a cake. **4** He is going to have a banana. **5** He is going to have a sandwich.

 Page 43

Composition (1 Read and circle. 2 Circle and write.)

- 1 Children read the text and circle the programmes Becky is going to watch. Quickly ask questions about the schedule: **Is Becky going to watch Children's TV? At what time?**
- 2 Children circle what they are going to watch and write a text. You may wish to encourage them to include times and what they are not going to watch, as in the model text.

Language focus Going to (future)

New language We are going to ride our bikes.

New word help; (**R**) words for activities

Teaching aids Cut-out of Becky
Grammar gang + lorry

Preparation Make cards for the grammar elements on  page 41.

 **36** Photocopy the activity symbols for the Noticeboard and make labels.
Bring a slip of paper for each child.

1 Warm-up

- Ask a child to come forward and explain that s/he is going to go shopping. S/He must draw a picture on the board of something s/he wants to buy (e.g. chocolate bar or book). Then you ask questions of the class: **What is s/he going to buy?** Class answers, then ask **Is s/he going to go to the book shop** (... bakery, sweet shop)? Class answers in chorus.
- Play *The big lunch*. Brainstorm and write on the board all of the food children can name. Then erase the words. How many can they write down in one minute?
- Ask various children **What are you going to have for lunch?** They answer with the words from their lists: **I am going to have ...**

2 Revising 'going to' future

Write these verbs and complements in two circles on the board (verbs: **ride, play with, go to, watch, have a, help, read a, do**) (complements: **friends, book, bike, TV, school, bath, mother, homework**). Hold Becky up and ask **What is she going to do today?** Children make sentences from the two circles, e.g. **She's going to ride her bike.**

 Page 41

3 Grammar (1 Look at this!)

- Children look at the grammar gang in the book, the explanation and the example of the future with *going to*.
- Put the cards you have made in the grammar gang lorry. Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards. Children come forward and 'give' the cards to the appropriate 'man'.
- Ask children to contribute other examples.

- Point to the speech bubbles on the Noticeboard in the book and read them out.
- Point to Emma, ask **What is Emma going to do?** Elicit **She is going to do homework.**
- Ask about Ned and Becky, elicit **They are going to watch TV.** Continue with questions about other characters.

4 Speaking (2 Ask and answer.)

Children look at the activities on the Noticeboard and ask and answer questions about themselves, as in the example.

Noticeboard  36 Photocopy the activity symbols, make labels for each one and put them on the Noticeboard. (If you wish, put the symbols up only and let children match the correct labels.) Children write their names on the slips of paper and put them under the symbol of something they are going to do after school. Bring children forward in pairs to ask each other questions and answer them, e.g. **Are you going to ...? Yes I am/No I'm not. What is ... going to do? S/He's going to ... What are ... and ... going to do? They're going to ... Is ... going to ...? Yes s/he is/isn't.**

5 Game (3 Play a shopping game.)

- Brainstorm with the children all the things they might buy on a shopping trip (try to have more than one thing beginning with the same letter, whenever possible). Write them on the board, draw pictures, or have a mixture of words and pictures.
- Children read the examples and then play the game, with one child giving the clue and the rest of the class asking questions.

Page 42

1 Reading (1 Look, read and write the number.)

Children match the pictures with the sentences and write the numbers.

Answers: have bath, **5**; not watch TV, **1**; ride bikes, **3**; do homework, **6**; help teacher, **2**; play tennis, **4**

2 Writing (2 Look and write.)

Children look at the pictures and write the answers to the questions.

Answers: **Emma** She is doing her homework. She is going to play computer games. **Sam** He is watching TV. He is going to have a bath. **Jill and Becky** They are riding their bikes. They are going to play tennis.

Page 44

Study skills (1 Spelling. 2 Write in ABC order.)

1 Read the words to the children. Ask them to repeat the words, paying particular attention to the **op /op/** sound. Ask the children to spell the words.

- Children unscramble and write the words, first under the pictures, then in the sentences.

Answers: I **mop** the top of the **shop**, **hop**, then **stop**.

2 Children write each pair of words in alphabetical order (they can use the alphabet at the bottom to help).

Answers: books/boots, bag/ball, dog/doll, shoe/shop, skate/skirt, comic/computer

Reading for pleasure: **The supermarket** page 42

58 Model shop

- 1 Children read the title and look at the pictures. Explain 'corner' shop: a small shop selling most of the things people need to buy every day, often on the corner of two streets so that people can get to it easily from the streets around. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Children colour the pictures and make the model shop. Children can work in pairs, telling each other what they have: **I have some peas and some carrots.** Encourage them to describe size and colour: **I have some big, pink cakes and some small, yellow cakes.** etc. Alternatively, individuals can take turns to come to the front and tell the class.
- 3 Children can write sentences about their shop in their notebooks. If you wish, write sentences on the board. Children copy them for handwriting practice.
- 4 If children are not making the shop, let them draw a picture of a shop they know and some of the things sold there, and describe it: **In this shop there are ... We can buy ...** Encourage children to describe size and colour.

Lesson 1 Page 43 Page 45

Language focus Future planning

New language Are they going to have a picnic? No, they aren't.

New word take (R) picnic; beach, mountains, island

Teaching aids Cut-outs of the five characters, Jill's mother and father, Lily and David

Preparation Write the names of things that children do after school on small pieces of paper and put them in a hat or box.

1 Warm-up

- Sing *The sun wakes up* ( page 11;  3).
- Use the hat with the pieces of paper you have prepared. Ask a child to come forward and take a piece of paper from the hat. Ask **What are you going to do after school?** The child must mime the action on his/her piece of paper. The class then guesses: **Are you going to read a comic? Yes, I am/No, I'm not.**

Page 43

2 Listening – reading (1 Listen and read.)

- Hold up the cut-outs of Lily and David. Can children remember who they are? (Jill's mother and father or Emma's aunt and uncle). Hold up each of the characters. What can they remember about them? Can they find their houses on the map on pages 4 and 5?
- Children open their books and look at the strip story. Give them some time to read it silently and look at the pictures.
- Play Tape 17. Children listen and follow in their books.



Tape 17

Becky: Dear Becky, Please come to my house at 11 o'clock on Saturday. From, Jill

Jill: Can you come?

Becky: Yes, I can.

Sam: What are we going to do?

Jill: We're going to have a picnic.

.....

Sam: Where?

Emma: Are we going to go to the beach?

Jill: No.

Ned: Are we going to go to the mountains?

Jill: No, we aren't.

Becky: Where are we going to have the picnic?

Jill: On Rocky Island! Dad's going to take us on his boat!

Children: Wow! Fantastic!

- Hand out the cut-outs of the five characters. Each child holds up his/her character when they hear them on the tape (they will still have to follow in their books).
- Give the cut-outs to other children. They read that child's part of the story.

3 Reading – speaking (2 Read and say.)

- Becky's mother and Emma's mother are talking on phones. (If you wish, teach *mobile phone* now. Alternatively, wait until Unit 12, Lesson 3 where it is introduced as a vocabulary item.) Children read the example speech bubbles.
- Ask a child to read the next statement. Invite another child to correct it. Elicit the correct statement **No, they aren't, they're** Continue with the other statements.

Answers: No, they aren't. They're going to have it on Saturday. – No, they aren't. They're going to go to Rocky Island. – No, she isn't. Jill's dad is going to take them. – No, they aren't. They're going to go by boat.



Page 45

1 Writing (1 Read, look and write.)

Children look at the small pictures at the top and use the words to help them fill in the blanks below.

Answers: Are we going to go to the mountains? Are we going to go to the island? Are we going to have a picnic? Are we going to go on a boat?

2 Writing (2 Look and write the answers.)

Children read Sam's invitation to Ned and answer the questions.

Answers: No, they aren't. They're going to have a party. – No, they aren't. They're going to go to the beach. – No, they aren't. They're going to go swimming.

Language focus Planning; prepositions (movement)

New language We're going to go along the river and round the island.

New words past, along, round; stop, map

Teaching aid Map of Clifton,  pages 4 and 5

1 Warm-up

- Say these commands and do the actions:

Look up! Look down!
Look left! Look right!
Look under your arm!
Look over your shoulder!
Look through your fingers! (*hands in front of face, fingers splayed*)
Clap your hands!

Repeat, with children joining in.

- Play the game, *Simon says*. Children stand up. When you say *Simon says* before a command, children should obey: **Simon says 'Look left!'** (children look left). When you don't say *Simon says* before a command, children should not obey: **'Look left!'** children should **not** look left – if they do they are 'out' and have to sit down.

 Page 44

2 Listening – reading (1 Look and listen.)

- Dad is showing the children where the boat will go on a map. Give children a chance to read the strip story silently.
- Play Tape 18. Children listen and read in their books.



Tape 18

Jill's Dad: Come and look at the map! First we're going to go under the bridges ... and past the castle. Then we're going to go along the river. Look! Here's Rocky Island. We're going to go round the island ... and stop at Rocky Beach. We can go onto the island here and have our picnic.

- Play the tape again; children listen and follow the dotted line with their fingers.
- Children open their books at the map of Clifton on pages 4 and 5. One child reads the text; the rest follow the route on the map with their fingers.

3 Speaking (2 Put the pictures in the right order.)

- Children look at the pictures and decide what happens first, second, etc. and write the numbers in the boxes.
- Children take turns describing the pictures: **There's a yellow bridge.** Other children say what number it is: **That's number 2.**

4 Speaking (3 Speak.)

- Point out the example bubbles and the sequencing words, *first* and *then*.
- Individual children make statements. Other children agree or disagree.

Answers: First they're going to go under the white bridge. Then they're going to go under the yellow bridge/past the castle/along the river/round the island/onto the island (or beach).

 Page 46

1 Reading (1 Read, look and circle the words.)

Children read Aunt Lily's question. They then read Uncle David's answer and look at the map to choose and circle the correct prepositions.

Answers: under, along, past, round, onto

2 Reading (2 Read and draw.)

Children read the text under each little picture and draw where the number 47 bus goes.

Language focus Prepositions (movement); intentions

Language The cat is going to go along the wall and onto the chair.

Words (R) prepositions of movement

Teaching aids Cut-out of Becky
Grammar gang + lorry

Preparation Make cards for the grammar elements on  page 45.

 37 Photocopy, cut out and colour the stand-up cat and items of furniture and make stand-up cards for prepositions for the Noticeboard/activity table. Make cards with these words, scrambled: river/virer, mountains /ntmnaosiu, beach/chabe, island/slaidn; picnic/cipnci, boat/obta

1 Warm-up

Put the scrambled word cards you have made in a pile on a desk or table. Ask **Where am I going to go?** Take a card and hold it up for the class to unscramble. Whoever finds the answer first says, e.g. **You're going to go on a boat.** Repeat with children asking the question and choosing a card.

2 Revising the prepositions

- Write **river, island, boat, mountain, bridge**, in a triangle on the board. Write **over, under, up, down, along, into, onto** in a second triangle. Ask children to make statements like this: **You can go onto an island but you can't go under an island.**
- You can also play this like a game. Give a clue: **You can go up and down it, but you can't go under it. What is it?** (Answer: A mountain.)

 Page 45

3 Grammar (1 Look at this!)

- Children look at the grammar gang in the book, the explanation and the example of prepositions of movement.
- Put the cards you have made in the grammar gang lorry. Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards. Stick a wall, a chair, a dog and a mouse under each man and a cat next to them.
- Children come forward, take a card out of the lorry and give it to the correct man. Another child draws the path of the cat.

4 Reading (2 Read, draw and say.)

Children read the words and draw the path of the cat around the objects.

Noticeboard/(activity table)  37 Use the stand-up animals and furniture to create your own classroom activity table. Make the stand-up animals and furniture yourself, fold them and stand them on a large sheet of paper with the word cards in front. Invite children to come forward, talk about the cat and draw lines (in coloured pencil): **The cat is going under the TV, round the chair**, etc.

5 Reading (3 Read and look.)

Children read the picture text and look at the boxes below.

6 Speaking (4 Ask and answer.)

- Children look at the boxes above and ask and answer as in the examples.

Answers: Sam is going to wear jeans. Emma is going to take sunglasses. Ned is going to wear a jumper. Becky is going to take a bag.

- Play a memory game. Half of the class looks at the pictures and then closes their books. The other children ask them questions: **Who's going to take sunglasses?** Then the two sides swap roles.

 Page 47

1 Writing (1 Look and write the words.)

Children look at the boy in the playground and write one of the prepositions above in each of the blanks.

Answers: (left to right) along, through, under, over, round, onto, past, into

2 Writing (2 Find, circle and write.)

- Children find and circle the words in the 'word caterpillars' at the bottom of the page.
- They look at the pictures and write the words in the blanks.
- Finally they use the words to complete the sentences.

Answers: jeans, a pullover and trainers; glasses, a camera and a hat

 Page 49

Composition (1 Look and write. 2 Write an invitation.)

- 1 The children are going to write an invitation. First, they read Ned's invitation to Sam and look at the information above. Then, they read Judy's invitation to Emma and use the information above to fill in the blanks.

Answers: birthday party, Wednesday, March, 4 o'clock.

- 2 Children look at the pictures, choose the type of party they want to have and decide on a date, a time and a place. They then write their own invitation to a friend.

Lesson 4  Page 46  Pages 48, 50

Language focus Sequencing

Language (R) *Judy is going past the flower shop.*

Words (R) *places in a town; prepositions*

Teaching aids Map of Clifton  pages 4, 5
Cut-out of Sam

1 Warm-up

- Children look at the map of Clifton. Use the cut-out of Sam and say where he is and where he is going, like this:
Sam is at the market. He is walking over the bridge. Where is he? (At the Science Museum). Sam is at the market. He is going under the bridge. Where is he? (At the flower shop). Sam is at the station. He is walking along the road, past the building site on the left and over the bridge. Where is he? (At Becky's house).
- Children make statements about the map, like this: **I am walking past the bank. What am I near? You're near the school** (... the supermarket, the department store ...).

 Page 46

2 Listening (1 Look, listen and draw lines.)

- Give children time to look at all of the pictures. What do they think happens first?
- Play Tape 19. Children listen and point in their books.



Tape 19

Judy: It's half past three and time to go home. I say goodbye to my friends.

Children: Bye! Goodbye! See you tomorrow!

Judy: I walk along the street and past the corner shop. Mrs Potter always says 'Hello!'. Sometimes she gives me a sweet or an apple.

Mrs Potter: Hello, Judy. Do you want an apple?

Judy: Thank you, Mrs Potter.

Judy: I go across the street and walk past Mr Rose's flower shop. I like Mr Rose. He's very nice.

Mr Rose: Hello, Judy. How are you today?

Judy: Hello, Mr Rose. I'm fine, thanks. I go into the park. There's a pond in the park. I walk round the pond and look at the ducks. Then I walk up the hill. Phew! My school bag is very heavy. Here is my house. And there is my little cat, Trixie. She's looking at me through the window. Hi, Trixie! I'm home!

- Play the tape again; children listen and draw lines from one picture to the next.

3 Listening (2 Listen again and number the photos.)

Play the tape again. Children write the numbers in the boxes.

Answers: (left to right) 3, 5, 1, 6, 4, 2

4 Speaking (3 Speak.)

Children make statements about the pictures. Other children say which picture they are talking about, as in the examples.



Page 48

1 Reading (1 Read and draw.)

- Children look at the map and read the text. They read the text again and draw Mark's route from school to his house.

2 Words and pictures (2 Circle the wrong word.)

Children look at the pictures on the left and the three prepositions. They circle the preposition they cannot use.

Answers: along, under, through, into, under



Page 50

Study skills (1 Spelling. 2 Read and match.)

- Read the words to the children. Ask them to repeat the words, paying particular attention to the **ou** /**au**/ sound. Ask the children to spell the words.
- Children look at the picture clues and write the words in the crossword.
- Children match the short forms on the left with the long forms on the right.

Answers: I'm not/I am not; It isn't/It is not; They aren't/They are not; You aren't/You are not; She isn't/She is not; We aren't/We are not; He isn't/He is not



Reading for pleasure: Clever Max  page 47

- Let children read the title and look at the pictures. Ask who they think Max is. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- Write these correctly ordered sentences on a sheet of paper in scrambled order:
Mike and Lisa are going to visit their grandmother. It is her birthday. Max cannot go. Max watches the car. Grandma's present falls onto the road. Grandma likes the cards and the balloons. But where is her present? Max has Grandma's present. Everyone is happy.
- Make enough copies for each child to have one. Children cut up the sheet and reorder the sentences to make the story. Children then copy out the story. Let them use a grid for handwriting practice.
- If there is time, children can draw a picture of their favourite part of the story and read sentences around the class.

At the market

Lesson 1 Page 48 Page 51

Language focus Identifying; locating

Language Is there any bread? Are there any strawberries? Yes, there are some strawberries.

New words list; eggs, lettuce, tomatoes, (R) things; melons, strawberries

Preparation  38–40 Photocopy, cut out and colour items of food (2 sets). Bring in small blank cards (1 for each child).

1 Warm-up

- Sing *I am a music man* ( page 30;  12).
- Write the word *food* on the board in large letters. Ask a child to think of a food and come up and draw it on the board. While s/he is drawing, the rest of the class tries to guess what it is. **Is it an ice cream? Is it bread?** How many words for food does the class already know?

2 Revising 'some' and 'any'

Teaching note You might like to remind children that **some** is used in positive statements (**Yes, there is/are some ...**) and that **any** is used in negative statements (**No, there isn't/aren't any ...**) and, usually, in questions **Is/Are there any ...?**

Use some of the food cards you have made. Draw a shopping basket and put in it several items from the shopping list on page 48 of the Pupil's Book. (You might like to put things like bread and cheese on one side of the basket and countables like apples and eggs on the other side.) Then ask questions like this: **Are there any apples in the basket? Is there any bread?** Children answer: **Yes, there are some apples,** or **No, there isn't any bread.**

Page 48

3 Reading (1 Read, find and ✓.)

- Remind the children that Jill's father is taking her and her friends on a picnic. What are they going to do first? They're going to go shopping.
- Children open their books to pages 48 and 49 and look at the market on the left and the supermarket on the right.

- Children read Becky's bubble and look at the shopping list on page 48. They then try to find the things in the market and put a ✓ next to those they find.

Answers: eggs ✓, strawberries ✓, lettuce ✓, tomatoes ✓, melons ✓ (No tick next to cheese, orange juice, bread or ice cream.)

4 Speaking (2 Look and say.)

Children look at the shopping list and compare their answers. Focus attention on the bubbles. Children ask and answer as in the examples.

5 A game (3 Spelling.)

- Give the children a card each and ask them to write two words for food on it.
- Divide the class into teams.
 - A child from one team asks the other team to spell a word on his or her card, e.g. **Spell apple.**
 - The other team tries to spell the word with a child saying **a**, the next child **p**, and so on.
 - Score one point for each correct word.

Teaching note You can vary this game by asking the child with the word to name who should say the first letter: **Spell 'egg'. Jim.** Jim says the first letter, the person next to him says the second letter, etc.

Page 51

1 Words and pictures (1 Look and write the words.)

Children look at the picture clues and write the words in the squares.

Answers: 1 lettuce, 2 potatoes, 3 melon, 4 bananas, 5 carrots, 6 oranges, 7 bread, 8 fish. The letters in the circles answer the question **What doesn't Ned like?** They should circle the picture of tomatoes.

2 Writing (2 Look and write.)

Children look at the things in Mum's shopping bag and the examples below. They then complete the questions and write the answers.

Answers: **Is there any** cheese? **Yes, there is.** **Are there any** strawberries? **Yes, there are.** **Are there any** eggs? **No, there aren't.** **Is there any** orange juice? **No, there isn't.**

Language focus Requesting; pricing

New language Can I have some bread, please?
Excuse me ... How much ...?

New word pence; (**R**) words from Lesson 1; 1-100

Teaching aids Food cards

1 Warm-up

- Play the *Buzz* game (Step 1 on page 23) or this variation: **1, buzz, 3, 4, buzz, 6, 7, 8, buzz, 10, 11, 12, 13, buzz**, etc.
- Write on the board **slowly, quickly, loudly, quietly**. Ask a child to come forward and point to one of the words, e.g. **slowly**. Start to count **1, 2, 3, 4** (slowly).
- Now children count round the room up to 100. The child at the front points to a word and they must count in that way. The word can be changed as they count. Encourage a frequent change of pace/volume to make it interesting.

2 Presenting 'Can I have some ...?' to make requests

Language note Encourage the use of *Excuse me* and *please* when making requests with *can*.

- Use two identical sets of seven food cards. Give the first set of seven cards to seven different children. Use only four or five of the second set yourself.
- Write **Can I have some ..., please?** on the board. Hold up some of the extra cards; ask children to make requests.
- The seven children with the cards then ask you for their food: **Can I have some tomatoes, please?** If you have that card, you answer **Yes, you can**. Give the child the card. If you don't have it, answer **I'm sorry, I don't have any ...**

 Page 49

3 Listening – speaking (1 Listen and say.)

- Play Tape 20. Children listen and look at the pictures.

 **Tape 20**

Ned: Excuse me, can I have some cheese?
Man: Yes ... here you are.
Ned: Thank you.
Girl: Yes?
Emma: Can I have some bread, please?
Girl: White bread or brown bread?
Emma: White bread, please.
Girl: Here you are.

Emma: Thank you.
Jill: Excuse me, where's the orange juice?
Boy: It's over there.
Jill: Thank you.
Sam: Can I have some ice cream, please?
Woman: Chocolate or strawberry?
Sam: Chocolate, please.
Woman: Here you are.
Sam: Thank you.

- Play the tape again; children listen and point to the characters as they speak.
- Write the first line of Ned's dialogue on the board. How much of the rest can they remember?

4 Speaking (2 Look and say.)

Children follow the lines to find out how much the food costs. Then they make statements, as in the example.

Answers: Bread, **27p**, ice cream **42p**, cheese **95p**, lettuce **19p**, oranges **51p**, eggs **78p**, melons **84p**, bananas **63p**, tomatoes **36p**

Teaching note You can extend the exercise for more practice with numbers. One child says **It's 19 pence**. A second child answers **Lettuce is 19 pence**.

5 Speaking (3 Ask and answer.)

- Introduce the question **How much is/are ...?** Write the question on the board. Then hold up food pictures and children ask the question: **How much is bread?** They look in the book to find the answer.
- Children ask and answer questions about the prices of the food, as in the examples.

 Page 52

1 Words and pictures (1 Look and write)

Children look at the pictures and write the words in the blanks to complete the questions.

Answers: **A** cakes, **B** bananas, **C** orange juice, **D** carrots, **E** bread, **F** ice cream

2 Numbers (2 Read and draw lines.)

Children read the words and draw lines to the numerals.

3 Listening (3 Listen and write the numbers.)

Read this script. Children listen and write the numbers in figures on the blank card by the correct food, in Exercise 2.

Text: The peas are 59 pence. The fish is 72 pence. The carrots are 94 pence. The potatoes are 47 pence and the orange juice is 65 pence.

Language focus Consolidation

Language I like apple juice. I'm going to buy a comic.
The chocolate cake is nicer than the white cake.

New word vanilla; **(R)** things you buy in a supermarket

1 Warm-up

- Play a *Colours* game. Divide the class into teams. A child from one team says a colour. A child from the other team has to say something that is that colour. It can be an example from the class, e.g. **white/Nick's shirt** or anything else, e.g. **white/egg**. The person who answers correctly asks the next question. An incorrect answer means the first team asks again. Score 1 point for each correct answer.
- Brainstorm. How many things can they think of that you can buy in a supermarket? Write them on the board. They are going to see pictures of a supermarket in another country. Is it the same as their supermarkets?

 Page 50

2 Reading (1 Look and read.)

- Give the children a chance to look at the boy and the photographs of the supermarket.
- Ask children to read the caption under each photo silently and try to answer the question. Then ask a child to read the caption aloud. Ask for the answers.

Answers: (picture) 1 pens, rulers, pencils, rubbers; 2 orange juice, apple juice, grape juice; 3 personal choice; 4 children count; 5 personal choice; 6 personal choice

3 Reading (2 Read and match.)

- Children read what the girl is saying and decide which picture she is talking about. They then write the number of the picture in the box.
- Give children time to read and find the pictures. Then ask children to read out the bubbles and give their answers. Do other children agree?

Answers: (left to right) 1, 5, 3, 2, 4, 6

4 Speaking (3 Ask and answer.)

- Quickly revise the ordinals *first* to *sixth*, like this: **Point to the third (... first, fourth, etc.) picture. Also I can see a cake. Which picture is it?**
- Ask the children to find three or four things they like in the pictures and write the names down. They then ask and answer questions as in the example.

