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Julie Penn
Introduction by Naomi Simmons
### Scope and sequence

All core language is recycled regularly throughout the course.

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<tr>
<td><strong>Starter:</strong> Welcome back!</td>
<td>p22</td>
<td>Revision: words to describe people, numbers 1–20, family, colours,</td>
<td>I've got brown hair. This is my cousin. He's got green eyes. Where's Billy? Is he under the bed? There is... There are...</td>
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<tr>
<td></td>
<td></td>
<td>toys, days of the week</td>
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<td></td>
<td></td>
<td>Extra: welcome back, learning, end (v), bump, down, week, white, black</td>
<td></td>
</tr>
<tr>
<td>Our new things</td>
<td>p26</td>
<td>School things</td>
<td>This / That is...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core: classroom, table, computer, peg, pencil case, board, poster,</td>
<td>These / Those are...</td>
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<tr>
<td></td>
<td></td>
<td>picture, drawers, cupboard</td>
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<td></td>
<td></td>
<td>Extra: whiteboard, Wow! this, that, these, those, what, have a look,</td>
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<td></td>
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<td>work (n), game, touch, knee, feet, bright, wall, sit, with, swimming pool</td>
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</tr>
<tr>
<td>They're happy now!</td>
<td>p32</td>
<td>Feelings</td>
<td>We're / They're happy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core: hot, cold, hungry, thirsty, happy, sad, tired, angry, scared,</td>
<td>Are they hot?</td>
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<td></td>
<td></td>
<td>brave</td>
<td>Yes, they are. / No, they aren't.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extra: babies, twins, cry (v), go to sleep, snore, hug (v), yourself,</td>
<td></td>
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<td></td>
<td></td>
<td>stamp (v), feelings, feed, sometimes, always, behave, fear, gone,</td>
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<td></td>
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<td>carry on, laugh (v), until, broken, poor, nearly, wake up</td>
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<tr>
<td>I can ride a bike!</td>
<td>p38</td>
<td>Outdoor activities</td>
<td>She can / can't ride a bike.</td>
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<tr>
<td></td>
<td></td>
<td>Core: ride a bike, ride a horse, skate, skateboard, play tennis, play</td>
<td>Can he play tennis?</td>
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<tr>
<td></td>
<td></td>
<td>football</td>
<td>Yes, he can. / No, he can't.</td>
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<td>Prepositions of place</td>
<td>Prepositions of place</td>
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<tr>
<td></td>
<td></td>
<td>Core: behind, in front of, next to, between</td>
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<td></td>
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<td>Extra: teach, stop, anywhere, hiding, by, perfect, aged, seat, wheel,</td>
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<td></td>
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<td>children, grass, sand, take, young, Skateboard (n), Skates (n), Outdoor (adj)</td>
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<tr>
<td>Review 1</td>
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<td>Revision of vocabulary and structures from Units 1–3</td>
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<td>Have you got a milkshake?</td>
<td>p44</td>
<td>Food</td>
<td>Have you got a milkshake?</td>
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<tr>
<td></td>
<td></td>
<td>Core: salad, fries, pizza, milkshake, cheese sandwich, chicken</td>
<td>Yes, I have. / No, I haven't.</td>
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<tr>
<td></td>
<td></td>
<td>Numbers 20–100</td>
<td>Has he got fries?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, one</td>
<td>Yes, he has. / No, he hasn't.</td>
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<tr>
<td></td>
<td></td>
<td>hundred</td>
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<td></td>
<td></td>
<td>Extra: don't worry, naughty, start (v + n), easy, if, try, number,</td>
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<tr>
<td></td>
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<td>high, done, much, olive, sure, buy</td>
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<td>We've got English!</td>
<td>p50</td>
<td>School subjects</td>
<td>What have we got on Monday?</td>
</tr>
<tr>
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<td>Core: art, maths, English, science, PE, music</td>
<td>We've got science.</td>
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<td>School rooms</td>
<td>When have we got PE?</td>
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<td></td>
<td></td>
<td>Core: playground, sports field, art room, computer room</td>
<td>our / their</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extra: our, their, time, wear, paint, headphones, speak, study, read,</td>
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<td>primary, lesson, break time, learn</td>
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<tr>
<td>Let's play after school!</td>
<td>p56</td>
<td>After-school activities</td>
<td>i visit my grandma every Tuesday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core: help my mum, do my homework, visit my grandma, go swimming,</td>
<td>i go swimming every Tuesday.</td>
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<tr>
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<td>have a music lesson, watch TV, listen to music, play with friends,</td>
<td>i don't watch TV.</td>
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<td>read a book, write an email</td>
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<td></td>
<td></td>
<td>Extra: how about, well, after, a lot, on my own, cock (v), stories,</td>
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<td></td>
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<td>CD, sport</td>
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Review 2