5 Writing (Choose six things. Then write.)

- Tell the children to write in their writing notebooks. Write some example sentences on the board, e.g. **I am going to buy some orange juice and some vanilla ice cream.**
- Children choose six things for themselves and write three sentences. Encourage them to draw pictures.

 Page 53

1 Writing (1 Look and write.)

Children look at the pictures, choose things they like and write them in the blanks.

2 Writing (2 ✓ three things and write.)

- Write the example sentence on the board and circle the comma between a **ruler** and a **notebook**. Write one or two more example sentences and ask children to put in the commas.
- Children look at the pictures, tick three of them and draw the three things they like in the picture frame. They then write sentences beginning with **I'm going to buy ...**

 Page 55

Composition (1 Look and write. 2 ✓ or X, draw and write.)

- 1 Children look at the things Ned likes for lunch (with a ✓) and the things he doesn't like (with a X). They read the description of the food on the first tray. Then they fill in the blanks in the second description.
- 2 Children now ✓ foods they like and X the foods they don't like. They then draw the things they like on the tray and write their own description following the model above.

Language focus Some and any + nouns

Language Excuse me, is there any apple juice, please? Yes, there is some apple juice.

New words butter, milk, bop (in song)

Teaching aids Grammar gang + lorry
Food cards (both sets)

Preparation Make cards for the grammar elements on  page 51.

Stick seven cards from the second set of food cards to small boxes so they stand up. Bring an apron (shopkeeper) + shopping basket (customer), Activity 2.

1 Warm-up

- Use one set of food cards. Arrange several on the board. Children ask and answer: **Excuse me, where's the milk? It's next to the peas** (... near the apples) or **Where are the peas? They're between the milk and the bananas.**

Page 51

2 Grammar (1 Look at this!)

- Put the food cards in the grammar gang lorry. Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards.
- Put on the lorry the words **some, any, is, are** and write the example sentence beginnings yourself. Point out the rules for *some* and *any*, and the singular and plural.
- Children come up, draw out food cards and put them above the sentence beginnings.

3 Speaking (2 Ask and answer.)

- Children read the dialogue of Jill and Emma, pretending to shop. They write out a short shopping list, then take turns asking and answering, as in the example.

Noticeboard/(activity table) Put food cards you have stuck to tins/boxes on a table. Children write out a shopping list, then take turns coming forward in pairs to be the shopkeeper and the customer.

4 Listening – singing (3 Listen and sing.)

- Children look at the pictures next to the song. Can they identify them? (brown bread, banana, chicken).
- Play Tape 21. Children listen and follow in their books.

Tape 21

I – tiddly – i – ti, eat brown bread.
I see a chicken – it falls down dead.
Up jumps a banana, and bops it on the head.
I – tiddly – i – ti, **BROWN BREAD!**

- Play the tape again; this time children clap to the music.
- Teach the song, if you wish. Children can first sing along with the tape, then without it.

Page 54

1 Words and pictures (1 Look, draw and write.)

- Children decide which foods take the singular verb **is** and which take **are**, and draw pictures in the correct basket.
- Children write the words in the blanks below.

Answers: There is some ... **butter, cheese, milk, juice, bread**; There are some ... **apples, eggs, grapes, cakes, bananas**

2 Reading (2 Read and draw lines.)

- Children read a question on the left and draw a line to the answer on the right.
- You can ask children to read out the questions/answers.

Answers: Excuse me, where's the butter? **It's over there.** Is there any milk? **No, there isn't. But there is some juice.** Excuse me, can I have some bread, please? **White or brown?** How much are the tomatoes? **They're 27p.** Are there any bananas? **No there aren't, but there are some apples.** How much is the cheese? **It's 78p.** Can I have some ice cream, please? **Chocolate or strawberry?**

Page 56

Study skills (1 Spelling. 2 Which one is different?)

- Read the words to the children. Ask them to repeat the words, paying particular attention to the sound of **le /ə/** at the end. Ask the children to spell the words.
- Children unscramble the words, write them under the pictures and then write them in the sentences.

Answers: apple, vegetable; little bottle, middle

- Children find the picture which is different and write the letter in the blank. They then explain why.

Answers: **A** (potato) It is a vegetable. The others are fruit(s) **D** (banana) It is a fruit. The others are drinks. **B** (apple juice) It is a drink. The others are meat(s) **A** (strawberry). It is a fruit. The others are vegetables.

Reading for pleasure: Ice cream page 52

- Let children look at the pictures. If necessary, explain *shopping list*. Read out, or ask children to read out the list. Do the same with the cooking equipment. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- If possible, let children read and follow the instructions with real ingredients and utensils in the school kitchen.
- If this is not possible, ask children to list ingredients for their own ice cream sundae. They draw and colour a picture of it, labelling the ingredients.

10 A picnic

Lesson 1 Page 53 Page 57

Language focus Consolidation

Language There are cups and bowls. (R) *We are going to have a picnic.*

New words basket, ice box, plate/s, mug/s, cup/s, bowl/s, spoon/s, fork/s, knife, food, hungry, seagull

1 Warm-up

- Sing *Eat brown bread* ( page 51;  21). Assign a different line to each row, or ask all of the girls (or half the class) to sing *I - tiddly - I - ti, eat brown bread*, both times, and the others sing the rest.
- Remind the class of the picnic the children in the book are going to go on. What can they remember about it? Who is going to go? Where are they going to go? How are they going to go? What are they going to wear/take? What are they going to eat? Write everything on the board. If you wish, children can look back at pages 43, 44, 45, 48 and 49 to help them answer your questions.

2 Introducing the new words

- Ask the children what you need to take for a picnic. Draw a picture of a plate (or glass or spoon). Does anyone know what it is? Write the name underneath.
- Ask children to come up and draw other things (don't worry if they suggest things which aren't in the book. Just give them the English word).
- Erase the words under the pictures. Can they remember what the things are?

Page 53

3 Listening - reading (1 Listen and read.)

- Jill and her friends are going on a picnic on her dad's boat. Give children time to look at the pictures and read the strip story silently.
- Play Tape 22. Children listen and follow in their books.



Tape 22

Jill: We're on Dad's boat. We're going to go to the island and we're going to have a picnic.
Ned: What's in the basket?
Emma: It's a picnic basket. Look!
 There are plates and cups and bowls.

Ned: And spoons and forks and a knife.
Sam: Where is the food?
Jill: Here it is! In the ice box.
Becky: Oh no! Look at this.
Sam: Is it a mouse?
Ned/Emma: No! It's a big bird. There it is! Over there!
Dad: This is my pet seagull, Suki. She lives on the boat!
Ned: Look! There's the island!
Jill: Let's go! I'm hungry.
Others: So are we!

- Play the tape again; children point to each character as s/he speaks.
- Children take the parts of the characters and read out the story.

4 Reading (2 Look and find the names.)

- Children scan the story to find the names of the items in the pictures.
- Ask them to try to spell them without looking and write them on the board. Were they correct?

Answers: plate, island, knife, spoon, ice box, fork, bowl, mug

5 Speaking (3 Look and say.)

- Children read the statements silently and decide if they are right or wrong.
- Children read out the statements. Other children say if they are right or wrong, as in the examples.

Answers: Wrong: There are six forks and spoons. Wrong: Suki lives on the boat. Right: Ned can see the island. Right: Emma has a picnic basket.



Page 57

1 Words and pictures (1 Look and write the words.)

- Children look at the picture clues and write the words in the crossword.

Answers: 1 bowl, 2 fork, 3 knife, 4 spoon, 5 cup, 6 ice box

2 Writing (Look and write)

- Children look at the scenes from the strip story and write the correct questions or sentences in the blanks.

Answers: (left to right) What's in the basket? Where is the food? Is there a mouse? She lives on the boat!

Language focus Offering; requesting

New language Would you like some sandwiches?
Yes, I'd like some sandwiches.

New words sandwiches, salad; (R) items of food

Teaching aids Food cards
Cut-outs of Emma and Ned

1 Warm-up

- Play the *Spelling game* (Step 5 on page 37). Ask each child to write down a word for food on a piece of paper.
- The class plays in two teams, taking turns to ask for spellings, e.g. **Spell carrot**. A child from the other team gives, **c**, the next child, **a**, and so on to the end of the word. The answering team gets one point if correct, and a child from that team gives the next word.

2 Presenting 'would you like ...?' for requests

- Put three speech bubbles on the board: **Would you like some ...?/Yes, please./No, thank you.**
- Give the cut-outs of Ned and Emma to two children and whisper to each one what s/he doesn't like (Emma doesn't like peas, lettuce or orange juice; Ned doesn't like bananas, eggs or carrots).
- Ask each of the children: **Would you like some eggs? Yes, please. Would you like some eggs? No, thank you.** Bring other children forward after one or two questions.

 Page 54

3 Listening – singing (1 Listen and sing.)

- Children look at the menu for the picnic. Make certain they recognise *salad* (lettuce and tomatoes) and *sandwich* (two pieces of bread with a filling).
- Play Tape 23. Children listen and follow in their books.



Tape 23

Children: We're going on a picnic,
Leaving right away.
We are going to stay all day.

Dad: Would you like some ice cream?

Children: Yes, we'd like some ice cream.

Dad: Would you like some salad?

Children: Yes, we'd like some salad.

Children: Ready for a picnic. Here we go!

Dad: Would you like some melon?

Children: Yes, we'd like some melon.

Dad: Would you like some sandwiches?

Children: Yes, we'd like some sandwiches.

Dad: Would you like some orange juice?

Children: Yes, we'd like some orange juice.

Dad: Would you like some strawberries?

Children: Yes, we'd like some strawberries.

- Play the tape again; children listen, sing along, and point to the food on the menu.

4 Listening (2 Listen and number.)

- The children are having a picnic with Jill's Dad. Children look at the picture. There are questions (orange) and answers (green) on both sides.
- Play Tape 24. Children listen and try to point to the person speaking.



Tape 24

Jill: Would you like some sandwiches?

Sam: Yes, I'd like some sandwiches.

Sam: Would you like some melon?

Jill: Yes, please.

Becky: I'd like some strawberries.

Dad: Here they are.

Emma: Where's the orange juice?

Becky: I have the orange juice.

Ned: Would you like some ice cream?

Emma: No, thank you.

Dad: I'd like some lettuce and tomatoes.

Ned: Here's the salad.

- Play the tape again; children listen and number the answers to match the questions.
- Children take the parts of the characters and read out the questions and answers (they don't have to be in the same order as the tape).

5 Speaking (3 Point, ask and answer.)

Children look at the menu at the top of the page (or at the picnic) and ask and answer, as in the examples.



Page 58

1 Words and pictures (1 Look and write the words.)

Children look at the menu above, match the words with the pictures in the sentences and write the words in the blanks.

Answers: cheese sandwiches, orange juice, melon, strawberries, salad

2 Writing (2 Draw and write.)

- Children write a menu for their picnic and then complete the speech bubble.
- Ask children to say what they would like.

Lesson 3 Page 55 Page 59

Language focus Revision

Language (R) Future with **going to**, imperatives

New words cave, lighthouse, waterfall; (R) words from units 6–10

1 Warm-up

- Play a word game with things you take on a picnic. Start with, e.g. **basket**. Say **I'm going to go on a picnic and I'm going to take this**. Then play the *Man falling off the cliff* game (Step 1 on page 13). Let children think of words and lead the game.
- Play *Simon says* (Step 1 on page 34).
- Sing *Going on a picnic* ( page 54;  23).

 Page 55

2 Reading (1 Look and read.)

- Children read the short strip story silently.
- Give children the parts of different characters and ask them to read aloud.

3 Speaking (2 Ask and answer.)

- Children look at the pictures and follow the maze to see which things they are/aren't going to see.
- Children ask and answer, as in the examples.

Answers: They are going to see a cave and a lighthouse. They aren't going to see birds, animals, a castle or a waterfall.

4 Reading (3 Read and match. Write the letters.)

- Children look at the picture. They look at the speech bubbles below and write the letters in the empty bubbles above.

Answers: Dad/C; Emma/B; Ned/E; Dad to Jill/A; Dad/D

 Page 59

Composition (Write about the pictures.)

- Begin with the first picture. Children look at it and answer the questions. Write the answers on the board.
This is Ted. He's going to go to the mountains. He's going to go on Saturday.
- Children copy the first text, and answer the questions to write the next five texts.

Model answers:

Picture 2: He is going to wear shorts, a pullover and (some) boots. He's going to take a hat and (some) sunglasses.

Picture 3: First they are going to go over a bridge. Then they are going to go past (to) a park.

Picture 4: Next they are going to go past some hills. Then they are going to have a picnic.

Picture 5: Next they are going to go to the mountains. They are going to eat in a Tea Shop.

Picture 6: They are going to go fishing. They are going to play tennis. They are going to have fun

Lesson 4 Page 56 Pages 60, 61, 62

Language focus Revision

Language (R) *Jill is taller. How many steps are there? Dad is sleeping.*

New words steps, out of; (R) numbers 1–100

Teaching aids  37 stand-up TV, table, chair and cat. Also bring a small box.

1 Warm-up

- Play one of the *Buzz* number games. Either count **1, 2, buzz, 4, 5, buzz, 7, 8, buzz, ...** or **1, buzz, 3, 4, buzz, 6, 7, 8, buzz, 10, 11, 12, 13, buzz, 15**, etc. (start again at 20).
- Play a miming game. Children think of something they do in the morning or after school and write it down, with the time. Bring a child to the front of the class. The child whispers the activity to you and says to the class. **It's 8 o'clock in the morning. What am I doing?** The child then mimes the activity and the rest of the class guesses.

 Page 56

2 Speaking (1 Look and say.)

- Children look at the cave painting of the girl and at Jill. They make statements, like Ned's example. How many differences can they find?

Answers: Jill is taller, thinner, happier, her hair is shorter, her eyes are bigger, her hands and feet are smaller.

- Bring pairs of children to the front of the class. The rest of the class makes similar statements about them.

3 Reading – speaking (2 Read and say.)

- Children look at the picture of Jill and her friends at the lighthouse. They then follow the maze to find out how many steps each person thinks there are and make statements, as in the example.

Answers: Jill/63, Sam/42, Emma/99, Ned/100, Becky/75

- They may like to make their own guesses.

4 Listening (3 Listen and write.)

- Explain that they are going to hear the answer on the tape. Play Tape 25. Children listen and look at the picture.



Tape 25

Dad: There's the lighthouse. We're going to go up the steps.
Ned: How many steps are there?
Emma: Let's count them.
Becky: ... forty-one, forty-two, forty-three, ...
Jill: ... fifty-eight, fifty-nine, sixty, ...
Ned: ... seventy-four, seventy-five, seventy-six, ...
Emma: ... eighty-five, eighty-six, eighty-seven, ...
Sam: ... ninety-seven, ninety-eight, ninety-nine ...
Becky: Come on! We can do it! Just one more step!
All: A hundred! Phew!

- Play the tape again; children listen and write the answers in their books.

Answers: There are 100 steps. Ned was right.

5 Speaking (4 Talk about the picture.)

- Write these prepositions of movement on the board: **up, down, along, round, under, over, into, out of, onto**. Use the stand-up furniture and cat to remind children of how they are used, e.g. **The cat jumps up, onto the table, walks along the table, jumps down, walks under the TV, jumps over the chair, round the box, into the box and out of the box.** (Demonstrate **out of**.)
- Children come forward and move the cat; the class makes statements.
- Children look at the picture and say what Jill's dad and the children are doing on Rocky Island. Write the sentences on the board.

Answers: Dad is sleeping under the tree. Becky is walking down the steps. Sam is running up the steps. Emma is running round the tree. Jill is walking over the bridge. Ned is jumping into the water. Fish are jumping out of the water.

6 Writing (Write. What are they doing?)

- Erase some of the words from the sentences you have written on the board. Ask children to say the whole sentences.
- Children choose four sentences and write the complete sentences in their writing books.



Page 60

Study skills (1 Spelling. 2 Look and say.)

- 1 Read the words to the children. Ask them to repeat the words, then spell them. Which words sound alike (rhyme)?

- Children draw lines between the rhyming words.

Answers: clown/town; shop/mop; cake/snake; house/mouse; shirt/skirt

- Children unscramble the words and write them in the blanks.

Answers: cake, mouse, shop, clown, shirt

- 2 Read **cook, teacher, carpenter** to the class emphasising the syllables. Class repeats.

- Children look at the words below and write them in the columns, according to the number of syllables.

Answers: 1 clown, nurse; 2 fireman, dentist, doctor, housewife, waiter; 3 reporter, policeman



Pages 61, 62

Revision

These are practice tests. Alternatively, you may wish to go through each exercise orally before the children write.



Reading for pleasure: **Buildings** **PB** page 57

- 1 Give children a few moments to look at the page. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Write the second and third verses on the board, as they appear on the page. Ask children what they notice: the words are arranged to match the shape of the building they describe. Draw the tall thin shape and the square shape around the words to demonstrate.
- 3 Children can copy out this poem for handwriting practice. They could do this either as it is on the page, with their own illustrations, or they could draw the shapes for the second and third verses and write the words inside them, like your poem on the board.
- 4 Ask children to tell you their favourite building. It could be personal, e.g. their own home, or a large national building. Ask them to draw a picture of it and a sentence or two about it.
- 5 Depending on the ability and aptitude of your class they can read/learn this poem in different ways:
 - the whole class can say the poem together
 - four groups can take a verse each
 - individuals can read a verse each
 - the class can learn the poem from the board. Rub off a significant word in each line or sentence. Children say the line/sentence and supply the missing word. Continue until children can say all the lines with little or no prompt.

You may wish to choose one or more of these activities at different points during the lesson.

He was a very pretty baby.

Lesson 1 Page 58 Page 63

Language focus Past tense of **to be**

New language You're thin now but you were very fat.

New words thin, fat, pretty, very; (R) curly, straight, blonde

Teaching aids Cut-outs of Becky and Ned

Preparation  41 Colour the photographs of Becky and Ned according to the pictures  page 58.

1 Warm-up

- Sing *I am a music man*  page 30;  12).
- Play a guessing game. Bring several children to the front of the room (all boys or all girls). Make statements about one of them: **He is taller than ... and younger than ... He has brown hair. Who is it?** Children guess. Let children take turns choosing a child and making statements. The class guesses who it is.

2 Introducing the past of 'to be'

- Put the cut-outs of Becky and Ned on the board and write in a circle: **pretty, fat, thin, curly, blonde, straight, happy, sad.** How many statements can children make about each one? **She's eight. She's pretty. She isn't fat. Her hair is blonde.** etc.
- Use the 'photographs' of Becky and Ned that you have coloured. Explain that they are of Becky and Ned when they were small. Ask questions using the words in the circle: **Look at Becky. Was she pretty?** Write the appropriate words under each picture. Then write a caption under each one: **Becky was pretty. Her hair was long and curly. She was happy. Ned was thin. His hair was blonde and straight.**
- Point out that *was* is the past of *is*. Then write: **Becky and Ned are eight. In the photos they were three.** Explain that *were* is the past of *are*.

 Page 58

3 Reading (1 Look and read.)

- Becky and Jill are looking at Jill's baby photo. Give children time to look at the pictures and read silently.
- Two children take the parts of Becky and Jill and read aloud. Ask the other children not to look at their books.

- How many things can they remember about Jill then and now?

4 Listening (2 Listen and say.)

- Children look at the baby photos of the other children first. Then play Tape 26. Children listen and point to each character as s/he speaks.

Tape 26

Emma: In this photo I was four. My hair was blonde and it was very long. I was pretty but I was sad.

Ned: I was three in this photo. I was very thin. My hair was short and straight.

Sam: In this photo I was four. I was fat and my hair was short and curly.

Becky: I was three in this photo. My hair was long and curly. I was very happy.

- Play the tape again. Then children make as many statements as they can about each photograph.

5 Listening – reading (3 Listen and read.)

- Give children time to look at the picture of the baby orangutan. Play Tape 27. Children listen and follow in their books.

Tape 27

He was a very pretty baby. His eyes were big and brown.

His nose was small. His mouth was small.

His ears were small and his hands were small.

And his little pink feet – so sweet!

Yes, he was a very pretty baby. But – oh dear! – look at him now...

- Play the tape again. Then ask children to read the poem aloud, line by line.
- After they have heard the poem several times, one or two children might like to stand up and say as much of the poem as they can remember (the class can help).

6 Writing (Write about Becky, Ned, Emma or Sam.)

- Go back to the texts you have written on the board under the photographs of Becky and Ned (or ask the class to help you write them again). Erase some of the words. Children say the complete sentences.

- Children write two sentences about one of the children in their writing books.

WB Page 63

1 Choosing words (1 Look, read and circle.)

- Children look at the pictures and circle the correct word.

Answers: straight, fat, short, sad, pretty, thin, happy, blonde, straight, long

2 Reading (2 Read and match.)

Children look at the pictures, read the text and write the correct number in the blank.

Answers: (left to right) 3, 2, 1, 4

3 Writing (3 Look and write.)

Children look at the photo and complete the short text.

(Model) answer: I was **two** in this photo. My hair was **long and straight**. I was **happy**.

Lesson 2 **PB** Page 59 **WB** Page 64

Language focus Comparatives

New language You're as tall as your sister. I'm prettier than her. But you're not as naughty.

New words naughty, prettier

Teaching aids **TRB** 41 'Photos' of Becky and Ned.

1 Warm-up

- Put the two photos on the board. Children make statements about how the children were: **Her hair was long and curly**. See how many correct statements they can make. You could play this in two teams, scoring a point for each correct statement.
- Can they remember the poem about the baby monkey in Lesson 1? See how many lines they can remember. Then teach the remaining lines so they can all say it by heart.

2 Introducing comparison with 'as ... as'

- Bring three or four children to the front and make statements about their height, weight, size or age: **Alex is as tall as Ricky. Maria is not as big as Sue. Sue is bigger**.
- Write example sentences on the board.

PB Page 59

3 Listening - reading (1 Look, listen and read.)

- Children look at the short strip story and read it silently. Then play Tape 28. Children listen and read in their books.



Tape 28

Aunt: You're tall, Lucy. You're as tall as your sister.
Girl 1 (grumpy): I'm taller than her.
Aunt: And you're very pretty. You're as pretty as your sister.
Girl 1 (preening): I'm prettier than her.
Aunt: But you're not as naughty as your sister.
Girl 1: Sorry!

- Play the tape again; children listen and point to the characters as they speak.
- Children take the roles of the aunt and the naughty girl, and read the story.

4 Speaking (2 Look and speak.)

Children look at the pictures and make statements about them. Make certain they can name all of the items first. They should always compare the picture on the left with the one on the right.

Answers: The mouse is as big as the cat. Ned isn't as old as Emma. The girl isn't as short as the boy. The doll is as small as the ring. The hippo isn't as heavy as the elephant. The clown is as tall as the giraffe. The girl is as naughty as the boy. The yellow snake isn't as long as the green snake.

Page 64

1 Finding opposites (1 Find the opposites. Draw lines.)

Children draw lines to connect the word in the top line with its opposite on the bottom line.

Answers: tall/short, thin/fat, short/long, heavy/light, big/small, young/old

2 Writing (2 Look and write the words.)

Children look at the pictures and complete the texts, as in the example.

Answers: B is as **fat** as C, but A is **thinner**. A is as **old** as C, but B is **younger**. A is as **heavy** as B, but C is **lighter**.

3 Writing (3 Look and write.)

Children look at the pictures and write sentences, as in the example.

Answers: The doll is as small as the mouse. The potato isn't as light as the carrot. The bus is as long as the car. The girl isn't as old as the boy.

Lesson 3 Page 60 Pages 65, 67

Language focus Past tense of **to be** (narrative)

New language Where was Billy's ball? Was it in the tree? The ducks were not happy.

New words bench, yesterday

Teaching aid Class clock

Preparation Bring in a group of objects of a similar shape; but some should be the same size and others vary, e.g. a ball, an orange, an apple, a tomato, a potato, a balloon, a melon, a strawberry.

1 Warm-up

- Use the objects you have brought in. Put them in a row on a desk or table. Write these words on the board: **big, small, heavy, light**. Pick up two objects and make statements like this: **The ball is as big as the apple. It isn't as heavy as the apple.** Then children come forward and do the same.
- Children come forward and draw objects on the board. First they give a clue: **This is big** (... heavy, young, pretty, etc.). The other children try to guess what is it while they are drawing: **Is it a baby?** (... a doll? a girl?)
- Children sing *The sun wakes up* ( page 11;  3).

2 Revising the past tense of 'to be'

- Ask the children to help you make statements about the day before. Ask questions, like this: **What day was it yesterday? Was it a nice** (... hot, sunny, rainy, windy) **day? Was it as hot as today? Were you at school?** Write the questions and answers on the board and underline the past forms of **to be**.
- Use the class clock. Put it on the board, set a time and ask a child **Where were you yesterday at 7 o'clock?** Answer, e.g. **I was at home.**

Page 60

3 Words and pictures (1 Look and find.)

Children look at the main story pictures and find an example of each of the things at the top.

4 Reading (2 Read and ✓ picture A or picture B.)

- Children read the texts silently and tick the box under the correct picture.
- Children take turns reading the texts out. They then give an answer, like this: **I think it's the first** (... second) **picture because there is a black and white dog. The dog in the first picture is white.**

Answers: picture B, picture A, picture B

5 Writing (3 Write.)

- Ask children to come forward and write sentences about Billy and about the dog. Erase some words. Children read the complete sentences.
- Children write two sentences about Billy and two sentences about the dog in their writing books.

 Page 65

1 Reading (1 Read and circle the words.)

Children look at the pictures and read the text. They circle the correct form of the verb.

Answers: Yesterday **was** Sunday. It **was** a nice sunny day. Penny and Pat **were** not at school. They **were** at the beach with their friends. A nice boat **was** on the beach.

2 Reading – writing (2 Read and write **was** or **were**.)

- Children look at the pictures and continue the story, writing **was** or **were** in the blanks.

Answers: Where **was** Pat's bag? **Was** it on the table? **Was** it under the tree? It **was** on the boat! Penny and Pat **were** not happy. Splash! The dog **was** in the water. Then Pat's bag **was** in the dog's mouth. Penny and Pat **were** very happy. Look at that good dog!

- Children take turns reading out the texts of the whole story. Other children listen and check their answers.

 Page 67

Composition (Look and tick the boxes. Write the story.)

Children look at the pictures and tick the correct words above. Begin with the first picture. Children tick **sunny** and **not at school**. They then begin to write the story: **Yesterday it was sunny. Ned and Sam were not at school.**

- Children continue in the same way with the remaining pictures.

(Example) answers: **2** They were at the circus. There was a clown. **3** He was in a fire engine. He was very silly. **4** Ned and Sam were very wet. They were not happy. **5** There was a fat clown. He was on a bike. **6** There were three ice creams. They (Ned and Sam) were happy.

Lesson 4 Page 61 Pages 66, 68

Language focus Past tense of **to be**

New language I/he/she/it was; we/you/they were.
Where were you on Friday?

Words (R) yesterday; locations in/near the town

Teaching aids Map of Clifton,  pages 4, 5
Grammar gang + lorry
Cut-outs of the five characters

Preparation Make cards for the grammar elements on  page 61.

 **41, 42** Copy, cut out and colour the pictures of locations
Bring in lined pieces of paper for children to sign for the Noticeboard.

1 Warm-up

- Children look at the map of Clifton in their books. Quickly remind them of the names for places they know, like this: **Point to the river** (... old bridge, Becky's house, the castle, etc.).
- Children play a guessing game, using the map. Ask a child to pick a place and say **I am looking at something which starts with 's'**. Other children guess: **Is it the school** (... sweet shop, etc.)?
- Children say the poem *He was a very pretty baby* ( Page 58;  27)

 Page 61

2 Grammar (1 Look at this!)

- Point to the grammar gang in the book. Make certain children remember that **was** goes with singular nouns/pronouns and **were** with plurals.
- Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards. Put the two example sentences on the board. Put the rest of the cards you have made for the grammar elements in the grammar gang lorry.
- Children come up, draw out cards and 'give' them to the grammar gang (matching pronouns and verbs with examples). Ask children to help you write other examples.

3 Speaking (2 Ask and answer.)

- Children look at the places on the Noticeboard and read what the children are saying about what they did yesterday afternoon. They then ask and answer questions about the characters, as in the example.

Teaching note You may like to extend this by giving half the class a minute or two to look at the Noticeboard and try to remember where everyone was. They then shut their books and answer questions put by the other half of the class.

Noticeboard  41, 42 Use the photocopied locations to create your own classroom Noticeboard (you may like to make other signs for places your children frequently go to). Ask children to come forward and sign the pieces of paper which show where they were yesterday. Children can then play a guessing game: **She was at home and at the park yesterday afternoon. She wasn't at the beach. Who was it?**

4 Speaking (3 Ask your friends.)

- Children look at the time phrases and write them down. They then write where they were next to each one, e.g. **on Saturday, at the park; yesterday evening, at home.**
- Children ask and answer questions as in the example. Make certain they remember to write the names of one or two friends and take notes.

5 Writing (4 Write five things about your friend.)

Children write five sentences about a friend, as in the example.

 Page 66

1 Writing (1 Find and write.)

Children follow the maze to find out where everyone was on Saturday. They then write the answers to the first three questions, and the questions and answers for the next four.

Answers: Billy was at school. Pat and Penny were at the park. Sue was at the beach. Where was Ann? She was at the circus. Where were Mother and Father? They were on the river. Where was Ben? He was at the castle. Who was at home? Aunt Meg was at home.

2 Writing (2 Draw and write.)

Children draw pictures of where they were at six different times and write a short text underneath.

 Page 68

Study skills (1 Spelling. 2 Find two the same.)

Read the words to the children. Ask them to repeat the words, paying particular attention to the sound of the final y /ɪ/. Ask the children to spell the words.

Children unscramble the words and write them, first under the kites, then under the pictures.

Answers: naughty, happy, pretty, heavy

- Children find two pictures the same, write the letters in the blank and a statement next to it.

Answers: B, C: B is as tall as C. **B, C:** B is as short as C. **A, D:** A is as old as D. **B, D:** B is a long as D.



Reading for pleasure: What is it? Can you guess?

 page 62;  59 Origami butterflies

- 1 Children look at the pictures and read the title. Explain *guess*, if necessary. Ask if they have seen the wildlife illustrated on the page. What can they name? Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Point out the phrase *Once upon a time*. Children may be familiar with this from traditional tales which often begin like this. If necessary, explain that it means at some time in the past. In a traditional story it means quite a long time ago. It can be replaced with *once* in everyday conversation.
- 3 Children can make the flying butterfly or the butterfly picture. Alternatively they could make one or two butterflies to stick in their notebooks and then write two or three sentences, e.g. **These butterflies are black and red. Once (upon a time) they were caterpillars. They liked eating leaves.** Help children brainstorm ideas and compose sentences. Write ideas and sentences on the board.

Language focus Past tense of **to have**

Language I/you/he/she/it/we/you/they had ... Did they have a robot?

New words mobile phone (R) *words for toys*

Teaching aids Grammar gang + lorry

Preparation Make cards for the grammar elements on  page 65.

Draw simple pictures of Grandma's toys (see Noticeboard) or bring in cut-outs of those toys from magazines.

1 Warm-up

- What did Grandma have on her farm? Ask the children to name as many things as they can remember and write them on the board. Then erase them.
- Have a spelling bee. Ask children to write down something Grandma had on a piece of card or paper. Collect these and divide the class into two teams. A child from one team picks a word and says, e.g. **Spell sofa**. One child from the other team says the first letter of the word, the next child the second letter and so on. The team gets one point for spelling the word correctly and can choose the next word.

 Page 65

2 Grammar (1 Look at this!)

- Focus attention on the grammar gang in the book. Make certain children remember that *had* goes with all nouns/pronouns and that questions are formed with **Did I** (... you, he, she, etc.) **have ...?**
- Put the question and negative forms on the board yourself. Put the cards you have made for the other grammar elements in the grammar gang lorry. Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards.
- Then children come up, draw out cards (pronouns, verb + noun) and 'give' them to the grammar gang.

3 Speaking (2 Ask and answer.)

Explain that Sam has drawn a picture of his grandmother and her toys. Quickly revise the words for toys. Children look at the picture and ask and answer questions, as in the examples.

Answers: She had a kite, ball, doll, train, toy cat and toy horse and cart. She didn't have a plane, radio, mobile phone, TV, teddy, books or a robot.

Noticeboard Create your own Noticeboard. Put the drawings you have made, or the magazine cut-outs, at the top of the board and the words **Yes** and **No** on either side of the board below. Children bring in their pictures from magazines (or drawn pictures) of toys and furniture. They then ask and answer questions to compare them with the cut-outs of the things in Grandma's house (e.g. **Did she have a computer?**) and pin the items under **Yes** or **No**.

4 Listening – reading (3 Look, listen and read.)

- Children look at the short story about Grandma's glasses and read it silently. Then play Tape 30. Children listen and read in their books.



Tape 30

Voice: Grandma is going shopping. She is looking for her glasses.
Grandma: Where are my glasses?
Sam: Are they in your basket?
Grandma: I can't see them.
Glasses: Hee! Hee! She can't see us!
Sam: Are they on the table?
Grandma: I can't see them.
Glasses: Hee! Hee! She can't see us!
Sam: Grandma! I can see them! They're on your head!
Glasses: Hee! Hee!

- Play the tape again; children listen and point to the characters/glasses as they speak.
- Give children parts. They read the story aloud.
- Bring children forward and act out the story while other children read it out.

 Page 71

1 Writing (1 Find and write sentences.)

Children look at the chart about Grandma and her family and use the clues to write sentences, as in the example.

Answers: **B** He had a kite but he didn't have a plane. **C** They had a horse and cart but they didn't have a car. **D** He had a ball but he didn't have a train. **E** They had a radio but they didn't have a TV. **F** She had a doll but she didn't have a robot.

2 Reading – speaking (2 Look, read, draw and say.)

- Children look at the pictures and at the rhymes. Read them aloud first, while children listen and point.

Children: Eight o'clock! Teacher: Half past eight!
 There's the bus. Look at them.
 Late for school, Naughty children.
 Look at us! Late again!

- Children draw the hands on the clocks then read the rhymes aloud.

Page 73

Composition (1 Look, read and ✓. 2 Look, ✓ and write about Grandfather's farm.)

- 1 Children read the short text about Grandmother's house and tick the things that are mentioned in the boxes above.

Answers: armchair, cat, stove, sofa, mirror, rug, radio, lamps

- 2 Children look at the picture of Grandfather's farm and tick the boxes. They then write a short composition, using the text above as a model.

(Example) answer: Grandfather's farm was very nice. He had a horse and cart. He had sheep and cows. He had chickens. There was an old house. There was a big tree.

Lesson 4 Page 66 Pages 72, 74

Language focus Describing the past

Language Grandpa had a car. It was very old.

New words noisy, beautiful; (R) chimney, roof

Preparation Bring in a hat, sunglasses and a basket.

1 Warm-up

- Children try to remember the rhyme from the last lesson ( page 71). Teach it to them so they can say it by heart.
- Use the glasses, basket and hat you have brought it. Ask children to come forward and try to act out the scene where Grandma loses her glasses (and Sam helps her find them).

Page 66

2 Words and pictures (1 Look and find.)

Children look at the small pictures at the top and find examples in the photographs below.

3 Listening (2 Listen and ✓ the right photo.)

- Children find differences in the pairs of photos.
- Play Tape 31. Children listen and try to match what the boy says to one in each pair of photos.



Tape 31

Boy: My grandfather had a small house. It had a red roof and a tall chimney. It had two windows and a blue door. It was an old house. Can you see it? Grandpa had a pretty garden, too. There was a swing in his garden. Do you see that boy on the swing? That's me! I was five years old. My sister is pushing me. Can you see her? Grandpa had a car. It was very old and very slow and very noisy but it was beautiful. It was silver and blue. Its name was 'Sarah-Jane'. That's Grandpa in the car. Can you see him?

- Play the tape again; children listen and tick .

Answers: the old house (right), the garden with the boy in the swing (top), man driving old car (top)

4 Writing (3 Write.)

- Children think of as many things as they can that Grandpa had. Write sentences on the board. Erase some of the words. Children read the complete sentences.
- Children write six sentences in their notebooks.

1 Writing (1 Find the missing letters. Write the words.)

Children look at the pictures and decode the words beneath. They then decide which vowels the symbols represent and complete the code on the right.

Answers: garden, roof, chimney, nest, swing, wall, floor;
■ = a, ▲ = o, ◆ = e, ★ = i

2 Reading (2 Read, draw and colour.)

Children read the descriptions and complete the pictures.

Answers: colour roof red, draw and colour door green, draw two tall chimneys and little windows; draw swing in tree and more flowers; colour car black and red.

3 Reading – writing (3 What's wrong?)

Children read the incorrect statements about the pictures above. They write them again with corrections.

Answers: ... a small old house. It had a red roof and two tall chimneys. Grandpa had a swing in his garden. Grandpa's car was slow and noisy. Grandpa's car was beautiful.

Study skills (1 Spelling. 2 Write in ABC order.)

1 Read the words to the children. Ask them to repeat the words, paying particular attention to the sound of **oa** /ou/. Ask the children to spell the words.

- Children draw lines to and from the **oa** in the middle, matching the shapes and writing the words in the blanks. They then write them in the sentences.

Answers: 1 toad, 2 boat, 3 coat, 4 road, 5 goat; A toad on a road. A goat with a coat in a boat.

2 Children look at the pairs of words and write them in ABC order (they can use the alphabet to help them).

Answers: (left to right) robot/roof; farmer/floor; horse/house; garden/goat; sheep/shop; chicken/chimney

 Reading for pleasure: **Granny, please comb my hair**
 page 67

- 1 Let children read the title and look at the pictures for a moment. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Children can read/learn the poem (see Step 5, *Reading for pleasure*, page 44).

3 Invite children to talk about their own grandparent/s or another older relative. Ask what they like to do together. Write ideas on the board. Help children to compose sentences in English using structures they know. Write some on the board, e.g. **I like listening to my grandfather. He tells stories. I like helping my grandmother. She makes (delicious) cakes.** etc.

4 Children draw a picture and write about the person using ideas from the board. Go around helping children with any words they need.

Lesson 1  Page 68  Page 75

Language focus Describing the past (history)

New language First there were people in Africa. There weren't any houses

New words first, next, then; tools, fire, hunters, spears; warm, cold; Pacific Ocean, Atlantic Ocean; North America, South America, Asia, Europe
(R) Africa, Australia

Teaching aids Food cards

Preparation Bring in a tray and some objects arranged as single items and pairs, e.g. a ball, two books, an orange, two apples, a ruler, two pencils, a photo, two sweets.

1 Warm-up

- Children sing *We're going on a picnic* ( page 54;  23). Divide the class in half to sing the questions and the answers. Use some of the food cards as prompts.
- Put the tray of objects you have brought on your desk. Show items and say, e.g. **There's a ball. There are two apples.** Ask individuals to come forward and make statements about single items or pairs.

2 Introducing the past tense with 'There was/There were'

- Use the tray and objects again. Remind the children what is there. Ask children to look at the objects and then close their eyes. Take away the ball. Children open their eyes and look again. Ask **What's missing?** Elicit **The ball.**
- Write this statement on the board: **There was a ball.** Children read. Then ask **Is there a ball now?** Elicit **No, there isn't.**
- Repeat, this time take out one of the books and write this statement: **There were two books.** Ask **Are there two books now?** Elicit **No, there aren't.**
- Bring one or two children forward to take objects away. They make statements, questions and answers, as above.

 Page 68

3 Listening – reading (1 Listen and read.)

- Children look at the map on pages 68 and 69 and the names of the continents and oceans. Make certain they can understand (and find) the places on the map. Say **Point to North America. What number is it?** etc.
- Make certain children know that the text in box number 1

refers to number 1 on the map (Africa). They are going to be listening to the texts on page 68 only. Play Tape 32; children listen and read in their books.


Tape 32

- Voice:** Mrs Hill is teaching the class about the first people. Listen to the children talking about the map.
- Mrs Hill:** Who were the first people, Emma?
- Emma:** First there were people in Africa. There was water and there were trees. There were tools. There wasn't any fire.
- Ned:** Next there were people in Asia. They were hunters and they had spears. There was fire. There weren't any houses.
- Jill:** Then there were people in Europe. It was very cold. There weren't any houses but there were caves and warm clothes.

- Play the tape again; children listen and point to the places on the map.

4 Speaking (2 Look at the map and say.)

- Children read the texts aloud. Other children listen and say which number it is on the map.
- Children look at the map and make statements about Africa, Asia and Europe (in order); they should try not to read them. Encourage them to make sentences with words they know, but if they have problems with *tools*, *hunters*, *spears*, or *caves*, refer them to the pictures in the Glossary below.

5 Reading (3 Find the * words.)

- Children should look at the words with * in boxes 1, 2 and 3 and find them in the Glossary.
- Children take turns reading out the definitions. Then write a clue on the board, like this: **People can live in these. What are they?** (caves)
- Children make their own clues (or write more clues on the board). Other children say what the word is.



Page 75

1 Words and pictures (1 Write the words. Find the words.)

- Children look at the pictures, unscramble the words and write them in the blanks.
- Children find and circle the words in the 'word search' puzzle.

Answers: spear, cave, fire, trees, water, hunter, tools

2 Writing (2 Look and write.)

- Children complete the sentences with **there was** or **there were**.

Answers: **there were** trees. Next **there were** men and women in Asia. **There was** fire and **there were** spears. Then **there were** people in Europe. It was very cold but **there was** fire and warm clothes. **There weren't** any houses but **there were** caves.

Lesson 2 Page 69 Page 76

Language focus Describing the past (history)

New language Later on there weren't any houses but there were caves.

New words tents, necklace, village, blankets, pots

Preparation  42, 43 Make picture cards for the 'first people'.

1 Warm-up

- Use the cards for the words they have learned so far. Ask the children what they can remember about the first people. Use the cut-outs as prompts; children make statements: **There was fire. There were hunters.** etc.
- Give the cards to children to hold. Can they remember what the first people had first? Put these children in a group. Can they remember what they had next (... then)? Put these children in groups. Children then make statements about each group.

Page 69

2 Listening – reading (1 Listen and read.)

- Children look at page 69. What places is the text in box 4 about? (North America, South America, Australia.) What about box 5? (Europe.)
- Play Tape 33. Children listen and read in their books.



Tape 33

Becky: Later on there were people in Australia and North and South America too. There weren't any houses but there were caves and tents. There were clothes and there were rings and necklaces.

Sam: Then there were villages. People were farmers. There were sheep and goats. There were houses and clothes and blankets. There were pots for food and there was bread.

- Play the tape again; children listen and point to the places on the map.
- Children read the texts aloud. Other children listen and say which number it is on the map.
- Children look at the map and make statements about North America (South America and Australia) and Europe (in order); they should try not to read them from the page. If they have problems with any new words, refer them to the pictures in the Glossary below.

3 Reading (2 Find the * words.)

- Children should look at the words with * in boxes 4 and 5 and find them in the Glossary.
- Children take turns reading out the definitions. Then write a clue on the board, like this: **We can keep honey in this. What is it?** (a pot)
- Children make their own clues (or write more clues on the board). Other children say what the word is.

4 Writing (Write five sentences about the first people.)

- Tell the children to write in their writing notebooks. Write these words on the board: **First ...** (water), **Next ...** (fire), **Then ...** (caves), **Later on ...** (clothes), **Then ...** (villages) and put an appropriate picture card next to each one (see suggestions in brackets).
- Children make sentences from the prompts. Then they write them in their writing notebooks.



Page 76

1 Words and pictures (1 Find and write the words.)

Children look at the pictures and unscramble the words inside. They then write them in the blanks.

Answers: necklace, pot, village, blanket

2 Writing (2 Look and write the words.)

Children look at the words in the tent shapes and write them under the correct pictures below.

Answers: A/first, B/next, C/then, D/after on

3 Writing (3 Look and write.)

Children now complete the texts about each picture. (Remind them that they should use a capital letter at the beginning of each sentence.)

Answers: **A First**, there was **water**. There was not any **fire**. **B Next**, **there was** fire and **there were** hunters. There were not any **houses**. **C Then**, **there were** caves and tents. **There were not any** houses. **Later on**, **there were** villages and **there was** bread. **There were** sheep and goats. **There were not** any towns.

Lesson 3 Page 70 Pages 77, 79

Language focus Describing ancient objects

Language Many people had combs. There was writing in China. There were paintings on the walls of caves.

New words writing (n.), painting (n.), meat

Teaching aids First people picture cards

1 Warm-up

- Use the *First people* cards. Ask the children what they can remember about the first people again (this time they can talk about all five stages). Use the cards as prompts; children make statements: **There was fire. There were hunters.** etc.
- Give the cards to children to hold. Can they remember what the first people had first? Put these children in a group. Can they remember what they had next (... then, later on)? Put these children in groups. Children then make statements about each group.

Page 70

2 Words and pictures (1 Look and match.)

- Children look at the pictures of modern objects and read the words underneath. They then try to match them with the ancient objects below. Give them time to do this alone first.
- Ask children to make statements about the photographs: **I think number one is a comb.** Do the other children agree? (Don't give them the answers; they must find these in the texts.)

3 Reading (2 Read and check. Were you right?)

- Children read the descriptions of the photographs and check their guesses.
- Write these questions on the board: **Where's the ... from? What's it like? What's it for?** Then ask children suitable questions about the photographs and elicit answers, e.g. **Where's the comb from? It's from South America. What's it like? It's very beautiful. What's it for? It's for combing hair.**
- Children take turns making statements about the objects. Other children guess what it is: **It's very beautiful. It's for men and women. Is it the necklace? No. Is it the comb? Yes.**

1 Reading (1 Read, look and draw.)

Children look at the simple pictures at the top, read the short descriptions and draw the correct pictures in the boxes.

2 Words and pictures (2 Look and write the names.)

Children look at the world map and write the continents in the correct blanks.

Composition (1 Read, look and ✓. 2 Look, ✓ and write.)

1 Children read the text and ✓ all of the words that are mentioned.

Answers: hunters ✓, caves ✓, tools ✓, fire ✓, spears ✓, clothes ✓, meat ✓

2 Children look at the picture of early farmers and tick the boxes for everything they see in the picture. They then write a paragraph, using the model above.

Answers: farmers ✓, pots ✓, tools ✓, fire ✓, houses ✓, clothes ✓, meat ✓

(Example paragraph) These people were farmers. They had pots and they had tools. There was fire. There were houses but there weren't any caves. There were clothes. There was meat.

Language focus There was/were + any

New language Was there any honey? Were there any biscuits? There was honey. There wasn't any cheese.

New words butter, dates, figs, honey, leaves, sugar

Teaching aids First people cards

Grammar gang + lorry

Food cards

Preparation Make cards for the grammar elements on page 71.

1 Warm-up

- Children sing We're going on a picnic (PB page 54; 23). Use the food cards to prompt the questions in the song.
Distribute the First people cards to pairs or groups of children. (You can add in some food cards if you need more.) They try to write a clue about their card: Hunters sometimes have these. You can eat this. It's green.
Children read out their clues. Other children ask questions to find the word: Does it begin with 's'? Is it a spear? Is it a fruit/vegetable? Does it begin with 'l'? Is it lettuce?
Note: This could be a team game.

2 Introducing the new words

Use food cards to introduce the new words. Hold each one up and write the word on the board. Then ask Do you like nuts? Do you eat leaves? etc.

3 Grammar (1 Look at this!)

Teaching note Point out to children that some is omitted from positive statements (e.g. There was honey/water/meat) where the amount is unspecified. Remind them that some is used where a limited quantity is implied, e.g. in offering, Would you like some ...? and requesting, Can I have some ...?.

- Focus attention on the grammar gang in the book. Make certain children remember that was goes with singular nouns/pronouns and were with plural.
Put the cards you have made for the grammar elements in the grammar gang lorry. Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards. Put six food picture cards up (three singular, three plural nouns).

- Children come up, draw out cards and use them to make rules under the pictures. Ask children to help you write example sentences.

4 Speaking (2 Ask and answer.)

- Children look at the poster of the first people's food that Emma and Ned are holding and make statements about what they see: **There was bread. There were figs.**
- Children look at the picture cards in the baskets under the Noticeboard, and the poster below, and ask and answer as in the examples.

Noticeboard Use the food cards to create your own classroom Noticeboard. Put the heading: **What did the first people eat?** Then put a ✓ on the left and a X on the right of the board. Put the food cards in two baskets or large envelopes. Children take turns coming forward in pairs, taking out cards and asking and answering, e.g. **Was there any honey? Yes, there was.** They then stick the cards under the ✓ or X.

5 Writing (3 Find, say and write.)

- Write the heading **The first people** on the board (or work from the Noticeboard you have prepared). Then write two sub-headings: **There were ... There weren't any ...** Ask children to think of as many words as they can to go under each heading.
- Children write six sentences beginning **There were/weren't any ...** in their writing notebooks, using the prompts on the board for help. Encourage them to draw pictures.

 Page 78

1 Writing (1 Look and write.)

Children look at the questions on the baskets (singular or plural) and write the words in the correct basket.