Revision of vocabulary and structures from Units 1–6
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<th>Values</th>
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<td><strong>Phonics</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Values</strong></td>
</tr>
<tr>
<td><strong>Listening:</strong> identifying people from their descriptions (listening for specific information)</td>
<td><strong>Values:</strong> Understanding and respecting differences between people</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking:</strong> She's got curly hair; His name is James; How many...? What colour...? (describing people's appearance; introducing yourself and other people; talking about objects)</td>
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</tr>
<tr>
<td><strong>Review of the alphabet and initial sounds</strong></td>
<td><strong>Reading:</strong> a description (reading a text describing pictures; reading for specific words)</td>
<td><strong>Values:</strong> Keep your classroom tidy (contributing to keeping the classroom tidy); Understanding that it is important to look after possessions and the classroom</td>
</tr>
<tr>
<td><strong>Listening:</strong> identifying people and objects from their description (numbering items in the correct order)</td>
<td><strong>Speaking:</strong> How many...? There are... (asking and answering questions about a picture); <strong>Writing:</strong> capitalization; Workbook - writing about my classroom (guided writing)</td>
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<tr>
<td><strong>Review of digraphs:</strong> ch sh th ch: chair teacher sh: shoes fish th: thumb bath</td>
<td><strong>Reading:</strong> a poem: 'My feelings' (reading and understanding a poem; matching words with information in the poem)</td>
<td><strong>Values:</strong> Let's help each other (finding ways to help people when they need it); Caring for other people</td>
</tr>
<tr>
<td><strong>Listening:</strong> identifying feelings (numbering pictures of feelings in the correct order)</td>
<td><strong>Speaking:</strong> Is he sad? No, he isn't. He's... (asking and answering questions about how people feel); <strong>Writing:</strong> long and short forms; Workbook - writing about my feelings (guided writing)</td>
<td></td>
</tr>
<tr>
<td><strong>Review of CVC words:</strong> a e i o u</td>
<td><strong>Reading:</strong> information on a webpage (reading and understanding information on a webpage; choosing the correct information from the text)</td>
<td><strong>Values:</strong> Sports and safety (practising sports safely); Encouraging and helping people to be brave</td>
</tr>
<tr>
<td>a: cat van e: peg bed i: bin fig o: mop dog u: bus jug</td>
<td><strong>Listening:</strong> identifying outdoor toys (numbering objects in the correct order)</td>
<td></td>
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<tr>
<td><strong>Speaking:</strong> Where's the skateboard? It's in front of the table. (asking and answering questions about where things are); <strong>Writing:</strong> using a/an; Workbook - writing about what I can and can't do (guided writing)</td>
<td></td>
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</tr>
<tr>
<td><strong>Consonant blends:</strong> gr tr fr gr: grass grapes tr: brush bread fr: frog frisbee</td>
<td><strong>Reading:</strong> a caption story (reading and understanding a caption story; finding specific information in a text)</td>
<td><strong>Values:</strong> Healthy food (understanding that some foods are healthy and others are unhealthy)</td>
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<tr>
<td><strong>Listening:</strong> identifying which food items are available in a shop</td>
<td><strong>Speaking:</strong> Have you got apples? Yes, we have. (asking and answering questions about what someone has got); <strong>Writing:</strong> question marks and full stops; Workbook - writing about my lunch (guided writing)</td>
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<tr>
<td><strong>Consonant blends:</strong> dr tr cr dr: drum dress tr: truck tree cr: crayon crab</td>
<td><strong>Reading:</strong> a description on a webpage (reading and understanding a webpage; finding specific details in a text)</td>
<td><strong>Values:</strong> Safety at school (noticing safety hazards in the classroom); Sharing with people at school</td>
</tr>
<tr>
<td><strong>Listening:</strong> identifying school rooms from their descriptions (numbering pictures in the correct order)</td>
<td><strong>Speaking:</strong> What have we got in the art room? We've got... (asking and answering questions about different rooms in a school); <strong>Writing:</strong> capital letters; Workbook - writing about my school subjects (guided writing)</td>
<td></td>
</tr>
<tr>
<td><strong>Consonant blends:</strong> fl pl bl fl: flower flat pl: plum plate bl: blanket blue</td>
<td><strong>Reading:</strong> information texts (reading and understanding a class poster; matching children with their after-school activities); <strong>Listening:</strong> identifying after-school activities (choosing which activities children take part in)</td>
<td><strong>Values:</strong> Help your family (respecting the needs of others)</td>
</tr>
<tr>
<td><strong>Speaking:</strong> I read a book. I don't ride a bike. (talking about which after-school activities you do); <strong>Writing:</strong> verbs; Workbook - writing about what I do after school (guided writing)</td>
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</table>
### Special days
Core: chocolate, sweets, balloon, present, cake, card, neighbour, pastries, nuts, tie
Extra: birthday, tomorrow, scared of, asleep, someone, or, take off, outside, sky, in half, think about, front, smile, (n), everything, give