Answers: Was there any (... **meat, cheese, sugar, bread**)?; Were there any (... **eggs, nuts, leaves, cakes**)?

2 Writing (2 Look and write.)

Children look at the picture and at the sentences. They then complete the answers.

Answers: Yes, **there was** honey; Yes, **there were** figs; No, **there wasn't** any butter; No, **there weren't** any sweets.

3 Writing (3 Look and write.)

Children look at the picture and answer the questions/write the questions.

Answers: Yes, there was water. Yes, there were nuts. No, there was not any sugar. No, there were not any cakes. Was there any meat? Were there any leaves?

 Page 80

Study skills (1 Spelling. 2 Write the words.)

- 1 Read the words to the children. Ask them to repeat the words, paying particular attention to the **irregular plural forms**. Ask the children to spell the words. They write the correct word next to each picture.
- 2 Children write the words in the sentences.

 Reading for pleasure: **Paint a pebble picture / Make a necklace**  page 72

- 1 Children read the titles of the two texts and look at the pictures. Play the tape all the way through and read both texts in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 If possible, let children make either the pebble picture or the necklace. If pebbles are not available, children can cut pebble shapes from card or paper and draw and paint on those. Ask children if they know why only a few colours are mentioned in the instructions: because the first people had not discovered the natural materials to make a wide range of colours.
- 3 Children can work in groups and stick their pebble pictures (if on paper) on a poster. They then write some sentences about the first people, e.g. **The first people liked painting pictures. They used red, white, (etc.) paint. They painted pictures of ...**
- 4 Go around and help children compose sentences. Each child in the group should write something different. If they have made necklaces they can write about clothing and what people lived in. Display the sentences and the objects children have made beside them. Let children read each other's work

Lesson 1  Page 73  Page 81

Language focus Activities

New language I like sea animals. Where can I learn about them?

New words aquarium, cinema, funfair, library, puppet theatre, science museum

Teaching aid Map of Clifton,  pages 4, 5

1 Warm-up

- Children work in pairs, choose something they often do and write it on a piece of paper. They then come to the front of the room. One child mimes the activity, the other person asks the class: **What is s/he doing? Can you guess?**
- Children open their books at the map of Clifton. Play *Where am I?* (Children play against you.) Choose a place and make a statement, like this: **I'm near the school. I can buy food here. Where am I?** Children guess what it is and ask questions about it: **Does it begin with 's'?** **Does it have eleven letters?** Score like this: Children get 2 points for every question which is answered by **Yes** (this will encourage them to ask a lot of questions). You get one point for every question where the answer is **No**.

2 Introducing the new words

- Write these words (for places in Clifton) on the board: **funfair, cinema, puppet theatre, library, science museum, aquarium.** Children repeat them after you.
- Children spell the words. Then erase them one by one. Can they remember how to spell them? Write them on the board again as children spell.
- Continue with the map of Clifton. Ask **Who can find the funfair?** Children raise their hands as soon as they have found it. Ask the first person to raise his/her hand. **Where is it?** Child says, e.g. **It's near the fire station/Ned's flat.** Continue with the other locations.

 Page 73

3 Speaking (1 Match and say.)

- Children look at the pictures at the top of the page and match them with the places on the map. First ask the questions yourself. **I like rides. Where can I go on them?** Elicit **At the funfair.** etc.
- They then ask and answer as in the examples.

4 Speaking (2 Point, ask and answer.)

- Ask children to find where the characters are: **Where is Sam? He's at the funfair.** etc.
- Children look at the example questions and answers, and then ask and answer about the characters themselves.

5 A game

- Write this clue on the board: **I can see some fish. I'm learning about sea animals. Where am I?** Children read the clue and answer: **You're at the aquarium.**
- Children make their own clues. Other people guess.

 Page 81

1 Reading (1 Read, draw lines and find the picture.)

Children read the sentences on the right and draw lines dot-to-dot between the places. By the end they will have drawn a circus tent and they circle the word **circus**.

2 Reading (Read, write the letter and the number. Where are they?)

Children read the speech bubbles on the left. They then draw lines, first to the activity and then to the place.

Answers: Emma, b1; Jill, e3; Sam, a4; Ned, f5; Martin, c6; Becky, d2

3 Writing (3 Look and write.)

Children look at the pictures above and complete the sentences.

Answers: Emma is at the library. She can read a story there. Martin is at the science museum. He can look at the stars there. Becky is at the puppet theatre. She can watch puppets there. Sam is at the funfair. He can go on rides there.

Language focus Why?/Because... Why not?

New language Why? Because I don't like the castle. Why not?

New words soldiers, afraid, silly, dark, mice, inside

Teaching aids Cut-outs of the characters

Preparation Attach coloured string to each of the character cut-outs.

 44 Make cards for 'fears' (and 'likes': Lesson 3).

1 Warm-up

- Remind the children of this rhyme ( page 71):

<i>Children:</i>	Eight o'clock!	<i>Teacher:</i>	Half past eight!
	There's the bus.		Look at them.
	Late for school,		Naughty children.
	Look at us!		Late again!

- Bring a group of children to the front of the class; they act out and say the first verse. Then the rest of the class points to them and says the second verse.
- Play the *Where am I?* game again with places in the town (Step 1, Lesson 1).

Page 74

2 Listening – reading (1 Listen and read.)

- Children look at the strip story about Sam and Ned and read it silently. Then play Tape 34. Children listen and read in their books.



Tape 34

Ned: Tomorrow's a holiday. Where do you want to go?
Sam: I want to go to the castle.
Ned: Why?
Sam: Because I like soldiers and you can play soldiers at the castle. Do you want to come?
Ned: No thanks!
Sam: Why not?
Ned: Because I don't like the castle.
Sam: Why not?
Ned: Because I'm ... afraid.
Sam: Why are you afraid?
Ned: I'm afraid of the big man.
Sam: That's silly! I'm not afraid of the big man.
Ned: Why not?
Voice: Inside the castle ...
Sam: Is this the big man?
Ned: Yes ...
Sam: Look! I'm not afraid because ... there isn't a man inside!

- Play the tape again. Children listen and point to the characters as they speak.
- Children take turns reading out the parts of Sam and Ned.

3 Reading – writing (2 Read and write the answers.)

- Ask children to read the questions and try to find the answers. Then children read the questions out and answer them.
- Children write the questions and the answers in their writing notebooks. Encourage them to draw a picture to illustrate the situation.

4 Introducing the new words

- Use the cut-outs of characters and the 'fears' cards you have made. Attach at least one card to each character with a long piece of string. Put the characters on the board and the words in a box, or envelope stuck to the board. Point to a character and ask a question: **What is Becky afraid of?** Pull out the card attached to Becky and say, e.g. **She's afraid of spiders.**
- Write the question and answer on the board. Children read them out.
- Repeat with the remaining characters (children may like to come up and find out the answer by pulling out the card, then the class says the answer).

5 Speaking (3 Look and say.)

- Children look at the pictures, ✓ the ones they are afraid of and ✗ the ones they aren't afraid of.
- They then look at the example statements and make statements in the same way.



Page 82

1 Writing (1 Look and write.)

Children look at the maze and follow the lines to find out what the children are afraid of. They then write sentences.

Answers: Ted is afraid of mice but he isn't afraid of spiders. Mary is afraid of snakes but she isn't afraid of the dark. Jim is afraid of the water but he isn't afraid of snakes. Fred is afraid of the dark but he isn't afraid of the water.

2 Reading (2 Read, match and write the number.)

Children read the speech bubbles at the top and the strip below. They then match the numbered bubbles and write the numbers in the speech bubbles.

Answers: Because I like soldiers. (2); I want to go to the castle. (1); Why are you afraid? (6); Do you want to come? (3); Because I'm afraid. (5); Why not? (4)

Language focus Why?; Because...

New language I want/don't want to go to the zoo.
Why? Because I like/don't like animals.

New words telescope, cartoons

Teaching aids 'Fears' and 'likes' cards
Grammar gang + lorry

Preparation Make cards for the grammar elements on **PB** page 75.

TRB 45 Make cards for places in the town.

1 Warm-up

- Put the 'fears' cards you have made (or write words/draw pictures) in a column on the board. Draw horizontal lines between them to make a chart. Children make statements around the room: **I'm afraid of spiders. I'm not afraid of snakes.** ✓ the chart for each positive statement. Children count the ✓s at the end and say how many people are afraid of each thing.
- Play the *Man falling off the cliff* game (Step 1 on page 13). Children think of things they like/don't like and give clues, like this. **I don't like this. It has five letters.** Child draws the blanks: _ _ _ _ _ , other children ask questions to guess the word. **Does it have an 's'?**

PB Page 75

2 Grammar (1 Look at this!)

Language note Make certain children understand that **Why?** follows positive statements and **Why not?** follows negative statements.

- Focus attention on the grammar gang in the book. Give children time to look at it carefully and try to remember.
- Put the cards you have made for the grammar elements in the grammar gang lorry. Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards.
- Children come up, draw out cards and use them to make the two sets of examples. Ask children to help you write more example sentences.

3 Words and pictures (2 Look and match.)

- Children look at the pictures of places and activities on the Noticeboard and make statements, as in the example: **You can find animals at the zoo.**

- Children make statements, like this. **You can find animals there.** Other children say where it is: **It's the zoo.**

4 Speaking (3 Ask and answer.)

Children look at the Noticeboard and make statements, questions and answers as in the examples.

Answers: **Ned** doesn't want to go to the swimming pool. Because he's afraid of the water; **Sue** doesn't want to go to the park. Because she doesn't like ballgames; **Sam** wants to go to the funfair. Because he likes the rides; **Dan** wants to go to the science museum. Because he likes to look at the stars; **Becky** doesn't want to go to the cave. Because she's afraid of spiders. **Billy** doesn't want to go to the aquarium. Because he doesn't like fish; **Jill** wants to go to the zoo. Because she likes animals.

Noticeboard **TRB** 45 Use the cut-outs of places in a town to make your own Noticeboard. Put them on the board and connect them with a road (see Pupil's Book). Put the cards you have made for things people like and are afraid of at the bottom of the board (you can put these on hooks made from paper clips). Ask children to write their names on slips of paper with a smiling or sad face and put them next to a place on the board. Children then come forward and make statements, questions and answers in pairs: **Ben wants to go to the library/Why?/Because he likes books.** etc.

5 Writing (Write two sentences.)

- Write some example sentences on the board, e.g. **I want to go to the library because I like books. I don't want to go to the funfair because I don't like rides.** Erase parts of the sentences. Children read the complete sentences.
- Tell the children to write in their writing notebooks. They write two sentences about themselves, using the prompts on the board to help. Encourage them to draw pictures.

WB Page 83

1 Words and pictures (1 Write the words.)

Children look at the pictures of places the children do and don't like and write the words in the blanks.

Answers: (left to right) library, zoo, funfair; swimming pool; cave; aquarium

2 Speaking (2 Look and say.)

Children look at the chart and make statements about each child, like this: **Emma likes books. She's afraid of spiders.**

3 Writing (3 Where do they want to go? Write, then answer the questions.)

Children look at the places in Exercise 1 above, and the happy or sad faces, and write statements and answers, as in the examples. They look at the chart in Exercise 2 to find the reasons for the characters' choices.

Answers: **Sam** wants to go to the funfair. Because he likes rides. **Ned** doesn't want to go to the swimming pool. Because he's afraid of the water. **Becky** doesn't want to go to the cave. Because she's afraid of the dark. **Dan** wants to go to the aquarium. Because he likes fish.

 Page 85

Composition (1 Read the letters. 2 Look and write letters to Sally Ann)

- 1 Give children time to look at the 'photo' of Carol's garden and read her letter to Sally Ann. They then read Sally Ann's letter back.
- 2 Now children look at Robert and Jan's thought bubbles. They then write a letter to Sally Ann for each of the children, using Carol's letter above as a model.

(Example) answers: I want to go swimming but I can't because I'm afraid of the water. Can you help?

Dear Sally Ann, I want to go to the park with my friends but I can't because I'm afraid of dogs. Can you help? From, Jan.

Lesson 4  Page 76  Pages 84, 86

Language focus Giving reasons

New language I like my class because I like my teacher. I don't like the barn because it's full of mice.

Teaching aid Map of Clifton  pages 4, 5

1 Warm-up

- Use the map of Clifton on pages 4 and 5. Give a clue for a place in the town: **I want to go here because I like books. Where is it?** Elicit **It's the library**. Repeat several times. Then let children give clues; the others guess.
- Children play a game of *The winner says 'Sunday'*: the first child says either one or two days, as does each following child. The object is to be the one to say **Sunday**, e.g. A: **Monday, Tuesday**; B: **Wednesday**; C: **Thursday**; D: **Friday**, E: **Saturday, Sunday!** You can play this going round the class, or in small groups.

 Page 76

2 Reading (1 Think about it.)

- The class looks at the children and their pictures; explain that they like some of these things but not others. The class must try to decide what each one likes/doesn't like.
- After they have made up their minds, make a chart on the board to collect opinions. Under the heading **Susie** list **house, playhouse, class, zoo**. Put columns for **Yes** and **No**. Under **Mike** list **pony, funfair, beach, barn**. Add **Yes/No** columns. Ask how many children think Susie likes her house. Write the number under **Yes**. Ask how many think she doesn't like it. Put the number under **No**. Continue with the other items. Do the same for Mike.

3 Listening (Listen and ✓)

- Children read through the statements at the bottom. They must find out the things each person likes. Play Tape 35. Children listen and look at the pictures.



Tape 35

Susie: This is a picture of my house. I like my house very much because I love my baby brother and my cat. This is my playhouse in the garden. I don't like my playhouse because I'm afraid of spiders. There are lots of spiders in that playhouse! This is my class. I like my class because I like my teacher and my friends. And this is the zoo. I don't like the zoo because I don't like the monkeys. And we always go to see the monkeys.

Mike: This is my friend's pony. I don't like it very much because I'm afraid of horses. This is the funfair. I like the funfair because I can go on all the rides. And this is the beach. We always go to the beach because my father has a boat and I like the beach very much. Look! This is my grandfather's farm. I like it, but I don't like the barn because it's full of mice and I hate mice!

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

Answers: Susie: house ✓ class ✓; Mike: funfair ✓ beach ✓.

- Children look at the pictures and try to make as many statements about each one as they can.

WB Page 84

1 Writing (Look, find and write. What does Betty like?)

Children order the words in the boxes correctly to finish the sentences about Betty.

Answers: (left to right) ... I like my toys and games. ... my teacher is very nice ... I like the naughty monkeys.

2 Writing (Find and write. What doesn't Billy like?)

Children order the words in the boxes correctly to finish the sentences about Billy.

Answers: (left to right) ... I am afraid of the water. ... there are mice and I hate mice! ... I am afraid of bears and snakes. ... I do not have any friends.

WB Page 86

Study skills (1 Spelling. 2 Write the words. 3 Which one is different?)

- 1 Read the words to the children. Ask them to repeat the words, paying particular attention to the **air** /eə/ sound. Ask the children to spell the words.
- Children write the letters in the blanks. Next they cover the words and write them under the pictures. They then check their work and ✓ the ones that are right.
- 2 Read the words with the children. They then fill in the blanks following the example.
- 3 Children circle the different words in each line of four.

Answers: 1 reading, 2 spider, 3 June, 4 camera, 5 figs



Reading for pleasure: Tongue Twisters **PB** page 77

Children may remember other tongue twisters from *Way Ahead 2*. Play the tape through once. Children follow. Say the first two slowly. Children repeat slowly. Say them a little faster. Children repeat. Do the same with the second two. Children hear the tape again then practise in pairs. They tick the ones they can say fast and accurately. Hold a competition to see who can say them fastest with no mistakes.

Lesson 1 Page 78 Page 87

Language focus Superlatives

New language My mask is bigger than yours. Whose mask is the biggest?

New words mask, ugly; smallest, biggest, oldest, youngest, prettiest, ugliest, saddest, happiest

Preparation  46, 47 Make a set of mini masks and mount them on small sticks

1 Warm-up

- Children say the rhyme *He was a very pretty baby* ( page 58;  27).
- Write these words on the board in shapes: **tall, short, big, small, old, young, heavy, light**. Play a guessing game. Bring a group of children (of different shapes and sizes) to the front of the class. Point to words and give clues: **S/He's smaller than Sammy but s/he's taller than Jim**. Children guess who it is. Then give them a chance to make their own clues.

2 Introducing the superlative form

- Bring three tall children forward and say **Jim is tall. Sammy is taller than Jim. Edward is the tallest**. Write the sentences on the board and underline the endings, **er est**.
- Repeat with school bags and **heavy/heavier/heaviest**. Children help you to form the sentences and write them on the board.

Page 78

3 Listening – reading (1 Look, listen and read.)

- Children look at the classroom scene and read the text silently. Then play Tape 36; children listen and read in their books.



Tape 36

Voice: The children are having an art lesson. They are making masks. They are painting faces on paper plates. Some faces are pretty and some faces are ugly. Some faces are happy and some faces are sad.

.....

Girl: My mask is pretty.
Boy: My mask is ugly.
Teacher: Let's look at the sad masks.
Sam: My mask is sad.
Emma: My mask is sadder than yours.
Ned: Look at my mask. Mine is the saddest. Boo hoo hoo!
Teacher: Let's look at the happy masks.
Jill: My mask is happy.
Boy: My mask is happier than yours.
Becky: Look at my mask. Mine is the happiest. Hee hee hee!

- Play the tape again; children listen and point to the characters as they speak.
- Pass out the mini masks you have made. Ask children to read out the parts of the characters. Children with the masks hold them up as they hear them described; repeat with different children.

4 Speaking (2 Ask and answer.)

- Children look at the masks at the bottom of the page. They then ask and answer, as in the examples.
Answers: 1 is the prettiest, 2 is the biggest, 3 is the oldest, 4 is the smallest, 5 is the youngest, 6 is the ugliest
- Children ask and answer in another way. **It's the oldest mask. What number is it?** Other children answer: **It's 3.**



Page 87

1 Words and pictures (1 Read, draw lines and write.)

Children look at the pairs of pictures and draw lines from the words to the correct picture. They then write a sentence.

Answers: He is funnier. She is younger. He is uglier. He is bigger. She is sadder.

2 Writing (2 Look, match and write.)

Children look at the masks, match the pictures to the words and use the words to write sentences about them.

Answers: 2 smallest, 3 funniest, 4 youngest, 5 oldest, 6 prettiest, 7 biggest

Language focus Possessive pronouns

Language (R) *Whose is this? It's hers.*

New word lady; (R) *his, hers, ours, theirs*

Teaching aids Mini masks

1 Warm-up

- Write these words on the board: **funny, happy, sad, ugly, pretty, old, young.** Point to a word and ask a child to make that face (and mime also, if necessary). Repeat several times. Then call out words; the whole class makes faces/mimes.
- Bring groups of three children to the front of the class. Ask another child to call out a word from the board; the three make that face. Then ask the class to make statements: **Jane is happy, Bill is happier, John is the happiest.**

2 Revising 'Whose ...?' with possessive pronouns

- Give out the mini masks ('happiest' to a girl and 'saddest' to a boy). Cue them like this: **Let's look at the happy masks.** Children with happy masks hold them up. Then ask **Whose mask is the happiest?** Children answer, e.g. **Meg's.** Say **Yes, it's Meg's. It's hers.**
- Write the questions and answers on the board. Then repeat with: **Let's look at the sad masks/ Whose mask is the saddest?/Yes, it's his.**
- Now give a happy mask to two children to hold and a sad mask to two other children. Ask: **Whose mask is happy? (... sad)? It's theirs.** Write this on the board. Repeat and elicit **It's ours.** from the children with the happy mask.

PB Page 79

3 Reading (1 Look at this!)

Children look at the scene with Jill and the pictures. Focus attention on the pictures by asking: **Which person is the thinnest?** (the boy), **the shortest?** (the girl), **the oldest?** (the lady), **the tallest?** (the man), **the saddest?** (the lady), the **heaviest?** (the man), **the happiest?** (the boy) **the youngest?** (the girl).

4 Speaking (2 Ask, point and answer.)

- Explain to pupils that they can help the children complete the big pictures by saying who the things in the small pictures belong to. Focus attention on the examples.
- Children work in pairs, asking and answering and pointing to the pictures in their books.

5 Speaking (3 Look, point and say.)

- Children look at the picture of the two teams, the red team and the green team, and read the speech bubbles.
- Children look at the small pictures at the bottom. Make certain they can name them all.
- Children work in pairs, asking and answering and pointing to the pictures in their books.

WB Page 88

1 Writing (1 Look and write his or hers.)

Children look at the small pictures and match them with the children in the picture above. They then write sentences.

Answers: dog/*his*, bird/*hers*, sock/*hers*, shoe/*his*

2 Writing (2 Look and write ours or theirs.)

- Children look at the big and small twins, and the pictures. The big things belong to the big twins, and the small things to the small twins.
- Children look at the questions and fill in the bubbles according to who is speaking.

Answers: house, *It's ours.* car, *It's theirs.* radio, *It's theirs.* TV, *It's ours.*

Language focus Revision

Language Yesterday was Thursday. Jill wasn't at school.

New words broken, ill, shed; (R) lunch

Preparation Bring in a large sheet of paper and some coloured pens or pencils.

1 Warm-up

- Play *The winner says 'Sunday'* (Step 1 on page 63).
- Put the large piece of paper up so that children can draw on it. Write at the top: **The prettiest house**. Children are going to draw their dream house. Start with an outline shape in a big dream bubble. Children come up one by one and add things (chimneys, doors, windows, roof). They can also draw items of furniture all around it (TV, radio, armchair, sofa, etc). They make statements: **It has a ... There is/are ...**
- When they have finished, tell them to look at the picture carefully and try to remember everything. Then roll the paper up and ask children what the house was like? They make as many statements as they can: **It had a ... There was/were ...** keep the picture for lesson 4.

 Page 80

2 Reading (1 Reading: Where was Jill?)

- Children look at the picture story and read it to themselves. Then ask them to point to pictures in the story: **Point to the shed** (... lunch box ... hospital) etc.
- Children take turns reading the story aloud.

3 Reading – speaking (2 What's wrong? Read and speak.)

Children look at the statements and correct them, as in the example.

Answers: Jill wasn't at school. Jill's bag was in her bedroom. Jill's lunchbox was in the kitchen. Jill didn't have her bicycle. Jill's bike was in the shed/Jill was at the hospital.

4 Reading (3 Read and find.)

- Children read the questions at the top and then find the answers in the text below.
- Children read the text aloud and take turns asking and answering the questions.

Answers: Because her mother was there. Her father was at the hospital. Her mother was in the big bed. A new baby

was inside the blanket. He was fat and he had blue eyes. He didn't have any hair.

5 Listening (4 Now listen.)

- Children should try to listen and understand without looking at their books. Play Tape 37. Children listen.



Tape 37

Voice: Yesterday was Thursday. It was a school day. But Jill was not at school. She didn't have her school bag. It was on her bed. She didn't have her lunch box. It was on the kitchen table. She didn't have her bicycle. It was in the shed. But Jill wasn't at home. Where was she? Jill was at the hospital...

Why was Jill at the hospital? She didn't have a broken leg. She wasn't ill. Her mother was there. Her father was at the hospital too. Her mother was in a big bed. There was a little bed next to her. Mother had a little yellow blanket. What was inside? It was a new baby boy! He was fat and he had blue eyes. He didn't have any hair.

Jill: It's my new baby brother!

- Play the tape again: children close their books and listen.

6 Writing (Write a note to Jill's teacher.)

- Write the beginning of the note to Jill's teacher on the board. Ask the children to help you finish it. Then erase parts of it. Children read the complete text.
- Tell the children to write in their writing notebooks. Children complete the note, using the prompts on the board to help.

Example note: Dear Miss Hill, Jill wasn't at school yesterday because she was at the hospital. Her mother was there. Jill has a new baby brother.



Page 89

Composition (1 Read, find the picture and draw lines. 2 Look and write.)

- 1 Children look at the strip story. They then read the story underneath and find the words in the box.
 - They read the story again and draw lines to the pictures.
- 2 Children now look at the story about Dan and the words in the box. They write the story on the lines, using the story above as a model.

(Example) Composition: Yesterday was Tuesday. Dan was at school. It was a rainy day but Dan was not very happy. He had his lunch box but he didn't have his sandwich. He didn't have his apple and he didn't have his cake. He had his sister's lunchbox!

Language focus Revision

Language The first people had fire. There weren't any cookers.

Words (R) words from Units 11–15

Preparation Bring in the drawing the children have made of a dream house (Lesson 3). Bring in a box.

1 Warm-up

- Remind children of the dream house they have drawn. Put it on the board and ask children to describe it. Then roll it up again and ask children to try to remember what it had/what there was (... were).
- Walk around the room and collect small things from children and put them in a box. Make certain the class knows what you are taking: **This is Martin's pen.**
- Give the things back, but to the wrong people, e.g. give Martin's pen to Jenny. Ask **Is it hers?** Children answer **No, it isn't hers. It's his.** and point to Martin.

 Page 81

2 Words and pictures (1 Look and say. Match the letters with the pictures.)

- Children look at the small pictures and name the items. Children look at the pictures of the modern house and the cave and the letters in the smoke above. The letters are the beginning letters of the pictures above. Can they say which things belong in each picture?

Answers: (house) sofa, mirror, radio, fridge, cooker; (cave) fire, pot, spear, painting, necklace

3 Speaking (2 Look and say.)

Children look at the pictures and speak, as in the examples.

4 Listening – singing (3 Listen and sing.)

- Children look at the picture and read through the song. Play Tape 38. Children listen and follow in their books.



Tape 38

Girl: There was a tree upon a hill,
The finest tree you ever did see.

Chorus: And the green grass grew all around, all around,
And the green grass grew all around.

Boy: There was a branch upon a tree,
The finest branch you ever did see.
The branch was on the tree,
The tree was on the hill, ...

Chorus: And the green grass grew all around, all around,
And the green grass grew all around.

Girl: There were some leaves upon the branch,
Boy: There was a nest upon the leaves,
Girl: There was a bird upon the nest,
Boy: There were some feathers upon the bird,

- Play the tape again; encourage the children to join in with chorus.
- Teach the song. Draw on the board, then add to the picture as a cue to each verse.

 Page 90

Study Skills (1 Spelling. 2 Write ? or .)

- 1 Read the words to the children. Ask them to repeat the words. Then ask the children to spell the words, paying particular attention to the **y** changing to **i**.
- Children write the words under the pictures.
Answers: 2 clowns/funnier; 2 children/happier, 3 children/happiest; 3 masks/ugliest
- 2 Children read the text about Jill and write in the correct punctuation (full stop or question mark). For easier marking, ask them to use a coloured pen or pencil.

 Pages 91, 92

Revision

These are practice tests. Alternatively you may wish to go through them orally before the children write.



Reading for pleasure: Dolphins  page 82

- 1 Children look at the title and the photographs. Ask if any children have seen a dolphin. Explain that they are animals that live in seas, oceans and rivers around the world. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Write questions on the board to help children write a small fact-file in their notebooks, e.g. **What are dolphins? Where do they live? How big are they? How fast can they swim? What other things do they do?**
- 3 Children look at the text to find the answers. Do the first question together on the board. Prompt children to find information, e.g. **Dolphins are animals. They are not fish. They need air to breathe.**
- 4 Children continue on their own or in pairs. Go around helping and checking.
- 5 Children draw a picture to illustrate the most interesting fact they have found.
- 6 If possible, find, or ask children to find, other information about dolphins in the school library, on the Internet or at home. As a class activity, compose sentences with new information on the board. Children add this to their fact-files.

16 The puppet theatre

Lesson 1 Page 83 Page 93

Language focus Past simple

New language Yesterday Emma helped her mother.
First she washed the dishes.

New words helped, washed, cleaned, played,
walked, carried, looked, phoned, poster, surprised,
tickets (R) dishes

Teaching aid Emma cut-out

1 Warm-up

- Sing *There was a tree upon a hill* ( page 81;  38). Assign parts to the children (tree, branch, nest, etc.) and let these children sing their lines. The rest of the class sings the chorus.
- Brainstorm the places that the children like to go. Write **We like to go to ...** in the middle of the board and write the places around it (e.g. cinema, swimming pool, funfair, etc.). Can they give reasons for their choices? **Why? Because I like cartoons.**

2 Introducing the past simple tense with action verbs

- Use the cut-out of Emma and say **Emma helps her mother every day. Yesterday she helped her mother after dinner. She washed the dishes.**
- Write the sentences on the board and underline the verbs. Point out **every day** with present simple; **yesterday** with **verb + -ed** (past simple).

 Page 83

3 Listening – reading (1 Listen and read.)

- Children look at the strip story about Emma. Play Tape 39. They listen and read in their books.

Tape 39

Yesterday Emma helped her mother. First she washed the dishes, next she cleaned her shoes and then she played with her brother, Joe. She walked to the supermarket and she carried home two heavy bags. There was a poster on a wall.

Emma: The Puppet Theatre, 'The Frog Prince,'
3 o'clock. I love the puppet theatre.

Voice: Emma's mother was very happy.

Mum: Thank you, Emma. You're a good girl.
Voice: She had a surprise for Emma.
Mum: These are for you!
Voice: Emma looked at the tickets.
Emma: Two tickets for the puppet theatre. Fantastic!
Can I ask Jill?
Voice: Then she phoned Jill.
Emma: Do you want to see 'The Frog Prince' at the puppet theatre?

- Play the tape again; children listen and point to Jill and her mother as they speak.
- Ask three children to read the story. One reads the story, the other two play Emma and her mother. (The reader should read his/her text first, the speech bubbles come second, as on the tape.)

4 Reading – speaking (2 Read and say.)

- Children look at the statements. They are all wrong. They must read them and find the correct statements in the story.
- One child reads out a wrong statement; another child disagrees and says the correct one.
Answers: No, first she washed the dishes. No, next she cleaned her shoes. No, then she played with her brother, Joe. No, she walked to the supermarket. No, she carried two heavy bags. No, Her mother had two tickets. No, Emma phoned Jill.
- Children help you to write the correct statements on the board. Underline the verbs and remind them that the past simple is formed with **-ed**. (**Carried** is an exception, where **y → i**.)

 Page 93

1 Reading (1 Read and write the numbers.)

Children read the sentences, match them with the pictures and write the numbers in the blanks.

Answers: 4, 1, 6, 2, 3, 5

2 Words and pictures (2 Read, look and write the word.)

Children look at the pictures, read the captions, and write the correct form of the verb in in the blanks.

Answers: helped, washed, cleaned, played, phoned, walked, looked, played

Language focus Past simple (narrative)

New language A big frog jumped out of the pond. The princess did not like the frog.

New words handsome, beautiful; lived, jumped, talked, touched (**R**) *walked, looked; princess, frog*

Preparation  48, 49 Make the castle and princess and frog puppets. Bring in a shallow pan or bowl (for a pond).

1 Warm-up

- Find out who helped at home yesterday. Put a chart on the board, like this:

Helping at home	Sometimes	Yesterday
Wash dishes		
Play with brother/sister		
Clean shoes		
Clean room		
Walk to the shops		

- Ask questions, like this: **Who sometimes helps Mother at home? Who helped Mother yesterday?** Fill in the chart with numbers. Then children make statements: **Twelve children sometimes wash the dishes. Four children washed the dishes yesterday.**

2 Introducing the past simple (narrative)

- Use the princess puppet and stand-up castle you have made. Give them to two children to hold, then write on the board: **Once upon a time there was a princess. She lived in a big castle.** Explain that *Once upon a time* is the way stories often begin. They are going to read a story about a princess.
- Children read the sentences on the board.

 Page 84

3 Listening – reading (1 Listen and read.)

- Children look at the strip story about the princess and the frog. Give them some time to look at the pictures.
- Play Tape 40. Children listen and read in their books.



Tape 40

Once upon a time there was a princess. She lived in a big castle. She was beautiful but she was not happy. She did not have any friends.

Princess: I don't have any friends.
Narrator: One day she walked to the pond in the garden. She looked into the water.
Princess: What's that?
Narrator: A big frog jumped out of the pond. It had a golden crown on its head. The princess did not like the frog.
Princess: It's an ugly frog.
Frog: Hello!
Narrator: The frog talked to the princess.
Frog: I'm not an ugly frog. I'm a handsome prince. You are sad and I am sad. Together we can be happy. Please touch my crown.
Narrator: The princess touched the frog's crown.
Princess/frog: He is very handsome!
Frog: She is very beautiful!
Narrator: They jumped into the water and lived happily ever after.

- Play the tape again; children listen and point to the characters as they speak.

4 Speaking (2 Answer the questions.)

- Children read the questions and try to answer them (they may have to look for the answers in the story).
- Children read the questions again and this time try to answer them without looking.

Answers: She lived in a big castle. Because she did not have any friends. She walked (to the pond) in the garden. A big frog jumped out of the water. The princess touched the frog's crown. They jumped into the water (and lived happily ever after).

Teaching note You may like to point out that, just as *Once upon a time ...* often begins a story, *They lived happily ever after* often ends a story.

5 Acting out

- Give the puppets you have made to children to hold. Put the castle and pond on a table. Ask one or two children to be the readers and two children to be the voices of the frog and the princess.
- The readers take turns reading the story, while the puppeteers act out the story (and their 'voices' speak). The narrative is read first, then the speech bubbles, as on the tape.

Note See also *Introduction* page vi for theatre project.

1 Reading (1 Read, match and write the letter.)

Children read the story in the boxes (left to right) and write the number of the picture that matches the text.

Answers: 1D, 2C, 3F, 4B, 5A, 6G, 7E

2 Reading – writing (2 Answer the questions.)

Children read the story again and then write the answers to the questions.

Answers: It lived in a pond. Because it had a lot of friends. A princess walked to the pond. A little frog jumped out of the water. The princess touched the frog. The prince looked at his friends.

Lesson 3 PB Page 85 WB Pages 95, 97

Language focus Past simple: interrogative, negative

New language Did he play football yesterday? He did not play football.

New word skipped; (R) words for action verbs

Teaching aids Princess and frog puppets Grammar gang + lorry

Preparation Make cards for the grammar elements on page 85 (put the pronouns all on one card).

TRB 50 Make picture cards for activities.

1 Warm-up

- Ask children if they helped at home yesterday. If anyone says Yes, ask him/her to come forward and mime what s/he did to help. Other children try to guess: Did you wash the dishes? (You might have to help them with some words.)
• Use the frog and princess puppets and the stand-up castle. See if children can invent their own play (with your help and the help of the class). Write their lines on the board: Princess: I am a princess. I live in a castle. Frog: Hello! I'm not a frog. I'm a prince. etc.

PB Page 85

2 Grammar (1 Look at this!)

Language note Make certain children understand that questions and negatives are both formed with did in the past (with action verbs). Did comes at the front of the sentence (before the subject) in a question, and did not (or didn't) comes before the verb in a negative.

- Focus attention on the grammar gang in the book. Children look at the way positive and negative statements and questions are formed in the past and try to remember.
• Put the heading past tense and the three examples on the blackboard (or Noticeboard if you are making one). Put the rest of the cards you have made for the grammar elements in the grammar gang lorry. Put the grammar gang on the board to hold the cards.
• Children come up, draw out cards and use them to make rules under the examples. Ask children to help you write more example sentences.

3 Speaking (2 Ask and answer.)

Children look at the Noticeboard and ask and answer questions about the characters at random, as in the example: Did Becky watch TV yesterday? No, she didn't. Did Ned play basketball? etc.

4 Speaking (3 Now you!)

Children look at the prompts on the Noticeboard and ask and answer questions about themselves, as in the examples.

Noticeboard TRB 50 Use the picture cards you have made to create your own Noticeboard (you might like to make additional cards for things you know your children often do). Put the heading Yesterday at the top of the board with the picture cards underneath. Children write their names on a piece of paper, and what they did yesterday. Children then come forward in pairs; each asks questions to guess what the other person did. When they have guessed correctly, they put their pieces of paper on the Noticeboard.

5 Listening – reading (4 Listen and read.)

- Children look at the pictures and read through the poem silently. Play Tape 41. Children listen and read in their books.



Tape 41

Girl: We walked and walked,
We talked and talked,
We laughed and laughed,
We skipped and jumped,
We hopped and hopped and hopped and hopped –
And then we stopped.

- Play the tape again; children listen and point to the illustrations.
• Teach the rhyme; then pairs of children each say a line.

1 Writing (1 Look and write the answers. Look and write the questions.)

- Children follow the lines to find out what the children did and didn't do and then answer the questions about them.

Answers: Sally/brush teeth? **Yes, she did.** Bill/help mother? **No, he didn't.** Bill/wash dishes? **No, he didn't.**

- Children look at the prompts in brackets and write questions.

Answers: Did Mary phone a friend yesterday? Did Tim and Tom play football yesterday? Did Tim and Tom watch TV yesterday?

2 Speaking (2 Look and ✓ or X. Ask and answer.)

Children look at the chart, ✓ the things that they did yesterday and X the things that they didn't do. They then ask and answer, as in the examples, and fill in the chart for a friend.

3 Writing (3 Write about you and your friend.)

Children use the information in the charts to write about themselves and a friend, using the prompts (**We** should begin a sentence with something they both did or did not do).

Composition (1 Write a story for the puppet theatre. 2 Write your story.)

- Children look at the pictures of the princess. Then they read Emma's story and tick the words as they find them in the text.
- Children look at the pictures of the prince. They then look at the words and use them to write a story, following the model text above.

(Example) composition: The prince had a beautiful ball. One day he played in the garden. Then he played computer games. Later on, he looked in the garden. He did not see the ball. He was very sad. Then a frog jumped up. It had the ball! The prince was happy because he had his ball and a new friend.

Language focus Sequencing

New language Mum wanted to buy fruit and vegetables.

New words stall, fruit, vegetables

Teaching aids Jill and Emma cut-outs
Four food cards

1 Warm-up

- Children say the rhyme *We walked and walked*  page 85;  41).
- Have children ever been to a market? Write the word **market** on the board and 'brainstorm' all the things children can name in a market.
- Erase the words and play the *Man falling off the cliff game* (Step 1 on page 13). **I want to buy this in the market. It has seven letters. What is it?**

2 Introducing 'wanted to' + verb

- Use the Jill and Emma cut-outs. Put them on the board and draw a speech bubble over each one with a ? in it. Put a food card face down next to each child. Write **Yesterday** at the top. Say **Yesterday Jill and Emma were at the market. What did they want to buy?** Write two sentence beginnings: **Jill wanted to buy ... Emma wanted to buy ...**
- Bring two children forward to discover the answers (by turning over the food cards) and write the words in the blanks. Children read the sentences aloud.

3 Listening (1 Listen and draw lines. Then write the numbers.)

- Children look at the pictures of John, his mother and his sister in the market. Then play Tape 42. Children listen and point to the pictures in their books.



Tape 42

Boy:

Yesterday I was at the market with my mother and my little sister. I wanted to look at the clothes stall. I liked the T-shirts but Mum didn't want to buy any. There was a man called Carlo at the market. We listened to him.

.....

His songs were very good. There was a hat on the ground in front of him and there was lots of money in the hat. Next we looked at the flower stall. My mother and my sister liked the pink flowers. I liked the big yellow flowers. There was an ice cream stall at the market. We had some big ice creams. They were delicious! Thanks, Mum! Then my mother wanted to buy some fruit and vegetables. She wanted carrots, potatoes and some apples for dinner. We have lots of things to carry and now it's time to go home!

- Play the tape again; children listen and draw lines from one picture to the next as they hear the descriptions (the first picture is at **Start here**). They then number the pictures in the correct order, writing in the boxes.
- Check their answers, by asking questions: **What can you see in picture number 1?** etc.

4 Listening (2 Listen again. Write ✓ or X.)

Children read the sentences. Some are true and some aren't. Then play Tape 42 again. Children listen and write ✓ or X in their books.

Answers: ✓, X, ✓, X, ✓, ✓

5 Writing (3 Write.)

- Ask the children to help you write about John's morning at the market. How many events can they remember? Write sentences on the board. Then erase some words, a few at a time. Each time they read the complete text.
- Tell the children to write in their writing notebooks. They write three or four sentences about John, using the prompts on the board.

Page 96

1 Reading (1 Read and draw lines.)

Children read the text and draw lines from one place to another to find a toy (It's a kite!).

2 Reading – writing (2 Read, circle and write. What is wrong?)

Children read the statements about Emily's story above and circle what is wrong. They then write the correct statements in the blanks.

Answers: Emily was in town with her **mother**. Emily's **mother** wanted to buy some bread. Emily and John liked the **cakes**. Their mother wanted to buy some **shoes**. **Their mother** didn't want to buy the trainers. The man in the **toy** shop had puppets.

Page 98

Study skills (1 Spelling. 2 Write in ABC order.)

- 1 Read the words to the children. Ask them to repeat the words, paying particular attention to the sound of **t** / **t** at the end. Ask the children to spell the words, noting the double **p**.
 - Children write the correct words under the pictures of Ted.

Answers: mopped, chopped, hopped, shopped, skipped, stopped
- 2 Children write the three words in ABC order (they can use the alphabet to help).

Answers: 1 mask, 2 money, 3 mop; 1 theatre, 2 ticket, 3 train; 1 clown, 2 comb, 3 crown; 1 poster, 2 prince, 3 puppet

Reading for Pleasure: **The three goats** page 87

- 1 Children read the title and look at the pictures. If they are already familiar with this story, let them tell you what it is about. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Let children act out this traditional story. Depending on the aptitude and ability of your class, you may wish to choose one of these methods:
 - children work in groups of six: two share the narration, three read the goats and one reads the man; go around and listen to children as they practise, then let two or three groups perform to the class
 - choose two or more children to share the narration and divide the remainder of the class into four groups; each group reads one of the characters
 - divide the class into nine groups; five groups each read a section of the narration and four groups read the characters.
- 3 This story would make a good class performance. If you choose to do this, you can divide the narration between as many children as you like and convert the story to a play script for children to follow. Choose one or two children to produce the sound effects of the goats trotting over the bridge and the biggest goat butting the man

Lesson 1  Page 88  Page 99

Language focus Expressing necessity with **must**
New language He must do his homework. He mustn't swim now.

New words towel, money, late

Teaching aid Class clock

1 Warm-up

- Put the class clock on the board and bring a child forward. Make statements about your day, like this: **At 4 o'clock I go home after school.** The child sets the clock. Then ask: **What time do I go home?** The class answers.
- Children play a mime/guessing game about what they do during the day. Bring a child forward to set the clock, mime, and ask: **What do I do at 3 o'clock?** The class guesses.

2 Introducing 'must' for necessity

- What must children wear/bring to school every day? What mustn't they wear/bring? Write two examples: **We must bring our books to school. We mustn't bring toys.**
- Make two columns on the board: **must/mustn't** and make notes. Then help children make more sentences.

 Page 88

3 Listening – reading (1 Listen and read.)

- Children look at the strip story on page 88. Can they find out where the boys are going to go? (swimming pool).
- Play Tape 43. Children listen and follow in their books.


Tape 43

- Voice:** Sam comes home at three o'clock. He and Ned want to go swimming.
- Sam:** See you at quarter to four!
- Voice:** Sam can't go swimming now. He must do his homework.
- Sam:** I must do my homework first.
- Voice:** Sam is hungry. He has a big sandwich and some chocolate cake.
- Sam:** I must hurry. It's half past three.
- Voice:** Here comes Ned on his bike. But Sam must wait. He mustn't swim now.

- Sam:** Bye, Mum! I'm going swimming.
- Mum:** You mustn't swim after eating.
- Voice:** Sam and Ned leave at quarter to five. Mum brings a towel.
- Sam/Ned:** Bye!
- Mum:** You must have a towel!
- Voice:** Sam doesn't have any money!
- Mum:** Do you have any money? You mustn't forget your money!
- Sam:** Thanks, Mum.
- Voice:** Sam and Ned can't swim today. They're too late.
- Woman:** Sorry! You must be at the pool before 5 o'clock!

- Play the tape again; children listen and point to each of the characters as they speak.

4 Speaking (2 Look and say.)

Children look at the prompts and make statements about the text using **must** or **mustn't**, as in the example.

Answers: Sam must do his homework. Sam must hurry. Sam mustn't swim after eating. Sam must have a towel (for swimming). Sam mustn't forget his money. Sam and Ned must be at the pool before 5.

5 Speaking (3 Act out the story.)

- Ask one or two children to read out the story. Choose three to read the parts of Sam, Ned and Mum. Repeat with another group of children.
- Write the speech bubbles from the story on the board in jumbled order. Bring three more children to the front. Ask other children to take turns reading out the narrative. The three try to act out their parts. Children from the class can 'prompt' them from the board, if they need help.



Page 99

1 Reading (1 Read and draw lines.)

Children look at the pictures, read the speech bubbles and text boxes. They then draw lines from the text boxes to the correct pictures.

Answers: A2, B3, C1; D6, E4, F5

2 Writing (2 Must or must not? Write the words.)

Children look at the rules for swimming and write **must** or **must not** in the blanks.

Answers: must, must not, must not, must

Language focus Stating rules and requirements with **must** and **must not**

New language You must take swimming lessons. You mustn't push or splash.

New words push, diving board, shower; **(R)** splash

1 Warm-up

- Play the *Buzz* game. Children count round the room: **One, two, buzz, four, five, buzz, seven, eight, buzz**. After a time, give commands: **Now count slowly** (... quickly, loudly, quietly).
- Ask how many children in the class can swim/go swimming? Ask what you can wear for swimming: **Can you wear jeans** (... a dress, shoes, etc)? **What must you wear for swimming? You must wear a swimsuit**. What must they take to a swimming pool? (... money, a towel). What mustn't they do before swimming? Write sentences on the board.

Page 89

2 Speaking (1 Look and say.)

- Children look at the pictures and decide whether the children in them are doing the right thing or the wrong thing at the swimming pool.
- Children ask and answer as in the examples.

Answers: A wrong, B wrong, C wrong, D right, E right, F wrong, G right, H right

3 Speaking (2 Match and say.)

- Children read the rules for swimming and match them with the pictures. Let them do this individually first.
- Children take turns reading out their answers, as in the example. Another child then reads out the rule.

Answers: B/3, C/2, D/6, E/8, F/4, G/5, H/7

4 Listening (3 Listen and write the number.)

- Children look at the rules and read them aloud again. Then play Tape 44. Children listen and try to point to the rule that matches what the lifeguard is saying.



Tape 44

- | | |
|--------------------------|---|
| 1 (lifeguard's whistle): | Wait! Take a shower first! |
| 2 (lifeguard's whistle): | Stop! Don't run! |
| 3 (lifeguard's whistle): | Don't push and don't splash! |
| 4 (lifeguard's whistle): | Stop! Look before you dive!
And you! Don't swim under
the diving board! |
| 5 (lifeguard's whistle): | Don't eat or drink in the pool! |

- Play the tape again; this time children try to write the number of the rule/s in each whistle. Play the tape several times, if necessary.

Answers: 1/6, 2/1, 3/2, 4/8, 4; 5/3

5 Writing (Can you write two rules for swimming?)

- Tell the children to write in their writing notebooks. Write some example sentences on the board, e.g. **You must swim with a friend. You mustn't run.**
- Children write two rules (they may copy them from the book). Encourage them to draw pictures.



Page 100

1 Words and pictures (1 Find and write the words.)

Children look at the pictures and colour in the letters which spell the words.

Answers: splash, push, drink, shower, dive

2 Writing (2 Must or mustn't? Look and ✓ or X. Write the swimming rules.)

Children look at the pictures and ✓ **must** or X **mustn't**. They then write the rules, as in the examples.

Answers: X You mustn't run; ✓ You must take a shower; X You mustn't drink in the pool; X You mustn't push; ✓ You must swim with a friend; X You mustn't splash.

Language focus Imperatives

New language Watch that truck! Stop! Look! Think!

New words safety, truck, fast, appear, cross (v.), winking, load, rolling

Preparation Bring in magazine cut-outs or draw pictures of all the forms of transport: truck, car, bus, bike, taxi, van, train, plane, boat, walking. Find a large picture of a big truck; make a large stop sign; draw a large circle on three cards and colour one red, one yellow, one green (for the poems).

1 Warm-up

- All children stand up. Play *Simon says*, like this: **Simon says 'Look up** (... down, around)', **'Walk**, (... talk, jump, hop, stop)'. Children obey the commands. Now and then say a command without **Simon says**, e.g. **Hop!** Any child who obeys must sit down.
- Stick up all the forms of transport. Children name them; write the names under the pictures.
- Ask the class **How do you come to school in the morning?** ✓ the transportation each time one is mentioned. How do most of the children come to school?

 Page 90

2 Reading (1 Read and match.)

- Children look at the three sets of pictures. What can they see? What are the colours in a traffic light?
- Children read the poems silently and try to decide which picture they match.
- Read out each poem; children say which picture.

Answers: Watch that truck (C), Stop says the red light (A), Stop! Look! And think! (B)

3 Listening – Speaking (2 Listen and say.)

- Children look at the poems again. Play Tape 45. Children listen and read in their books.