### Everyday activities
Core: get up, have breakfast, go to school, go home, have dinner, go to bed

### Times of the day
Core: in the morning, in the afternoon, in the evening, at night
Extra: brush my teeth, goodnight, time for, get dressed, cereals, go by bus, sa, plane

### Places
Core: hospital, school, airport, police station, fire station, shop, station, zoo, supermarket, bank
Extra: work (v), fantastic, place, thing, out and about, dark, shopping (n), at the moment, cute, feed, vegetable, job

### Where does she work?
Core: hospital, school, airport, police station, fire station, shop, station, zoo, supermarket, bank
Extra: work (v), fantastic, place, thing, out and about, dark, shopping (n), at the moment, cute, feed, vegetable, job

### What’s the time?
Core: in the morning, in the afternoon, in the evening, at night
Extra: brush my teeth, goodnight, time for, get dressed, cereals, go by bus, sa, plane

### What’s the time?
Core: in the morning, in the afternoon, in the evening, at night
Extra: brush my teeth, goodnight, time for, get dressed, cereals, go by bus, sa, plane

### Review 3
**Revision of vocabulary and structures from Units 1–9**

#### Weather
Core: raining, windy, hot, cold, snowing, sunny

#### Weather activities
Core: fly a kite, make a snowman, wear coats, go outside
Extra: weather, like (n), sun hot, catch, quick, hey, wet, high up, all together, news, warm, raincoat, sun, sunglasses, fly away, be careful, get wet, keep

#### Clothes
Core: skirt, scarf, gloves, jeans, boots, shirt

#### Time
Core: o'clock, quarter past, half past, quarter to
Extra: people, platform, here comes, ... slow, hurry up, coach, pass by, wave (v), get on, sit down, seaside, town

#### Celebrations
Core: wedding, guests, cake, bride, band, invitations

#### Getting ready
Core: make a cake, wash the car, brush my hair, take photos
Extra: watch (v), video, dance (v), sleep, get ready, by my side, suit (n), excited, can't wait, month, summer, party, clean (v), letters, think, send, soon

### Review 4
**Revision of vocabulary and structures from Units 1–12**

#### Farm animals
Core: cow, goat, horse, sheep, donkey, goose

#### Adjectives
Core: loud, quiet, fast, slow
Extra: than, mummy, daddy, others, hen, sheep, clock, horsh, clap, clip, trot, farm, piece, tip (n), leave, bring, rule, run away, finally, bite, scene, sink (n), friendly

#### Memories
Core: kind, naughty, wet, dry, fridge, photo

#### Tidying up
Core: tidy, untidy, floor, rubbish
Extra: duck, each, play (n), year, wolf, hood, costume, scary, proud, act (v), hard work, brilliant, ready, tidy up

#### People
Core: man, men, woman, women, child, children

#### Ordinal numbers
Core: first, second, third, fourth
Extra: prize-giving, prize, winner, some, any, race, heavy, lose, runner, fairground, round and round, field, move, real, humans, fresh, miss (v), go back