Tape 45

Girl: Watch that truck, watch that truck
Rolling down the road;
It can't stop as fast as us
With its heavy load!

Boy: Stop says the red light,
Go says the green,
Wait says the yellow one
Winking in between.
Children: Stop! Look! And think!
Before you cross the road.
You must use your eyes and ears
And if no car or bus appears
THEN you can cross the road.

- Play Tape 45 again; children listen and point to the pictures.
- Use the truck picture you have brought, the stop sign and coloured circles (traffic lights). Hold them up and say the lines of the poems; children repeat.
- Use the cut-outs to cue the lines of the poems. For the third poem point to eyes, ears and head (for think!).

 Page 101

4 Words and pictures (1 Read and write the words.)

Children look at the pictures and use the words to complete the blanks in the poems.

Answers: See poems  Page 90.

5 Reading (1 Look and draw lines.)

Children read the commands in the speech bubbles and match them with the pictures below.

Answers: (to pictures from left to right) Watch that car! Wait! Stop! Go! Look! Think!

 Page 103

Composition (1 Read and ✓ or X. 2 ✓ or X. Make a safety poster for football.)

- 1 Children read the poster for tennis and ✓ the clothes they can wear. They then X the clothes which they can't wear.
- 2 Children ✓ the pictures which show the right clothes for football and X the wrong clothes. They then write a poster for football, using the tennis poster as a model.

(Example) composition: Always wear boots. Don't wear jeans. You can wear shorts. Don't wear trainers. Always wear socks. You can wear a T-shirt. Don't wear a watch. You can wear a football shirt.

Language focus Must; imperatives

Language We must wear the right clothes for sports.

New words learning, bicycle, still (adv.)

Teaching aids Grammar gang + lorry
Pictures of forms of transport; stop sign and coloured circles (traffic lights)

Preparation Make cards for the grammar elements on  page 91.

 51 Cut out and colour the symbols for sports, make word cards for clothing and seven pairs of envelopes labelled **Yes** ✓ and **No** X (see Noticeboard in the Pupil's Book).

1 Warm-up

- Use the cut-outs or drawings you have made for forms of transport. Put them in a box and ask a child to come forward and choose one. They then say it in *Key-Jug* language: **I am going to go on a p-key, l-key, a-key, n-key, e-key jug.** Ask the class. **What is s/he going to go on? – A plane.**
- Use the appropriate pictures, stop sign and traffic lights to remind children of the three new poems they have learnt ( page 90;  45). Give them to children to hold and let them try to say the poems (it doesn't really matter if they can't remember them exactly).

 Page 91

2 Grammar (1 Look at this!)

- Focus attention on the grammar gang in the book. Children look at the way positive and negative statements are formed with **must** and try to remember.
- Put the cards you have made for the grammar elements in the grammar gang lorry. Put the grammar gang on the blackboard (or Noticeboard if you are making one) to hold the cards.
- Children come up, draw out cards and use them to make two rules. They then put the examples next to the correct rules. Ask children to help you write more example sentences.

3 Speaking (2 Look and say.)

Children look at the Noticeboard and make statements, as in the examples.

Noticeboard  51 Use the symbols for sports, the word cards and envelopes you have made to create your own classroom Noticeboard. Put the symbols on the board with the pairs of envelopes underneath. Hang the cards on clips, as shown in the Pupil's Book. Children come forward, choose cards and put them in the envelopes for each sport and make statements.

Note: If you wish, make multiple sets of the word cards, so that children can choose several items for each sport.

4 Listening – reading (3 Listen and read.)

- Children look at the story about Billy and his mother. Can they describe Billy from the pictures? (He is rather naughty.)
- Play Tape 46. Children listen and read in their books.

Tape 46

Voice: Billy is learning to cross the road. He is jumping up and down.
Mum: You must stand still!
Voice: Says Mum.
Mum: Look! Can you see any cars?
Voice: There aren't any cars. Now Billy is singing loudly.
Mum: Be quiet!
Voice: Says Mum.
Mum: You must listen! Can you hear any cars?
Voice: Billy hears a bicycle bell. He doesn't hear any cars. Billy looks between his legs. He sees a bicycle.
Mum: Don't be silly!
Voice: Says Mum.
Billy: You must be careful, Mum!
Voice: Says Billy. Mum moves very quickly!
Mum: Thank you, Billy!
Voice: She says.

- Play Tape 46 again; children point to the characters as they hear them.
- Choose children to take the three parts and read aloud.
- Use another group of children. Various children read the narrative and the parts of Mum and Billy; two more children mime the story while it is being 'told'.

Page 102

1 Words and pictures (1 Look and write the words.)

Children look at the picture clues and write the words in the crossword grid.

Answers: 1 tennis, 2 cycling, 3 football, 4 skateboarding
5 running, 6 swimming, 7 riding

2 Writing (2 Look and ✓ or X. Write sentences.)

Children look at the pictures of sports and ✓ or X the clothing next to it. They then write sentences like the example.

Answers: You must wear socks for tennis but you mustn't wear a necklace. You mustn't wear a watch for football but you must wear boots. You must wear a helmet for cycling but you mustn't wear boots. You mustn't wear shoes for running but you must wear trainers.

 Page 104

Study skills (1 Spelling. 2 Circle , . and ! Write , . and !)

- 1 Read the words to the children. Ask them to repeat the words, paying particular attention to the sound of **sh** /ʃ/. Ask the children to spell the words.

Children use the letters in the grid to write the words under the pictures. They then cover the words above and try to write the words from memory. Finally, they uncover the words, compare and ✓ the ones they got right.

- 2 Children look at the text and circle the punctuation marks. They then write the correct punctuation in the text below.

Answers: For my birthday I wanted a puppet with long arms, long legs, big feet and funny eyes. I opened my present. It was a robot!

 Reading for pleasure: **The fox and the grapes**

 page 91  60 Moving pictures

- 1 Children look at the pictures. Ask them if they can tell you what is happening. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Explain that this story was written by a man called Aesop who lived in Greece over two thousand years ago. He wrote a lot of stories like this one. The characters are animals, but the stories are really about people.
- 4 Children can cut out and colour the pictures from the Teacher's Resource Book. Help them to follow the instructions for making the fox 'move'. Explain that cartoon films are made up of thousands of pictures. Each picture has a small change from the one before. They are shown one after another, very fast. Because there are so many pictures, the movements look smooth.
- 3 If you are able to find one or two more of Aesop's fables, tell them to the class. Alternatively, ask children to look in the library or on the Internet to find some and bring them in. Explain, or help children to explain, the stories in English.

Lesson 1  Page 93  Page 105

Language focus Seasons, temperatures

New language It's spring. It's often warm in spring.

New words spring, summer, autumn, winter; seasons; cool; (R) *warm, hot, cold*

Preparation  52 Photocopy, cut out and colour a class thermometer.

Make large word cards (in colours) for the four seasons: blue, **winter**; green, **spring**; orange, **summer** and yellow, **autumn**.

1 Warm-up

- Write the beginning letters of the months on the board: J —————, F —————, etc. See how many months the children can remember. Then talk about them as words, e.g. **Which months are the longest/shortest words? How many begin with 'M', 'J', 'A'? How many end in 'y' 'ber'?** (Do not erase these words.)
- Play *The winner says December* game: beginning with January, the first child says either one or two months, as does the following child, and so on. The object is to be the one to say **December**. (See Step 1 on page 64 for the Days of the week version.)

2 Introducing the new words

- Use the thermometer you have made to present the words for temperatures: **very cold, cold, cool, warm, hot, very hot**.
- Explain that many countries have four **seasons** and write the word on the board above the months that are already there. Hold the word cards up; children read them. Then use them to show (roughly) the four seasons: December, January, February: **winter**; March, April, May: **spring**; June, July, August: **summer**; September, October, November: **autumn**.

 Page 93

3 Reading (1 Read and match.)

- Children read the texts and look at the pictures below. They then decide which season each box describes.
Answers: A winter; B spring; C summer; D autumn
- Children read the texts out loud once or twice and check their answers.
- Make sentences about the pictures and ask questions: **The children in this picture are ice skating. What season is it?** Children may like to make up their own clues.

4 Listening (2 Look and listen.)

- Children read the introduction and look at the characters. Explain that they will hear the children talking about their posters.
- Play Tape 47. Children listen and look at the pictures.



Tape 47

Voice: The children are learning about the seasons in England.

Jill: It's warm today.

Teacher: It's spring. It's often warm in spring.

Emma: It's often warm in spring and we can play in the park. In spring there are lots of flowers. We can see baby animals.

Sam: It's often hot in summer. Sometimes it's very hot. We can wear shorts and T-shirts. We can go to the beach and we can swim.

Ned: It's often cool in autumn. Many trees aren't green. The leaves are brown and yellow and orange. We wear jackets and hats.

Becky: It's often cold in winter. Sometimes it's very cold. There aren't any leaves on the trees. Sometimes there's ice on the river and we can ice skate.

- Play Tape 47 again; children point to each child as s/he speaks.

5 Speaking (3 Think about it.)

Children read the short text and talk about seasons in their own country. They then describe the months, as in the example.



Page 105

1 Reading – writing (1 Read and write. Which season is it?)

Children read the descriptions and write the seasons in the blanks.

Answers: winter, autumn, spring, winter, summer, spring, autumn

2 Words (2 Find the months.)

Children find and circle the months in the long snake.

3 Reading (3 Answer the questions about your weather.)

Children read and ✓ the boxes (they can ✓ more than one) for the weather in their country.

Language focus Weather past/present

New language What is/was the weather like? It's raining. It was windy.

New words weather, last (adv.), envelope; **(R)** cool

Teaching aids Word cards for seasons

Preparation Bring in a large notebook, an envelope, a pencil, a piece of string, some scissors and coloured paper to make a weather book.

1 Warm-up

- Play the game *The winner says December* again (see Step 1 of Lesson 1).
- Give the four word cards for seasons to teams of children. Each group makes statements about that season. They can say them and/or write them on the board. The team with the most statements wins.

 Page 94

2 Words and pictures (1 Look and match.)

- Children look at the weather symbols at the top and match them with the weather tables the children have made and say what each one stands for.

Answers: 1 *It's sunny.* 2 *It's raining.* 3 *It's snowing.* 4 *It's windy.*

- It might be interesting for the children to see how many things they can name on the tables.

3 Reading (2 Reading. Make a weather book.)

Teaching note You may use this as a straight reading passage. Children may like to write a page in their notebooks about today's weather. **Or** they can quickly help you make a weather book (all the children can help to cut out, draw and colour weather symbols) and make pages for the next few days.

- Children read the text silently and look at the pictures. Then they read it aloud.
- Children help you make a weather page for today on the board, as in the example. Erase some words; children read the complete text.
- Children can make a weather page in their writing books, using the text on the board as a model. Encourage them to draw weather symbols and pictures.

4 Listening (3 Listen, draw and match.)

- Ask children to read the text in the bubbles first. Then play Tape 48. Children listen and point in their books.

 **Tape 48**

Mum: Good morning, Emma.
Emma: Good morning, Mum. What's the weather like today?
Mum: Oh, it's raining. You must wear your boots.
Teacher: Jill. What was the weather like yesterday?
Jill: Oh! Yesterday was sunny. And it was hot. Very hot.
Teacher: What was the weather like last winter, Sam?
Sam: It was cold, wasn't it? There was a lot of snow. It snowed. It snowed every day.
Teacher: What was the weather like in April, Ned?
Ned: Last April was often cool. It rained and it was very, very windy.

- Play the tape again; children listen and draw lines from the questions to the answers at the bottom.
- Children read out the questions and answers in pairs to check their work.

 Page 106

1 Words and pictures (1 Write the weather words.)

Children look at the pictures and write the words in the crossword.

Answers: (across) *snowing, raining, sunny*; (down) *windy*

2 Reading (2 Look, read and match.)

Children look at the days/dates and the pictures underneath and match them with the texts below. They write the correct text numbers in boxes on the pictures.

Answers: Today **4**; Yesterday **3**; April 14th **1**; Today, July 1st; **2**

3 Writing (3 Look and write.)

Children look at the weather symbols and the thermometers and write sentences.

(Example) answers: (Today) It is raining and windy. It is cool. (Yesterday) It was not windy but it was sunny. It was warm.

4 Writing (4 Draw and write about your weather today.)

Children draw symbols, fill in the thermometer and write about the weather.

Language focus Weather: past, present and future

New language Tomorrow it is going to be hot.

New words cloudy, hill-top, plain (n.)

Teaching aids Grammar gang + lorry

Preparation Make cards for the grammar elements on  page 95 (put both verbs on one card and all the adjectives on another).

 **53** Make a weather kit for the game; photocopy multiples of temperatures and weather symbols relevant to the climate in your country

1 Warm-up

- Children make a weather page for today with the day, date, weather symbols and a short description (they can do this in the class weather book if they have made one). They can write one for yesterday.
- Children sing *The sun wakes up* ( page 11;  3).

 Page 95

2 Grammar (1 Look at this!)

Language note You might like to use this as an opportunity to point out word classes: here, **verbs** and **adjectives**, and the different ways they make up sentences.

- Focus attention on the grammar gang. Children look at how statements are made about the weather with verbs **rain**, **snow** and adjectives **cloudy**, **windy**, etc.
- Put the cards you have made with verbs and adjectives on the board. Put the remaining cards you have made for the examples in the grammar gang lorry.
- Children come up, draw out example sentences and put them under the correct cards (verbs or adjectives). Ask children to help you write more example sentences.

3 Speaking (2 Ask and answer.)

Children look at the characters pointing to symbols for the weather on the Noticeboard and ask and answer the teacher's questions.

Answers: It was cloudy and cool. It's raining and it's cold. It's going to be sunny and warm.

Noticeboard  **53** Put the time words

Yesterday, today, tomorrow on the board. Spread the cards for temperatures and weather symbols out on a table. Children make true descriptions/predictions of the weather in their own town/country.

4 A game (3 Play a game.)

Put the temperature cards in one box and the weather symbols in another. One child chooses a time word, holds it up and asks a question. Another child pulls cards out of the temperature and weather boxes and gives the weather for yesterday, today or tomorrow.

5 Listening – speaking (4 Listen and say.)

- Children read the poem silently and look at the pictures. Explain *hill-top* and *plain* (draw a hill and an open field).
- Play Tape 49. Children listen and read in their books.



Tape 49

Little wind, blow on the hill-top,
Little wind, blow on the plain;
Little wind, blow up the sunshine,
Little wind, blow off the rain.

- Play the tape again; children listen and join in, if they wish.
- Teach the poem line by line.
- Put the weather symbols for *sun* and *rain* on the board next to the picture of a hill and a plain. Use these to prompt children to say the poem without looking.



Page 107

1 Weather (1 Look at this!)

Children look at the examples of talking about weather past and present with **be + adjectives** and with the verbs **rain** and **snow**.

2 Reading – writing (2 Read, find and write.)

Children read the questions and follow the maze to find the answers. They then write the answers next to the symbols.

Answers: It is raining and cool. It was cool and cloudy. It is hot and windy. It is snowing and it is cold. It was hot and sunny. It was warm and cloudy.

3 Reading (3 Read and draw.)

Children read the poem, look at the drawings and draw them.



Page 109

Composition (1 Look and circle the words. 2 Circle the words. Write a postcard.)

- 1 Children read Sue's postcard to Emily and circle the words they find, as in the example.
- 2 Children look at the postcard of the island and circle the words, naming the things they can see and want to write about. They then write their own postcards, following the model above.

(Example) answer: This is a very nice island. Yesterday it rained but today it is sunny and very hot. I'm going to go surfing this afternoon.

Lesson 4 Page 96 Pages 108, 110

Language focus Describing scenes

Language There is a beach. It is hot and sunny.

Words (R) words for weather

Teaching aids Weather symbols

Preparation Draw a hill and a plain on cards. Bring in a box.

1 Warm-up

- Children say the rhyme *Little wind* (page 95; 49). Use the weather symbols for *sun*, *rain* and *wind* and the hill/plain cards you have made. Give each one to a child. The class says the rhyme, the children hold up their pictures as they hear the words.
- Put the weather symbols in a box and ask someone to be the weatherman/woman. Children ask about the weather yesterday, today and tomorrow. The weather person takes a symbol from the box and makes a statement: **It rained** (... It's sunny/It's going to be windy).

Page 96

2 Words and pictures (1 Read, match and say.)

- Children look at the words and match them with the pictures below. They use the words to describe the picture, as in the example.

Answers: 1 is **D**; 2 is **C**; 3 is **E**; 4 is **A**; 5 is **B**

3 Listening (2 Listen and check.)

- Children listen to the tape and check their answers. Play Tape 50. Children listen and look at the words at the top.



Tape 50

- 1 **Woman:** And now, the weather. It's a cold and windy day. It's snowing and there is a lot of ice. Be careful!
- 2 **Man:** And now, the weather. It's a very windy day. And it's raining. It's not cold, but it's cool, so wear a coat and take an umbrella.
- 3 **Woman:** And now, the weather. It's a good day for football. It's a warm day. There are lots of clouds. There isn't any sun and there isn't any rain.
- 4 **Woman:** And now, the weather. Here on the beach it's very sunny. And it's hot. The sun is very hot. So be careful!
- 5 **Man:** And now, the weather. Up here on the mountain top, it's a sunny day today. But it snowed yesterday. There's a lot of snow and it's very cold.

- Play Tape 50 again; children listen and look at the pictures. Were they right?

4 Writing (Write about two pictures.)

- Tell the children to write in their writing notebooks. Children help you write some example sentences on the board, e.g. **In picture 0 there is a beach. It is hot and sunny.** Erase some words, one at a time. At each stage children say the complete sentences.
- Children write about two pictures, using the models on the board. Encourage them to draw their own pictures.

Page 108

1 Reading (1 Read and match. Write the letter.)

Children read the speech bubbles on the televisions and match them with the weather scenes below.

Answers: (left to right): E, C, A, B, D

Page 110

Study skills (1 Spelling. 2 Look and say. Write.)

- 1 Read the words to the children. Ask them to repeat, paying particular attention to the sound of **ow** /ou/. Ask the children to spell the words.
- Children draw lines from the pictures to the first letters of the words and then to **ow**. They then write the words in the blanks.
- 2 Children look at the three months and say them. They represent words of one, two and three syllables. They then look at the rest of the months, count the syllables and write them in the correct column.

Reading for pleasure: Rain; Clouds page 97

- 1 Give children a moment to read the titles of the two poems and look at the pictures. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Children can learn these poems (see Step 5, *Reading for pleasure*, page 44). They can also copy them for handwriting practice and draw their own pictures. Display their work.
- 3 Talk about different weather with the class. Ask what weather they like/don't like. Write some ideas on the board. If there is time, let children write their own poems about weather.

Lesson 1 Page 98 Page 111

Language focus Requesting (verb + indirect object + direct object)

Language Please draw me a picture.

Words (R) words for activities

Teaching aids Weather kit and pictures of **hill** and **plain**.

Cut-outs of Ned and Becky

1 Warm-up

- Children say the rhyme *Little wind* ( page 95;  49). Use the weather symbols for *sun*, *rain* and *wind* and the picture cards you have made. Put them on the board and point to them to help children to say the rhyme.
- Ask questions about the weather yesterday and today. Write the answers on the board. Children come up and draw symbols next to the answers. Then ask **What is the weather going to be like tomorrow? How many think it is going to rain** (... be sunny, cloudy, etc.)?

2 Introducing requests with an indirect object

- Indicate that you can't speak for some reason, and write this sentence on the board: **Please tell me the date**. Then write a child's name next to it. The child answers. Repeat with the name of another child.
- Repeat with other commands: **Please tell me your age** (... weight, address, etc.).
- Use the cut-outs of Ned and Becky. Hold them up and say **Please tell us the date**. Write the sentence on the board. Repeat with other questions as above.

Page 98

3 Listening – reading (1 Listen and read.)

- Children look at the strip story about Sam. Ask **What does Sam want to do? What must he do?** Children read quickly to find out.
- Play Tape 51. Children listen and read in their books.



Tape 51

Voice: Sam wants to play football but he can't go to the park.
Sam: Please can I go to the park?
Mum: No, you can't.
Voice: He must play with his little brother and sister.
Mum: I'm going shopping. You must play with Lizzie and Ben.

Lizzie/Ben: Hooray!
Voice: Lizzie and Ben want a story.
Lizzie/Ben: Please, please read us a story.
Voice: Sam reads them a story.
Sam: Once upon a time ...
Voice: Ben wants a picture.
Ben: Please, please draw me a picture.
Voice: Sam draws him a picture.
Lizzie: Lizzie wants a song.
Lizzie: Please, please, sing me a song!
Voice: Sam sings her a song.
Sam: The wheels on the bus ...
Voice: Mum comes home. Where is Sam?
Mum: Hello, children. Where's Sam?
Voice: Sam is sleeping.

- Play the tape again; children listen and point to the characters as they speak.
- First, children take turns reading the story aloud (a reader and four characters). The narrative is read first, then the speech bubbles, as on the tape. Then ask four children to come to the front and act out the story while five other children read it out.

4 Speaking (2 Read. What is Lizzie saying?)

Language note Remind children that it is always polite to say **please** at the beginning or end of a request.

- Children look at the sentences with picture prompts below. Give them time to decide what Lizzie is saying.
- Children take turns reading out the bubbles; other children listen and point in their books.

Answers: (left to right): Read me a story. Sing me a song. Draw me a picture. Give me a sweet. Buy me a doll. Make me a cake.

Page 111

1 Words and pictures (1 Look, read and write the number.)

Children read the requests in the speech bubbles, match them with a picture above and write the number in the box.

Answers: (left to right) 2, 1, 4, 5, 3

2 Writing (2 Look and write.)

Children look at the pictures and write sentences.

Answers: He gives them biscuits. He makes them aeroplanes. He buys them sweets. He draws them a picture. He reads them a story.

Language focus Giving opinions

New language Which is better? I think mine is better/the best. Why? Because it's big.

New words good, better, best; **(R)** fast

Teaching aid Cut-out of Jill

Preparation Bring in from magazines (or draw) sets of three pictures of bikes, cars, cakes or ice creams to demonstrate **good, better and best**.

1 Warm-up

- Put the cut-out of Jill on the board with a speech bubble and draw a picture in it, e.g. a story book. Then ask **What is Jill saying?** Children answer: **Please read me a story.** Repeat with other pictures (or ask children to come forward, draw and ask the questions).
- Draw a series of three stick people labelled **A, B** and **C**. Make **A** the smallest, **B** the biggest and **C** smaller than **B** but bigger than **A**. Write **big** in brackets next to them. Then say **C is bigger than A, but B is the biggest.** Write it on the board. Repeat once or twice with other pictures and words, e.g. **happy, sad, pretty**, etc.

2 Introducing 'good,' 'better' and 'best'

- Put three of the pictures you have brought in on the board (or draw them), e.g. three bikes, and write numbers under them. Then say, e.g. **Number 1 is a good bike, but number 2 is better and number 3 is the best.** Write the sentence on the board, underlining the adjectives. Children read it out.
- Repeat with one or two other sets of pictures. Ask **Is A good? Is it better than B?** etc. Elicit sentences.

 Page 99

3 Reading (1 Look and read.)

- Children read the short strip story to themselves; then you read aloud while they follow in their books.
- Ask children to read the parts of Mum, Ben, Lizzie and Sam. You read the narrative.

4 Listening (2 Listen, read and write.)

- Children are going to listen to the tape to find out which objects the children think are better or best. Play Tape 52. Children listen and point in their books.

Tape 52

- Sam:** These cars are very good. The green car is bigger but I think the red one is better because it's faster.
- Jill:** I love these little dogs. They're sweet. I like the white one better because it's quiet. The black one is very noisy!
- Emma:** Look at these dolls. They're very pretty. I like the pink dress. And the yellow one is nice, too. But I think the blue doll is best because blue is my favourite colour.
- Ned:** These clocks are great. I like the black one. And green is my favourite colour. But the red clock is the funniest. I think it's the best.

- Play the tape again; children listen and write the letter in the box.

Answers: Sam thinks **B** is better; Jill thinks **B** is better; Emma thinks **A** is the best; Ned thinks **C** is the best.

5 Speaking (3 Look and speak.)

- Children look at the first example and the pictures. They then ask and answer about the dolls.
 - Repeat with the next example and pictures of bags.
- (Example) answers:** (dolls) I think A is better/Because it's pretty. (bags) I think ... is the best/Because it's (colour).

 Page 112

1 Words and pictures (1 Look and write the letter.)

Children look at the groups of pictures, decide which is good, better, best and write the letters in the boxes.

Answers: These may depend on the child's perception, but should reflect a general understanding.

2 Writing (2 Look and answer the questions.)

Children look at the pictures, circle the letter and write a sentence, as in the example.

Answers: These will vary according to the children's opinion but the reasons for choices should demonstrate understanding.

Language focus Consolidation

Language He is showing them his book.

New word brushes (n.)

1 Warm-up

- Play a drawing game. Bring a child to the front of the class and say **Please draw me a ...** (whisper an easy object in his/her ear, e.g. **cat**). While the child draws ask the class **What is s/he drawing?**
- Play the *Buzz* numbers game with ordinal numbers: **First, second, buzz, fourth, fifth, buzz**, etc. How far can they go?

 Page 100

2 Words and pictures (1 Look and find.)

- Children look at the words and pictures at the top of the page and try to find the objects in the pictures below.
- Hold your book up and ask questions: **Where are the brushes?** Children point in their books and answer **They're in picture 6/the sixth picture.**

3 Reading (2 Read and write the numbers.)

Children read the descriptions and match them with the pictures, writing the numbers in the boxes.

Answers: (left to right) 5, 3, 1, 4, 6, 2

4 Writing (Write two things about Danny/Julie.)

- Tell the children to write in their writing notebooks. Write some example sentences on the board, e.g. **Danny is showing his book to his mother and father.** Then erase words, one at a time; children read complete sentences. Leave a framework on the board.
- Children write about Danny and Julie. Encourage them to draw pictures.

1 Words and pictures (1 Read and write.)

Children unscramble the words and write them under the pictures.

Answers: eggs, blanket, sofa, present, brushes, letter, paints

2 Writing words (2 Look and write the word.)

Children look at the picture and write the correct word in the blank.

Answers: them, him, her, them, her, him.

3 Writing (3 Look and write the answers.)

Children read the questions and write the correct answers, as in the example:

Answers: No, he's writing her a letter. No, she's reading them a story. No, he's buying her flowers. No, he's giving him a ball.

Composition (1 Look and read. 2 Write a letter.)

- 1 Children look at the picture and read Jane's letter to her aunt.
 - 2 Children read the sentences and fill in the blanks using the picture and the letter to Aunt Emma to find the words.
- They then write the sentences in the correct order to make a letter to Jane's grandmother, using the model letter above to help them.

(Example) answer: Wednesday **25th** May/Dear Grandma, Thank you for the **dress**. I like **it** because **it's** (very) **pretty**. Mother and Father gave me a **pair of skates**. Aunt Emma gave me a **doll**. Jim drew me a **picture**. It was a very **good** day! From, Jane

Note: the orders of the 3rd, 4th and 5th sentences could be different.

Language focus Imperative + object

Language Make me a cake.

New word dream

Teaching aids Stop sign; traffic lights; truck picture
Grammar gang + lorry

Preparation Make cards for the grammar elements on  page 101.

Make word cards for verbs + objects for the Noticeboard (verbs and objects which go with them could be on cards of the same colour, e.g. **paint/picture** on blue cards.)

1 Warm-up

- Use the Stop sign, traffic light and truck picture to remind children of the three road safety poems ( page 90;  45).
- Walk around the class and make requests: **Please show me your book** (... bag, etc.), **Please tell me the date** (... your name, etc.). Then write the beginning of the request in a speech bubble on the board: **Please show me your ...** Ask a child to come and draw a picture in the blank; the class 'reads' the bubble out.

 Page 101

2 Grammar (1 Look at this!)

Language note You might like to use this as an opportunity to point out word classes again: here, **verbs**, **pronouns** (object) and **nouns**. Remind the children that commands and requests can begin with a verb.

- Point out the grammar gang in the book. Children look at how requests are made with indirect and direct objects.
- Put the cards you have made with examples on the board. Put the remaining cards you have made for the grammar elements in the grammar gang lorry.
- Children come up, draw out cards and put them in the correct order (verb + me/him/her + noun). Ask children to help you write more example sentences.

3 Speaking (2 Now you!)

- Children look at Jill and Ned and the Noticeboard. Then they work together to make sentences, as in the examples. You may wish to use four children at a time: one says a verb, the second a pronoun and the third a verb. The fourth child says the whole sentence.

Noticeboard Use the colour coded cards you have made to make your own Noticeboard. Place three cards on the board: a verb, a pronoun and a noun. Place the rest of the cards in a box. Children come forward, read out a card and place it in the correct group. Once the groups are complete, children can then come forward, choose a card and place it at the top of the board, followed by a pronoun and the correct noun (see Noticeboard in the Pupil's Book).

4 Listening – reading (3 Listen and read.)

- Children look at the illustration and the poem. Ask what they think the poem is about.
- Play Tape 53. Children listen and follow in their books.



Tape 53

Ice is nice,
Ice cream is better,
Bananas and cream are the best.

Bananas and cream,
Bananas and cream,
Bananas and cream are the best.

What do we dream about?
What do we scream about?

Ice is nice,
And ice cream is better –
But bananas and cream are the best, the best,
Yes, bananas and cream are the best.

- Ask the children to practise saying **bananas and cream**. Play the tape again; this time ask children to join in whenever they hear the words **bananas and cream**.
- Teach the poem line by line, if you wish.



Page 114

1 Writing (1 Look, find and write.)

Children look at the examples at the top. They then follow the maze and write the sentences in the blanks.

Answers: 2 Sing her a song. 3 Make them a cake. 4 Write him a letter. 5 Draw her a picture. 6 Buy her a doll. 7 Give him a present.

2 Writing (2 Look and write.)

Children look at the pictures and try to work out the requests.

Answers: Draw me a picture. Sing me a song. Buy me a doll.

Study skills (1 Spelling. 2 Find the opposites and write.)

- 1 Read the words to the children. Ask them to repeat, paying particular attention to the sound of **mp /mp/** at the end. Ask the children to spell the words.
- Children write the words under the pictures, using letters from the wall. Then they write them in the sentences.

Answers: A *lamp* in a *camp*. *Jump* on a *bump!* A Chinese *stamp*.

- 2 Children identify the two pictures showing opposites and write the letters in the blank on the left. They then write a sentence, as in the example.

Answers: B is pretty and C is ugly; A is fast and C is slow; C is old and D is new; B is heavy and D is light

 Reading for pleasure: **Uncle Fred**  page 102

 **61** Souvenir cube

- 1 Children read the title and look at the pictures. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4). You may wish children to answer the question when they have heard the tape for the first time.
- 2 Ask children if they have been given presents or received postcards from other countries or from other parts of their own country. Make a list of the objects and places on the board. If children are not sure where some of the other countries are, use the world map on pages 68 and 69 of the Pupil's Book to show them. If you have any souvenirs or postcards from other places, show them to the class.
- 3 Children make the souvenir cube from the Teacher's Resource Book and use it to talk about the presents the girl received from Uncle Fred. You may wish to write the six sentences on the board for the class to read. Encourage them to use time words and phrases, e.g. **First she had ... Then ... Next ... After that.** etc.
- 4 Children could also use the list of objects and countries on the board to write about presents they have received (or would like to receive) e.g. **These are my presents. I have a bag from England ...**

Lesson 1



Page 103



Page 117

Language focus Revision**Language** Ten things about me!**Words** (R) words from all Units; personal details**Teaching aids** Character cut-outs (Jill, Becky, Emma, Ned, Sam)**1 Warm-up**

- Children say the *Bananas and cream* rhyme (page 101; 53). Ask if any children would like to say (all or part) of it in front of the class.
- Use the cut-outs of the characters. Stand them on a table or put them on the board. Ask questions about them: **What is his/her name? How old is s/he?** etc. Then ask children to come forward, hold the cut-outs up and answer questions about their characters from the rest of the class: **My name is Becky. I'm eight years old. I live in Clifton. My hair is blonde.** etc.

Page 103

2 Reading – writing (1 Read and write.)

- Ask children to look at the questionnaire. What things or activities can they see in the pictures? (play/guitar, play/drum, skate/skates, play/computer games, eat/melon, fish/fishing rod, read/book, play/basketball/football, eat/ice cream/apples, paint/paints, eat/oranges, look at/stars). Give the children time to fill in the questionnaire.

- Ask questions at random around the class, until everyone has had a chance to answer.
- Ask one or two children to stand up. The rest of the class asks them questions.

3 A game (2 Play a game: *Word Beetles*.)

- Children look at the pictures while you explain the game. Emma and Sam have each drawn the head and body of a beetle. They have then written the first letter of their names on its back (**E/Emma**; **S/Sam**). Children each draw a beetle in their exercise book and put a letter on its back. Make certain they **don't draw any legs** on the beetle at this stage.
- They now write as many words as they can think of which begin with that letter. For each new word, they add a leg to their beetle.
- Children now ask and answer to find out who has the most words/legs.



Page 117

1 Words and pictures (1 Look and draw lines.)

Children look at the descriptions of what Emily does and draw lines to the pictures.

2 Writing (2 Look and write sentences.)

Children look at the pictures and write sentences, as in the example, using the phrases in boxes in Exercise 1.

Answers: She didn't walk to school. She washed the dishes. She played with her brother. She didn't watch TV. She didn't phone her friend. She did her homework.

Language focus Revision

Language Can I watch TV? 1 is lighter than 2, 3 is the lightest. I'd like some ...

Words (R) words from all Units: activities, descriptive adjectives, food

1 Warm-up

- Play the *Word Beetles* game again. This time a child draws a beetle (without legs), writes the first letter of his/her name on its back and gives it to a friend. The friend must write as many words as s/he can beginning with that letter, and add one leg to the beetle for each word.
- Draw a series of three stick people with a word in brackets next to them. (See Step 1 on page 85.) Then say, e.g. **C is taller than A, but B is the tallest.** Write it on the board. Repeat once or twice with other pictures and words, e.g. **big, sad,** etc.

 Page 104

2 Words and pictures (1 *What are they saying? Write A or B.*)

- Children read the short strip story to themselves and decide what each person is saying. They then write the letter in the bubble.
- Children take turns reading out the questions and answers in pairs; others listen and check.

Answers: (left to right) **B** (bike has flat tyre); **A; B** (Dad's using the phone); **A; B** (It's too late); **B** (children under the diving board)

3 Speaking (2 *Look and say.*)

Children look at the pictures and make statements with **adjective + -er** or **the + adjective + -est**. Other children guess which pair or set of pictures they are describing.

Answers: A: ugly/pretty; B: old/young; C happy/sad; D tall/short; E long/short; F heavy/light

5 A game (3 *Play a game: The fantastic dinner.*)

- Ask children to look at the tray of food. What can they see? (bananas, chicken, apple, bread, egg, ice cream, cheese, jam, chips). Can they think of other food? Write the words on the board.
- Now erase the words on the board. Children begin to order food, as in the examples: one child begins, and each child repeats what has gone before and adds one more thing.

 Page 118

1 Words and pictures (1 *Look, circle and write the word.*)

Children look at the prepositions in the box at the top. They look at the pictures, circle **must** or **mustn't** and write the preposition in the blank.

Answers: (left to right): You **mustn't** ride **along** the river. You **must** come **into** the house. You **mustn't** walk **across** the street now! You **must** get **out** of the pool. You **mustn't** go **near** the bears. You **must** get **onto** the bus.

2 Writing (2 *Look and write the words.*)

Children look at the pictures and write the correct preposition under each one.

Answers: (left to right) through, up, under, round, over, past, down, into

Language focus Revision

Language (R) from all Units

Words (R) from all Units

Preparation Prepare small pieces of paper, one for each child; bring in a box to put them in.

1 Warm-up

- Play the game *The fantastic dinner* again ( page 104: see Step 5 on page 91), but call it *The fantastic shopping list*. Write examples of items in speech bubbles on the board, then say: **I want to go shopping and I want to buy some shoes.** Ask a child to repeat your sentence and add an item. The next child repeats and adds another item, and so on.
- Play *The winner says K* and *The winner says Z* (Step 1 on page 29), to practise the alphabet.
- Children say the poem *Little wind* ( page 95;  49).

 Page 105

2 A quiz (1 A quiz. Read and find.)

- This is a quiz about *Way Ahead 3*. Do the questions in sets of five. Children can look back in their books to find the answers.
- Ask the children to read out their answers. You may wish to play the tape after each set of five, for children to check (see below).

3 Listening (2 Listen and check.)

- Explain that children should listen to the answers and put a ✓ if their answer is the same and a X if it is different. Play Tape 54.



Tape 54

- Number 1: Ned plays the guitar.
- Number 2: Jill's father has a boat.
- Number 3: Emma has a little brother called Joe.
- Number 4: Sam lives in a flat over a corner shop.
- Number 5: Becky lives near the sea.
- Number 6: It is called Suki.
- Number 7: She lived on a farm.
- Number 8: She was at the hospital because she had a new baby brother.
- Number 9: It wanted some grapes.
- Number 10: She was sad because she did not have any friends.

Number 11: He doesn't want to go to the castle because he's afraid of the big man.

Number 12: She is a teacher.

Number 13: They are going to go to the puppet theatre.

Number 14: He can't play football in the park because he must play with his little brother and sister.

Number 15: He carried Grandma's present to her house.

- Give the children time to change any of their answers, if they want to. Then play the tape again.

4 A game (3 A spelling game.)

- Divide the class into two teams and give each child a small piece of paper. Ask them to look through their books and find a word to write on it. Collect the pieces of paper and put them in a box.
- Ask a child from one team to draw out a word and say **Can you spell 'castle'?** The other team tries to spell it. Each child says a letter, as in the example.
- Score two points for each correct spelling.



Page 119

1 Writing (1 Look and write.)

Children look at the pictures and write about the weather in each month, as in the first example.

Answers: March: It was sometimes sunny. It never snowed. It was cool. **June:** It was often sunny. It sometimes rained. It was warm. **August:** It was often sunny. It never rained. It was very hot. **October:** It was sometimes windy. It often rained. It was cool. **December:** It was never sunny. It sometimes snowed. It was cold.

2 Writing (2 Composition. Draw and write.)

Children draw pictures for the weather in their own country for February and September (it doesn't matter if they can't remember exactly). They then write sentences as in Exercise 1 above.

Language focus Revision

Language Which boy or girl do you like best? Why?

New word (for song) tunnel; (**R**) words from all Units

Preparation Write words for the children to spell on pieces of paper and put them in a box.

1 Warm-up

- Play the spelling game again with two teams ( page 105; Step 4 on page 92). This time you write the words on slips of paper first and put them in a box.
- Ask the class **Which game do you like best?** and let them play it.

 Page 106

2 Speaking (1 Find and say.)

- Children look at the five characters and read the speech bubbles.
- Take the questions one by one. Give children a chance to look through the book and choose. Then ask one or two for their answers. Finally take a vote: **How many like Emma best?** etc.

3 Writing (2 Write.)

- Tell the children to write in their writing notebooks. Ask children to help you write some example sentences on the board, e.g. **I like Sam because he likes football.** Then erase words, one at a time; children read complete sentences. Leave a framework on the board.
- Children write three things they like about their books. Encourage them to draw pictures.

4 Listening – singing (3 Listen and sing.)

- Children read the song silently and match the words to the pictures (they find tickets, tunnel, city, station).
- Play Tape 55; children listen and follow in their books.

 **Tape 55**

The train is coming, oh yeah.
The train is coming, oh yeah.
The train is coming,
The train is coming,
The train is coming, oh yeah.

Go and get the tickets, oh yeah.
The train is leaving, oh yeah.
We're going through the tunnel, oh yeah.
We're going through the city, oh yeah.
We're stopping at the station, oh yeah.

- Play the tape again; children join in.
- Divide the class into four groups. Everyone sings the first verse, then each group sings a verse. Finally everyone sings the final verse.

 Page 120

Study skills (1 Spelling; 2 Look and write the words.)

- 1 Children look at the pictures and draw lines between the words that rhyme.

Answers: goat/boat; snow/bow; cook/book; spoon/moon; mouse/house; lamp/stamp; chair/hair

- 2 Children unscramble the words and write them below the pictures.
- 2 Children look at the pictures next to the puzzle and write the names underneath. They then write them in the stairs so that the end of one word is the beginning of the next.

Answers: 1 jacket; 2 truck; 3 knife; 4 eyes; 5 school; 6 leaves; 7 shop; 8 park; 9 kite; 10 egg

 Pages 121, 122

Revision

These are practice tests. Alternatively, you may wish to go through them orally before the children write.

 Reading for pleasure: **Bedtime**  page 107

- 1 Children read the title and look at the pictures. Play the tape and read the text in the usual way (see Steps 1 and 2, *Reading for pleasure*, page 4).
- 2 Ask children what their favourite games and activities are, either indoor or outdoor. Write a list on the board. Ask children to say what they are usually doing when they are told it is time to go to bed. If there is a variety of answers, draw a chart or graph on the board to record them. Children could copy this into their notebooks. Alternatively, or as well, children write about the information the graph shows. Help them compose sentences, e.g. **At bedtime, five children are playing football. Three children are drawing.** etc.
- 3 Children can learn the poem, (see Step 5, *Reading for pleasure*, page 44). They can recite it in groups, individually or as a class. A group of seven can say two lines each (Note: for lines 7–10, one child says line 7, the next says lines 8–10).
- 4 Children could use some or all of this poem for handwriting practice.

Revision Practice Tests: Answers

WB Pages 31, 32, Units 1–5

(Answers are in bold)

- 1 **1** What's your name? **2** How old are you? **3** Where do you live? **4** I live in a house. **5** I go to Woodside school. **6** My teacher is Mrs Hill.
- 2 **2** The **bag** is behind the chair. **3** The **TV** is on the table. **4** The **ball** is under the table. **5** The **shoes** are in the cupboard.
- 3 **2** The chair is **next to the TV**. **3** The scissors are **in the bag**. **4** The notebook is **under the table**.
- 4 **2** She is **playing the guitar**. **3** He is **painting a picture**. **4** They are **having maths**.
- 5 **2** She **sometimes** plays computer games. **3** They **often** read books. **4** He **sometimes** goes fishing. **5** She **never** plays tennis.
- 6 **1** Now, he is **watching TV**. **2** She is a **teacher**. **3** She **works in a school**. Now, she is reading a book. **4** He is a **fireman**. He drives a fire engine. **5** Now, he is **playing football**.
- 7 **1** **Becky** likes to play tennis but she doesn't like to read books (a book). **2** **Sam** likes to play football but he doesn't like to play computer games.

WB Pages 61, 62, Unit 6–10

(Answers are in bold)

- 1 **2** **A** is longer. **3** **B** is taller. **4** **A** is shorter. **5** **B** is heavier.
- 2 **2** The car is smaller than the house. **3** The man is younger than the woman. **4** The pen is lighter than the book. **5** The lorry is shorter than the bus.
- 3 **1** You can buy chocolates at the **sweet shop**. **2** You can buy skates at the **sports shop**. **3** You can buy dolls at the **toy shop**. **4** You can buy comics at the **book shop**.
- 4 **2** She is going to **watch TV**. **3** She is going to **ride her bike**. **4** He is going to **play football**.
- 5 **1** **over**, **2** **along**, **3** **past**, **4** **round**, **5** **onto**, **6** **into**
- 6 **1** She is **wearing** a T-shirt. **2** He is **taking** a book. **3** She is **taking** a camera. **4** He is **wearing** shorts.
- 7 **3** **Yes**, there is some lettuce. **4** **No**, there aren't any strawberries. **5** **Yes**, there are some carrots. **6** **No**, there isn't any bread.

WB Pages 91, 92, Unit 11–15

(Answers are in bold)

- 1 **1** fat ✓, blonde ✓, curly ✓ **2** thin ✓, black ✓, sad ✓, **3** happy ✓, straight ✓ **4** pretty ✓, curly ✓

- 2 **1** She was fat. Her hair was **blonde and curly**. **2** He was thin. His hair was **black**. He was sad. **3** He was happy. His hair was **straight**. **4** She was pretty. Her hair was **curly**.
- 3 **3** **A** isn't as heavy as **B**. **4** **A** is as naughty as **B**. **5** **A** is as tall as **B**. **6** **A** isn't as sad as **B**.
- 4 **1** sheep, **2** pony, **3** chicken, **4** duck, **5** farm, **6** goat
- 5 **1** **Yes**, he had a horse. **2** **No**, they didn't have sheep. **3** **Yes**, she had ducks.
- 6 **1** **There were** caves and **there was** fire but **there weren't** any houses. **2** **There was** meat and **there were** leaves. **Was there** any water? Yes, there **was**.
- 7 **3** **Because she doesn't like dogs**. **4** **Because he likes rides**. **5** **Because he doesn't like mice**. **6** **Because she likes books**.

WB Pages 121, 122, Unit 16–20

(Answers are in bold)

- 1 **1** X, **2** ✓, **3** ✓, **4** X, **5** X, **6** ✓, **7** ✓
- 2 **3** She brushed her teeth. **4** She didn't watch TV. **5** She didn't walk to school. **6** She combed her hair. **7** She helped her mother.
- 3 **1** First **2** Next (or Then) **3** Then (or Next) **4** Later on
- 4 **1** **No**, he did not. **2** **Yes**, he did. **3** **No**, he did not. **4** **Yes**, he did.
- 5 **1** must **2** must not **3** must **4** must not
- 6 **1** It was snowing and (it was) cold. **2** It is raining but it isn't windy. **3** It was cloudy. It was not sunny. **4** It is sunny and (it's) hot.
- 7 **1** Please give **me** a biscuit. **2** She is singing **her** a song. **3** He is telling **them** a story. **4** She is giving **him** a present.
- 8 **1** Please, **paint me** a picture. **2** **Sing me** a song, please. **3** Please **buy me** a doll. **4** Please, please **read us** a story.
- 9 **2** **B** is the best because she's (it's) the prettiest. **3** **C** is the best because it's the biggest. **4** **A** is the best because he's the funniest.

Tests: Answers and Marking Scheme

Test 1 (possible 50 marks)

1 (5 marks)

1 **My name is** (+ name) 2 **I am** (+ number) **years old**. 3 **I live in** (+ town or city). 4 **I go to** (+ name) **school**. 5 **I have** (+ number) **brothers and** (+ number) **sisters**.

2 (5 marks)

1E 2D 3C 4A 5B

3 (5 marks)

1 Billy gets up at quarter past **seven**. 2 **He eats breakfast at eight o'clock**. 3 **He goes to school at half past eight**. 4 **He watches TV at quarter to five**. 5 **He does his homework at half past seven**.

4 (5 marks)

1 **It is behind the TV**. 2 **They are on the table**. 3 **It is next to the chair**. 4 **They are in the cupboard**. 5 **It is under the chair**.

5 (5 marks)

1 Emma is writing the **date**. 2 **Ned is doing a sum**. 3 **Sam is playing the guitar**. 4 **Becky is painting a picture**. 5 **Jill is reading a book**.

6 (10 marks)

1 She is a nurse. She works in a **hospital**. She is having a cup of tea now. 2 She is a **teacher**. She **works in a school**. She is **eating breakfast** now. 3 He is a **fireman**. He drives a **fire engine**. He is **reading a book** now. 4 She is a **housewife**. She **works at home**. She is **watching TV** now.

7 (4 marks)

1 He never plays **football**. 2 **She sometimes plays tennis**. 3 **She often swims/goes swimming**. 4 **She never fishes/goes fishing**.

8 (6 marks)

1 **Joey** 2 **Cousin Meg** 3 **Aunt Alice** 4 **Lisa** 5 **Uncle Harry** 6 **Billy**

9 (5 marks)

1 **It's the reporter's**. 2 **It's the artists**. 3 **It's the policeman's**. 4 **It's the cook's**. 5 **It's the clown's**.

Tests 2 (possible 50 marks)

1 (5 marks)

1 **D is older than C**. 2 **E is heavier than F**. 3 **G is taller than H**. 4 **J is lighter than I**. 5 **K is smaller than L**.

2 (5 marks)

1 **Drive slowly!** 2 **Please speak quietly!** 3 **Walk carefully!** 4 **Speak loudly, please!** 5 **Run quickly!**

3 (6 marks)

1 **along** the river 2 **under** the bridge 3 **through** the mountain 4 **past** the castle 5 **round** the island 6 **into** the town

4 (7 marks)

1 At the **sweet shop**. 2 **At the toy shop**. 3 **At the bakery**. 4 **At the sports shop**. 5 Where can I buy flowers? 6 **Where can I buy books?** 7 **Where can I buy a bike?**

5 (6 marks)

1 She's going to **help Mum**. 2 She isn't going to **play with friends**. 3 **She isn't going to watch TV**. 4 **She's going to play tennis**. 5 **She's going to ride her bike**. 6 **She isn't going to read a book**.

6 (7 marks)

1 **six** forks 2 **five** plates 3 one **knife** 4 **two** bowls 5 **nine** spoons 6 There is some **orange juice**. 7 **There are seven** sandwiches.