### Review 5
**Revision of vocabulary and structures from Units 1–15**

#### Comparatives:
This cow is bigger than that cow.

#### Past simple:
I / He / She was happy.
I / He / She wasn't naughty.
You were kind.
They weren't dry.

#### Irregular plurals:
There were some teachers.
There weren't any children.
<table>
<thead>
<tr>
<th>Phonics</th>
<th>Skills</th>
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</table>
| **Consonant blends:**<br>cl cl sl sl<br>cl: cloud clock<br>gl: gloves give<br>sl: slide slippers<br>**Consonant blends:**<br>sm sn st sk<br>sm: smile small<br>sn: snow snake<br>st: stairs star<br>sk: sky skates<br>**Consonant blends:**<br>sh sm wh<br>sh: she she she<br>sm: small smith<br>wh: what where what<br>**Consonant blends:**<br>ph th ch sh<br>ph: phone bath<br>th: thin this<br>ch: chair swimming<br>sh: ship shop share<br>| Reading: instructions on making a card (reading and following instructions; finding specific information in a text)<br>Listening: identifying suitable presents (matching people with the correct present)<br>Speaking: What does he like? He likes tennis. (asking questions about likes and dislikes)<br>Writing: long and short forms; Workbook – writing about presents (guided writing)<br>Reading: information texts (reading and understanding a text about someone’s daily routine; finding specific details in a text)<br>Listening: listening for times and activities (drawing the times when people do certain activities)<br>Speaking: He has breakfast. (talking about what someone does at different times of day)<br>Writing: identifying Wh- questions; Workbook – writing about my day (guided writing)<br>Reading: a magazine interview (reading and understanding an interview about someone’s job)<br>Listening: listening for details in an interview (choosing the correct information)<br>Speaking: What are Peter’s favourite animals? (asking and answering questions about a job)<br>Writing: using commas with and in lists; Workbook – writing about where my family works (guided writing)<br>Reading: a weather report (reading and understanding a weather report; matching images with information in a text)<br>Listening: identifying the weather at certain times from the weather report (choosing the correct option)<br>Speaking: It’s Monday. What’s the weather like? (talking about weather on different days)<br>Writing: verbs and adjectives; Workbook – writing about the weather (guided writing)<br>Reading: a poem: ‘At the coach station’ (reading and understanding a poem; finding specific information in a text)<br>Listening: identifying people by their clothing<br>Speaking: What’s she wearing? He’s wearing a red shirt. Who’s it? (describing what people are wearing)<br>Writing: writing the time; Workbook – writing about my clothes (guided writing)<br>Reading: a descriptive email (reading and understanding a descriptive email; completing questions with information from a text)<br>Listening: listening for details to distinguish between photos (numbering pictures in the correct order)<br>Speaking: What’s he doing? He’s dancing. (talking about what people are doing)<br>Writing: present continuous verbs; Workbook – writing about a party (guided writing)<br>| Be good at the party! (playing co-operatively and being aware of other people)<br>Personal hygiene (understanding and maintaining good personal hygiene)<br>Respecting the needs of other people<br>Reading: an information text (reading and understanding a leaflet about a school visit to a farm; finding specific information in a text)<br>Listening: listening for rules (matching pictures to rules)<br>Speaking: Don’t open the gate. (giving positive and negative rules)<br>Writing: using and to connect sentences; Workbook – writing about a farm visit (guided writing)<br>Reading: a newspaper article (reading and understanding a school newspaper article; reading for specific details)<br>Listening: identifying people from their descriptions<br>Speaking: He was a loner in the school play. (talking about what people were in a play that took place in the past)<br>Writing: and/or, Workbook – writing about me and my friends (guided writing)<br>Reading: a fairy tale (reading and understanding a fairy tale; developing comprehension skills)<br>Listening: identifying actions and emotions (ordering the events in a story)<br>Speaking: What’s Suey doing? She’s... Is she sad? No, she isn’t. She’s... (describing what someone / something is doing; asking and answering questions about feelings)<br>Writing: irregular plurals; Workbook – writing about a school open day (guided writing)<br>Reading: a report (reading and understanding a report; giving information in a text)<br>Listening: listening for questions (choosing the correct question)<br>Speaking: He’s a great actor. (talking about what people are doing)<br>Writing: verbs and adjectives; Workbook – writing about a TV programme (guided writing)<br>Reading: a poem: ‘At the beach’ (reading and understanding a poem; finding specific information in a text)<br>Listening: identifying people by their clothing<br>Speaking: What colour is your hair? (talking about what people are wearing)<br>Writing: writing the time; Workbook – writing about my clothes (guided writing)<br>Reading: a descriptive email (reading and understanding a descriptive email; completing questions with information from a text)<br>Listening: listening for details to distinguish between photos (numbering pictures in the correct order)<br>Speaking: What’s he doing? He’s dancing. (talking about what people are doing)<br>Writing: present continuous verbs; Workbook – writing about a party (guided writing)<br>| We’re all different! (respecting the similarities and differences between people)<br>Respecting animals and the natural world<br>Let’s be kind and good (sharing, helping, and playing together)<br>Understanding the ways people change and develop<br>Let’s remember the values (being aware of good and helpful behaviour)<br>Congratulating people on their achievements
Family and Friends is a complete six-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. Family and Friends combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinesthetic learners). Family and Friends uses all of these approaches to help every child realize his or her potential.