7 (7 marks)

1 They're **thirty-six pence**. 2 **It's ninety-five pence**. 3 **They're eighty-four pence**. 4 **How much are the sweets?** 5 **How much is the butter?** 6 **How much is the bread?** 7 **How much are the peas?**

8 (7 marks)

1 Excuse me is there **any** bread? 2 Excuse me, **are** there **any** apples? 3 Yes, there are **some** melons. 4 No, there is not **any** milk.

Test 3 (possible 50 marks)

1 (4 marks)

1 Her hair was **short/(blonde)** and **curly** 2 Now she is **thin**. Her hair is **long/(blonde)** and **straight**. 3 His hair was **blonde/(short)** and **straight**. 4 Now he is **happy**. His hair is **black/(short)** and **curly**.

2 (5 marks)

1 F is as big as **G**. 2 **B** is as pretty as **H**. 3 **A** is as tall as **E**. 4 **C** is as old as **D**.

3 (7 marks)

1 black and white **pony** 2 three **goats** 3 ten **ducks** 4 a black **cat** and a white **cat** 5 didn't have any **sheep** 6 didn't have a **car** 7 had a **horse and cart**

4 (4 marks)

radio ✓ lamps ✓ telephone ✗ chairs ✓ TV ✗
books ✗ stove ✓ mirrors ✗

5 (4 marks)

1 They **had a radio and a stove**. 2 **They had some chairs and some lamps**. 3 **They didn't have any books or mirrors**. 4 **They didn't have a TV or a telephone**.

6 (8 marks)

A First, **there was** water. **There wasn't any** fire.

B Next, **there were** spears. **There weren't any** tents.

C Then, **there were** caves. **There weren't any** houses.

D After that, **there were** tents. **There wasn't any** bread.

E Then, **there were** houses. **There weren't any** cars.

7 (7 marks)

1 No, there weren't. 2 No, there wasn't. 3 Yes, there were. 4 Were there any cakes? 5 Was there any meat? 6 Were there any nuts? 7 Was there any bread?

8 (6 marks)

1 C/prettiest 2 B/saddest 3 E/ugliest 4 D/happiest 5 H/youngest 6 A/smallest

9 (5 marks)

1 It's theirs. 2 They're hers. 3 They're theirs. 4 It's hers. 5 It's his.

Test 4 (possible 50 marks)

1 (5 marks)

B **phoned** Emma
C **walked** to school
D **played** with Becky
E **washed** the dishes
F **cleaned** her shoes

2 (5 marks)

1 No, he didn't. 2 Yes, he did. 3 Did he walk to school? 4 Did he watch TV? 5 Did he talk to Ned?

3 (5 marks)

B **You mustn't** splash
C **You mustn't** drink
D **You must** swim with friend
E **You must** have a towel
F **You mustn't** run

4 (5 marks)

1 Stop! 2 Listen! 3 Look! 4 Be careful! 5 Don't be silly!

5 (8 marks)

1 **You must wear a helmet/You mustn't wear boots.** 2 **You must wear trainers/You mustn't wear a watch.** 3 **You must wear socks/You mustn't wear a necklace.** 4 **You must wear trainers/You mustn't wear shoes.**

6 (6 marks)

1 summer 2 winter 3 spring 4 autumn 5 winter 6 summer

7 (5 marks)

1 It's cloudy and cool. 2 It's raining and warm. 3 It was snowing and cold. 4 It was windy and cool. 5 It was sunny and warm.

8 (5 marks)

1 sunny Yes, it is. 2 rain No, it isn't. 3 cloudy Yes, it is. 4 windy Yes, it is. 5 snow No, it isn't.

9 (6 marks)

B **(Please) sing us a song.**
C **(Please) give me a sweet.**
D **(Please) make us a cake.**
E **(Please) read her a story.**
F **(Please) write him a letter.**
G **(Please) buy me a football.**

Test 5 (possible 70 marks)

1 (10 marks)

B **I eat breakfast at** (child adds in time)
C **I go to school at** (child adds in time)
D **I watch TV at** (child adds in time)
E **I do my homework at** (child adds in time)
F **I go to bed at** (child adds in time)

2 (7 marks)

B **grandfather/grandpa**
C **mother/mum**
D **sister**
E **father/dad**
F **brother**
H **cousin/cousins**
I **uncle**

3 (5 marks)

1 **The fireman is driving a fire engine.** 2 **The teacher is writing the date.** 3 **The clown is watching TV.** 4 **The housewife is washing (the) dishes.**

4 (6 marks)

1 tomatoes 2 lettuce 3 bread 4 eggs 5 butter 6 melon

5 (6 marks)

1 Jane is going to have a picnic. 2 It's going to be in Green Park/(the park). 3 It's going to be on Saturday at half past one. 4 They're going to ride bicycles and skate.

6 (8 marks)

1 **He had a radio. He didn't have a TV.** 2 **He had a sofa. He didn't have a table.** 3 **He had some pictures. He didn't have any mirrors.** 4 **He had a bicycle. He didn't have a car.**

7 (8 marks)

There are some trees and some flowers.

There are some tents and some boats.

There aren't any cars or any shops and there isn't a hotel but there is a telephone.

8 (12 marks)

1 I like the **library** because I like **books**. 2 I don't like the **cave** because I'm afraid of the **dark**. 3 I don't like the **swimming pool** because I'm afraid of the **water**. 4 I like the **zoo** because I like **animals**. 5 I don't like the **barn** because I'm afraid of **spiders**. 6 I like the **theatre** because I like **puppets**.

9 (4 marks)

1 I think **D** is the best because it's the fastest. 2 I think **H** is the best because he's the funniest. 3 I think **L** is the best because it's the smallest. 4 I think **N** is the best because it's the prettiest.

10 (5 marks)

Good Gary: He helped an old lady/his grandma; He washed the car.

Bad Bart: He didn't play with his (little) brother. He didn't walk to school. He didn't clean his shoes.

Practice Book 3: answers

Revision Unit

- 1 These, These, This 2 Those, That, Those
- 2 2 Who 3 Whose 4 Who 5 What 6 Whose
- 3 1 do 2 Does, does 3 Do, don't 4 Does, doesn't
- 4 2 swimming, picture B 3 singing, picture D 4 watching, picture A 5 riding, picture E 6 reading, picture F
- 5 2 big 3 short 4 long 5 small 6 sharp
- 6 1 grandfather 2 grandmother 3 mother 4 father 5 sister 6 brother
- 7 1 have 2 is, has 3 have, is 4 am, are
- 8 2 under 3 in 4 in front of 5 on 6 between
- 9 2 watching 3 going 4 making 5 playing 6 sleeping
- 10 2 sunny, shining 3 raining 4 cold, snowing
- 11 2 It is quarter to three. 3 It is half past ten.
4 It is quarter to five. 5 It is eight o'clock.
6 It is half past nine.
- 12 Children's own answers.

Unit 1

- 1 Children's own answers.
- 2 2 have 3 go 4 come 5 play 6 do 7 watch
- 3 2 has 3 goes 4 comes 5 plays 6 does 7 watches
- 4 Questions: 2 How 3 When 4 What 5 Who
Answers: Children's own.
- 5 2 live 3 are 4 swim 5 fly 6 eat

Revision Unit 1

- 1 2 four o'clock, do, E 3 go, half past eight, G 4 get, half past six, A 5 come, half past two, D 6 go, quarter to eight, C 7 have, quarter past seven, B
- 2 2 goes 3 go 4 watch 5 watches 6 play 7 doesn't 8 plays

Unit 2

- 1 2 on 3 between 4 under 5 in
- 2 2 his 3 her 4 their 5 our 6 our
- 3 2 painting 3 doing 4 reading 5 learning 6 writing 7 talking 8 singing
- 4 1 John and Jane 2 Anna 3 Ben 4 Mary 5 Leila and Sam 6 Max

Revision Unit 2

- 1 1 Jill is climbing up the ladder. 2 Ned is looking up at Sam. 3 Emma is standing on the ship. 4 The bridge is swinging. 5 Ned is standing under the bridge. 6 Becky is in front of Jill.
- 2 1 They 2 He 3 They 4 He 5 She 6 It

Unit 3

- 1 1 father 2 mother 4 aunt 6 sister 7 cousins
- 2 2 has 3 have 4 have 5 has 6 has 7 have
- 3 1 any 2 any, some 3 any, any
- 4 2 housewife 3 fireman 4 artist 5 reporter
- 5 2 reporter 3 fireman 4 housewife 5 artist
- 6 1 picture C 2 picture A 3 picture B 4 picture B 5 picture C

Revision Unit 3

- 1 1 football 2 teaching maths 3 No, he isn't working now. He is playing tennis. 4 Yes, she is working now. She is cooking. 5 No, she isn't working now. She is watching TV. 6 Yes, he is working now. He is driving his (the, a) (police) car.
- 2 1 aunt 2 aunt 3 uncle 4 cousins

Unit 4

- 1 2 Let's swim in the sea. 3 Let's go on the swings. 4 Let's ride our bikes. 5 Let's play in the park.
- 2 2 C, Yes, I can. 3 D, No, I can't. 4 F, Yes, I can. 5 B, Yes, I can. 6 A, No, I can't.
- 3 2 sometimes, never 3 often, sometimes 4 don't like, like, often 5 don't like, never, like 6 like, often, often
- 4 2 never, sometimes 3 Jill sometimes plays computer games. She often watches TV. 4 Becky often plays tennis. She sometimes goes swimming. 5 Sam often plays football. He sometimes watches TV.

Revision Unit 4

- 1 1 Dan 2 Jane 3 Jim 4 Milly 5 Fred 6 Lily
- 2 1 Dan likes fishing in the river. 2 Jim likes swimming. 3 What does Fred like? 4 What does Lily like? 5 Milly often plays basketball. 6 Dan never plays football. 7 Who never goes swimming? 8 Jane can skate and Lily can skate. 9 Jim can't run or jump. 10 Who can't run very quickly?

Unit 5

- 1 2 second, after, before 3 tenth, after, before 4 fourth, after, before
- 2 2 Becky 3 Ned 5 31st of December 6 22nd of August
- 3 3 on 4 on 5 in 6 on 7 in 8 on
- 4 2 gets 3 brushes 4 goes 5 rides 6 comes 7 likes
- 5 2 down 3 over 4 under 5 into

Revision Unit 5

- 1 2 into 3 behind 4 in front of 5 in 6 on
- 2 2 goes 3 is 4 likes 5 goes 6 is doing 7 is writing
- 3 2 basketball or swimming 3 doesn't like football, likes tennis 4 Martin likes football and tennis. 5 Sam likes football but he doesn't like skating. 6 Ned doesn't like basketball or tennis.

Unit 6

- 2 taller 3 heavier 4 lighter 5 smaller
- 2 Jill is shorter. 3 Sam is heavier. 4 Emma is lighter.
- 1 the same 2 A is longer. 3 Sam is shorter.
- 2 Do not eat. 3 Do not play football. 4 Do not swim.
5 Do not talk.
- 2 loudly 3 quickly 4 quietly
- 2 heavier, lighter 3 taller, shorter

Revision Unit 6

- 1 Jill 2 Becky is younger. 3 Martin is taller. 4 Joe is shorter.
- 2 The white cat is younger. 3 The white cat is lighter. 4 The black cat is heavier. 5 The white cat is smaller.
- 2 taller than 3 taller than 4 shorter than 5 the same
6 different 7 different 8 the same

Unit 7

- 2 book shop 3 shoe shop 4 sports shop 5 bike shop 6
sweet shop 7 flower shop 8 toy shop
- 2 A 3 D 4 B
- 2 Sam is going to buy a football. 3 Emma is going to buy a
doll. 4 Ned is going to buy some books. 5 Becky is going to
buy some shoes.
- 2 is, is 3 are, are 4 Are, are 5 are, are
- Children's own answers.

Revision Unit 7

- 1 bus 2 bike 3 is going to, sweets 4 isn't going to buy an
ice cream 5 is going to 6 isn't going to wear (any, some)
boots. 7 isn't going to eat (have) a (some) cake 8 She is
going to eat (have) an apple.
- 1 B 2 A 3 D 4 C
- 2 Are you going to; I'm not. I'm going to buy 3 Are you
going to, a hat; I'm not. I'm going to wear 4 Are you going
to, a book; I am 5 Are you going to, TV; I'm not. I'm going
to read a

Unit 8

- 2 You are going to play football. 3 Ned is going to go
fishing. 4 Becky and Jill are going to go skating. 5 Emma
is going to read a book. 6 We are going to play basketball.
- 2 Sam is going to take a football. He is going to wear a
T-shirt and jeans. 3 Becky is going to take a map. She is
going to wear a blouse and skirt. 4 Ned is going to take a
picnic. He is going to wear a T-shirt and shorts.
- 2 past 3 under 4 round 5 over 6 through 7 into 8 onto
- 4 1 give 2 take 3 go 4 have 5 wear

Revision Unit 8

- 1 along 2 through 3 past 4 round 5 under 6 over
- 2 under, over, across, round, past, into, past.
The bus is going to go over the bridge and through the
forest. It is going to go along the river and past the statue.
Then it is going to go round the tall tree. It is going to go
over the bridge and into the bus station.
- 3 1 Where 2 What are we going to take? 3 Who is going to
carry the ice box? 4 When are we going to eat?

Unit 9

- eggs, potatoes, bananas, fish, melons, cheese, bread
- 3 Yes, there are. 4 No, there are not. 5 Yes, there is.
6 No, there is not.
- 3 They are twenty-five pence. 4 It is forty-five pence.
5 They are sixty pence. 6 It is seventy-five pence.
- 4 1 any, any 2 any, some 3 any, some 4 any, any
- 5 1 me 2 some 3 can 4 much 5 pence

Revision Unit 9

- 3 No, there isn't any milk. 4 Yes, there are some bananas.
5 No, there isn't any cheese. 6 No, there isn't any bread. 7
Yes, there are some pears. 8 No, there aren't any
strawberries.
- 2 1 It's sixty-five pence. 2 are the; They're forty-one pence.
3 How much is the; It's thirty-two pence 4 How much are
the oranges? 5 How much is the milk? 6 How much are
the eggs?
- 3 1 Can I have some ice cream, please? 2 Excuse me, where
is the cheese? 3 Are there any strawberries, please? 4 Is
there any bread, please?

Unit 10

- 2 Jill. 3 A picnic. 4 Emma. 5 Becky. 6 Sam.
- Children draw according to the text.
- 2 Becky and Emma would like some lettuce and tomatoes.
3 Martin would like some melon and ice cream. 4 Jill would
like some strawberries.
- 4 2 No, they aren't. 3 Yes, they are. 4 Yes, they are. 5 No,
they aren't.
- 5 2 Don't go in the pond. 3 Don't climb the trees. Be careful.
4 Don't shout. Speak quietly.

Revision Unit 10

- 1 No, thank you. I don't like it. 2 Yes, please. I like them! 3 Here they are. 4 Here it is. 5 Egg or cheese? 6 Chocolate or strawberry?
- 1 the castle 2 The rabbit is heavier than the mouse. 3 The melon is bigger than the apple. 4 The apple is lighter than the melon. 5 The baby is younger than the grandmother (old lady).
- 1 play football 2 They are going to go swimming. 3 Dad is sleeping. 4 Mum is reading a book.

Unit 11

- 1 2 tall 3 big 4 fat 5 good
- 1 the island. 2 Becky was in the book shop. 3 Jill and Martin were on the river. 4 Ned was at the beach. 5 Emma and Joe were in the park.
- 2 bigger, big 3 prettier, pretty 4 heavier, heavy
- 4 2 was under the bench. (seat); is in the pond. 3 was on the bench. (seat); is in the tree. 4 was on the bench. (seat); is in the pond. 5 was under (next to) the tree.; is next to the pond.

Revision Unit 11

- 1 2 straight 3 blonde 4 fat 5 thin 6 short 7 happy
- 2 1 was, were, was, were 2 was sunny. Two children were on the slide. Two boys were on the swings. One girl was on the bridge.
- 3 3 The snake is as long as the crocodile. 4 The dog is as small as the rabbit. The horse isn't as heavy as the hippo. 6 The woman isn't as pretty as the girl.

Unit 12

- 1 2 didn't have 3 had 4 didn't have 5 had 6 didn't have
- 2 1 had 2 were 3 had 4 had 5 was, were 6 were 7 He had eighty-six animals.
- 3 2 stove 3 sofa 4 lamp 5 mirror 6 rug
- 4 2 have; Yes, she had a sofa. 3 have; Yes, she had a TV 4 have; No, she didn't have CDs. 5 have; Yes, she had a mirror.
- 5 1 a car 2 They had a radio but they didn't have a TV. 3 They had a stove but they didn't have a phone. 5 She didn't have a teddy or a plane. 6 She didn't have CDs or a computer.

Revision Unit 12

- 1 1 didn't 2 did 3 Yes, he did. 4 No, he didn't. 5 Yes, she did. 6 No, they didn't.
- 2 was, had, had, had, was, had, were, were
- 3 1 mobile phone 2 No, he did not have a robot. 3 No, she did not have a TV. 4 Did Grandma have a doll? 5 Did Grandma's father have a horse and cart?

Unit 13

- 1 2 fire 3 water 4 spears 5 caves 6 tents 7 hunters
- 2 1 were 2 had, had 3 were, were 4 were, were 5 had
- 3 1 hunter 2 spears 3 fire 4 tools 5 tent 6 clothes
- 4 2 there wasn't any orange juice. 3 there weren't any houses 4 there were caves 5 there wasn't any ice cream. 6 there were tents
- 5 1 honey 2 tent 3 cave 4 blanket 5 village 6 spear 7 Africa 8 fire 9 necklace

Revision Unit 13

- 1 were, had, wasn't, 2 were, were, had, weren't any
- 2 1 there were, were, there was, wasn't any 2 there were, had, had tents, weren't any 3 there were, were, were goats, These were, was bread, clothes, had
- 3 1 There was meat, water, bread. 2 There wasn't any ice cream, sugar, orange juice. 3 There were eggs, nuts, leaves. 4 There weren't any cakes, sweets, lollipops

Unit 14

- 1 2 watch, A 3 learn, E 4 go, D 5 look, B
- 2 2 They are in the theatre. They are watching puppets. 3 He is in the aquarium. He is learning about fish. 4 They are at the funfair. They are going on rides. 5 She is in the science museum. She is looking at the stars.
- 3 1 No, he isn't. 2 Yes, I am. 3 Yes, he is. 4 No, I'm not.
- 4 2 I want to go to the aquarium because I want to learn about fish. 4 I want to go to the science museum because I want to look at the stars. 5 I don't want to go to the theatre because I don't like the puppets. 6 I don't want to go to the funfair because I don't like the rides. 7 I want to go to the library because I want to read about the stars.

Revision Unit 14

- 1 1 dark 2 spiders 3 mice 4 snakes 5 water 6 dogs
- 2 1 dogs, the dark 2 isn't afraid of water but he is afraid of snakes 3 isn't afraid of mice but she is afraid of the dark 4 isn't afraid of dogs, the water 5 isn't afraid of spiders or dogs.
- 3 2 Why; Because she likes books. 3 Why; Because he likes the rides 4 Why not; Because she is afraid of the dark

Unit 15

- 1 1 straighter, straightest 2 curlier, curliest 3 fatter, fattest 4 naughtier, naughtiest 5 wetter, wettest 6 shorter, shortest
- 2 2 long 3 old 4 happy 5 pretty 6 light
- 3 1 bigger, biggest 2 smaller, smallest 3 heavy, lighter 4 light, lightest 5 shorter, longer, longest
- 4 2 Yours 3 His 4 Hers 5 Ours 6 Theirs
- 5 2 are, were, 3 are, were 4 are, were 5 is, was

Revision Unit 15

- 1 2 A zebra is the heaviest. 3 A cat is the smallest.
4 A monkey is the biggest. 5 A giraffe is the tallest.
6 biggest 7 tallest 8 longest
- 2 1 Yes. 2 No. A zebra is lighter than an elephant./ An elephant is heavier than a zebra. 3 Yes. 4 No. An insect is lighter than a bird. / A bird is heavier than an insect. 5 No. A cow is taller than a goat. / A goat is shorter than a cow.
- 3 1 His, Hers 2 Theirs, Theirs 3 Yours, Mine 4 theirs, ours

Unit 16

- 1 2 watched 3 played 4 walked 5 carried 6 phoned
- 2 2 played football in the park. 3 walked to school. 4 carried it to school. 5 phoned at four o'clock.
- 3 2 First, did; Next, phoned; Then, watched 3 First, cleaned; Next, had; Then, brushed
- 4 2 laughed 3 did Ben want 4 looked 5 did Ben like
- 5 1 Yes, I did. 2 No, I didn't. 3 No, I didn't. 4 Yes, I did.

Revision Unit 16

- 1 1 Grandma 2 What did you do on; I phoned Jill. 3 What did you do on; I cleaned my bedroom. 4 She played tennis on Saturday. 5 When did Becky; She helped her mother on Friday. 9 No, I didn't. 10 Yes, I did.
- 2 1 Yes, we walked to the puppet theatre./ Yes, we did.
2 Did you watch the puppets? 3 Did you like the puppets?

Unit 17

- 1 3 must 4 mustn't 5 must 6 must
- 2 Do not climb trees. 3 Do not go in the pond. 4 Do not jump off the slide. 7 Look before you dive. 8 Do not eat or drink. 9 Swim with a friend. 10 Do not push.
- 3 2 must 3 must 4 must not 5 must
- 4 2 watch 3 helmet 4 boots 5 glasses
- 5 1 must 2 must not 3 must 4 must

Revision Unit 17

- 1 Various answers are possible
- 2 1 must look, C 2 must brush, E 3 mustn't talk, A 4 must help, F 5 mustn't run, B 6 must listen, D

Unit 18

- 1 2 It is hot. 3 It is cold. 4 It is cool. 5 It is cloudy. 6 It is wet. 7 It is windy. 8 It is sunny.
- 2 Various answers are possible.
- 3 Children's own answers.
- 4 2 rained 3 snowed 4 was 5 was 6 was
- 5 2 is going to be, is cold, was 3 is hot, is going to be cool, was hot 4 rained, is going to rain, is sunny 5 is snowing, was cold, is going to be cold 6 (is going to be) sunny, is raining, was windy

Revision Unit 18

- 1 1 B 2 C 3 A
- 2 1 it was cold and it snowed. 2 it's going to be hot and sunny. 3 it was warm and sunny. 5 it's going to be cool and cloudy.
- 3 1 it raining 2 it cold; No, it wasn't. 3 it snow; Yes, it did. 4 Was it sunny; No, it wasn't. 5 Did it rain; No, it didn't. 6 Is it going to be hot; Yes, it is. 7 Is it going to be sunny; No, it isn't.

Unit 19

- 1 2 me 3 her 4 them 5 us
- 2 2 good 3 better 4 the best
- 3 2 I like strawberries because I think they are nice. 3 Emma likes apples because she thinks they are better. 4 Jill likes bananas because she thinks they are the best.
- 4 2 read, reads, reading 3 paints, paints, painting 4 sing, sings, singing 5 make, makes, making
- 5 1 cannot 2 can 3 cannot 4 can, cannot, Can
- 6 2 mother 3 brother 4 aunt

Revision Unit 19

- 1 1 fast, best 2 pretty, better, the best, the best, the prettiest 3 funny, good, better, the best, the best, Because it's the funniest.
- 2 A 2, me B 6, us C 5, it D 3, her E 1, him F 4, them

Unit 20

- 1 1 tall, taller 2 longer, the longest 3 old, oldest 4 younger, the youngest 5 heavy, heaviest 6 prettier, prettiest 7 ugly, uglier 8 happier, the happiest 9 saddest 10 fat, fatter 11 big, the biggest 12 thinner, the thinnest
- 2 Children's own answers.
- 3 1 is, can 2 are, cannot, cannot, is 3 is, wants, is, can 4 am, want, cannot
- 4 2 Why 3 Who 4 How many 5 When 6 Where
- 5 2 oldest 3 youngest 4 tallest 5 ugliest

Revision Unit 20

- 1 1 hot 2 sunny 3 are 4 beach 5 making 6 tallest 7 smallest 8 are swimming 9 is playing 10 her 11 boat
- 2 1 was warm 2 cloudy 3 park 4 climbed into (onto) the boat 5 walked along the bridge 6 watched (the/some) puppets 7 them 8 They were very pretty
- 3 1 it is going to be cool 2 windy 3 children 4 go 5 farm 6 are going to help 7 are going to see 8 sheep 9 cows 10 are going to ride 11 oldest 12 youngest

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