Family and Friends also looks beyond the classroom and promotes the values of family and friendship: cooperation, sharing, helping, and appreciating those who help us. This level of Family and Friends includes the following:

Class Book with Student MultiROM
Workbook
Teacher’s Book
iTools (digital class resources)
Audio CDs
Readers
Teacher’s Resource Pack containing:
- Photocopy Masters Book (PMB)
- Testing and Evaluation Book
- Words flashcards
- Phonics cards
- Story posters

Also available as supplementary material, Grammar Friends is a six-level grammar reference and practice series that matches the syllabus of Family and Friends. The grammar is presented within everyday contexts familiar to children from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

Methodology

Words and grammar

New words are introduced in relation to each unit’s topic or theme. They are presented in the Class Book with support from the flashcards and recordings and are then practiced with chants, songs, and motivating classroom games and activities.

The children are first exposed to the new grammar items alongside the key words in the unit stories in Lesson 1. They then move on to focused grammar presentation, which is reinforced with a range of spoken and written activities.

Skills

Each unit of Family and Friends contains two pages dedicated to the development of reading, listening, speaking, and writing skills. The four skills are all integrated which means that there is one topic for each skills spread.

The reading texts in this section expose children to a balance of both familiar and new language. With a range of different text types of increasing complexity, children develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence.

The listening tasks, which are linked to the core reading text in each unit, provide a variety of naturally occurring situations for children to practise listening for specific information and detail, as well as gist.

Speaking practice is usually carried out in pairs. Since the tasks are all integrated, the children will already have been exposed to a number of ideas and key words to be used, which will give them confidence when carrying out the task.

The writing skills section provides a complete course in English punctuation, syntax, and text structuring. The syllabus resembles that used with children who are native English speakers.

Phonics

Phonics teaches the relationship between letters / letter combinations and the sounds they make. The study of phonics enables children to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

Family and Friends draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words.

Every unit of Family and Friends contains a phonics lesson. In Level 2, children learn to pronounce and spell common consonant blends at the beginning and ending of words and then see how vowels are combined to form long vowel sounds. By the end of Level 4, children will be able to identify and spell all of the most common sounds in the English language and recognize that many sounds can be spelled in different ways.

Stories

Every unit contains a story, which provides a fun and motivating context in which the new language appears. In Level 2, we see more of the amusing adventures of Rosy, her cheeky two-year-old brother Billy, and her cousin Tim, who were first introduced in Level 1.

The stories also provide ideal scenarios for practising and reviewing language structures and key words in a cyclical manner.

Songs and chants

Every unit in Family and Friends contains a song where children can perform the new language, as well as vocabulary and phonic chants. Melody and rhythm are an essential aid to memory. By singing, children can learn to forget the anxiousness and practice the language in a joyful way together. They are also an opportunity to add movement to the lessons.
Drama and Total Physical Response (TPR)

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions. The more the body is involved in the learning process, the more likely the student is to absorb and retain the information. For this reason, children are taught series of actions to accompany the stories and songs in *Family and Friends*. The children are also given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for children to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps children to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

Games and optional activities

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required, all the games in *Family and Friends* can take place at the children's desks with minimum classroom disruption. Suggestions for optional activities are included in the teacher's notes for every lesson. They can be used according to the timing and pace of the lesson, and their appropriacy to the children in the class.

Typically, optional activities in Lessons 1-4 are games and TPR activities that allow children to respond to the new vocabulary and sounds they are learning in a way that is fun and motivating. Many of the games used throughout the course are detailed on the *Flashcards and games* pages.

The optional activities suggested in the teaching notes for Lessons 5 and 6 concentrate on personalization, writing practice, posters, and class projects. For activities which involve drawing and colouring in, it is suggested that children work in groups to share craft materials.

Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary, structures, and sounds presented in the three preceding units. No new material is presented or practised in these units. They can be used as a progress test to check that children have remembered what they have learned. A complete answer key can be found on page 116 of the Teacher's Book.

Picture dictionary

A picture dictionary is provided on pages 108-116 of the Workbook for children to colour in and then refer to whenever necessary. A suitable point to use the Picture dictionary would be at the end of Lesson 3 of each unit, after children have been exposed to all of the vocabulary from the unit. (Where there are two lexical sets in a unit, notes in the Teacher's Book direct teachers to the Picture dictionary at the end of each set.) This could be done in class or set for homework.

Handwriting

The handwriting section on pages 117-119 of the Workbook provides an opportunity for children to practise writing complete words. Children can practise writing the words after learning numbers 20-100 in Unit 4, or when they reach the end of the course. As with the Picture dictionary, these pages can be used in class or at home.

Values

Values, which can also be called civic education, is a key strand in *Family and Friends*. Teaching values is important as it focuses on children's personal and social development, not just on their language skills. It improves children's awareness of good behaviour, and how their behaviour and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping children to understand about:

- Community, e.g. following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the 15 Values worksheets in the Photocopy Masters Book (PMB) – one per unit.
- In the exemplification of good behaviour throughout the course, in particular in the Class Book stories and their characters, in the Class Book Skills Time! pages, and in the two class plays in the PMB.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

Testing and evaluation

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing. Children can also evaluate their own progress through a simple self-assessment exercise at the end of the Review sections in the Class Book.

The Testing and Evaluation Book offers:

- suggestions for ongoing classroom evaluation.
- an evaluation sheet to keep a record of children's progress.
- suggestions for encouraging children to self-evaluate.
- 16 unit tests.
- 5 summative tests (for use after every three units).
- 5 skills tests (for use after every three units).

The Test Builder (*Family and Friends* iTools)

The Test Builder is part of the *Family and Friends* iTools disc (see below). It provides editable versions of the tests in the
Testing and Evaluation Book, allowing teachers to produce their own tests according to the needs of their class.

The Test Builder provides practice task types for Cambridge and Trinity-style young learner examinations, enabling the teacher to choose task types and create practice materials for these tests. Even if you are not preparing for these examinations, you can still use the tasks to create extra practice and revision tests or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the Testing and Evaluation Book.

**Multimedia**

**Student MultiROM**
The Student MultiROM contains:

- *Listen at home* target language, songs, and phonics chants for children to practise at home. They can be played on a CD player, or on a computer using the audio player. (A full list of tracks can be found on page 123 of the Teacher’s Book.)
- Computer-based interactive activities which practise the vocabulary, grammar, and phonics from each unit, and karaoke versions of the songs for children to sing along to.

**Family and Friends iTools**

*Family and Friends* iTools is a CD-ROM which contains digital class resources and ‘make your own’ resources.

All the digital class resources on the iTools can be used interactively, either on an Interactive Whiteboard (IWB) or on a projector. These include:

- vocabulary presentation and practice.
- frame-by-frame story presentation.
- grammar presentation and practice.
- phonics presentation and practice.
- skills texts and writing skills presentation.
- karaoke versions of the songs and chants.

**Supplementary materials**

**Readers**

Research shows that the more you read, the better you become at English. The dedicated Skills Time pages focus on reading shorter texts intensively, but it is also important for students to learn to read extensively, approaching longer texts at their own pace. Students should read at the right level, with language that is appropriate for their abilities and knowledge.

*The Family and Friends* Readers are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children’s lives today. In Level 2, they contain approximately 700–800 words in total, and correspond with the vocabulary and grammar syllabus of the course. They also contain integrated activities which can be used either in the classroom or for homework.

**Grammar Friends**
The *Grammar Friends* series can be used alongside *Family and Friends* as an additional resource to provide more written grammar practice. The words and grammar used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable children to build up a picture of the grammatical system step by step. It can be used in class or at home.

There is a CD-ROM containing additional interactive exercises and multiple-choice grammar tests with each Student’s Book. A Teacher’s Book for each level contains the answers to the exercises, notes on the units, and tests.

**Drama in the classroom**

**How to present the stories**

Each story is spread across two lessons and has a receptive and a productive stage. In the first lesson (receptive stage), children listen to the story and follow it in their Class Books. In the second lesson (productive stage) the children recall the story, listen to it again, and act it out.

**Acting out the stories**

There are various ways of acting out the stories, depending on the size and nature of your class.

**Acting in groups**

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (children may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one child to play each character. To keep disruption to a minimum, children could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Children practice the story in their groups, saying their character’s lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

**Acting as a class**

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which children can do at their desks without standing up (e.g. they could ‘walk’ their fingers to show that the character is walking).
- Play the recording to practise reciting the lines. Children mime the actions for each character as they speak.
- Play the recording again for children to give their final performance.

**Acting with a ‘lead group’**

This is a combination of the two previous procedures:

- Decide on actions for the story as above.
- Divide the class into groups so that there is one child in each group to play each character. Children should all be facing the front of the class, and not the other people in their groups. They won’t need to leave their seats.
- Ask one of the groups to come to the front of the class.
- Play the recording. The group at the front demonstrate the actions to the class.
- Play the recording again for the rest of the children to join in with the actions.
**Class plays**

The Photocopy Masters Book contains two plays for the whole class to act out, one at the end of each semester. Teaching notes can be found on pages 124–125 of the Teacher's Book.

Preparing the plays will take several lessons: discussing the play and allocating parts; deciding on and organizing props and costumes; and finally, rehearsing. If possible, arrange a performance of the plays for parents.

**Classroom management**

Children learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

- **Success** is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as *Good boy/girl, Good work, Well done! Excellent try! You did that very well.*

- **Errors** need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again,* then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong,* as these can create negative associations to learning.

- Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.

- Ensure that you are well prepared for every lesson. Read the lesson notes and prepare any materials you will need before the lesson.

**Involving parents**

Learning involves a co-operative relationship between home and school, and it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.

- Encourage extra practice at home using the MultiROM, especially the *Listen at home* sections. The children can enjoy singing the songs at home and performing the stories and plays to their families and friends.

- Show parents the completed *Values* worksheets from the Photocopy Masters Book.

- Show parents the children's completed *Evaluation Sheet* from the Testing and Evaluation Book at the end of each semester.

- Organize a concert or parents' afternoon where the children can perform the unit stories, plays from the PMB, and the songs they have learnt, along with their actions.

- Organize an Open Day where parents can come into the classroom with their children to see displays of their work and share any feedback or concerns with you in a relaxed environment.
Lesson One  Words and Story
Lesson 1 teaches and practises the first new vocabulary set. It also exposes the children to the story and grammar points they will be studying in Lesson 2.

Teaching the words and presenting the story

Words
- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Class Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.
- Teach the chant. You can ask children to perform actions that reflect the meaning of the words as they chant.

Story
- Prepare the children for the story. Display the Story poster and talk about each frame with the class. Ask simple questions such as Who's this? Where are they? What's this?
- Play the recording the whole way through. Point to the corresponding speech bubbles on the poster as the children listen.
- Play the recording again. The children point to the pictures as they hear the text. Ask some comprehension questions about the story.
- Ask the children to look in their Class Books and find and point to the words from Exercises 1 and 2 that appear in the story.

Workbook
The children practise recognising and writing the new words from the lesson.
Lesson Two  Grammar
Lesson 2 teaches and practises the grammar points presented in the story. The children also practise the language by acting out the story.

The children listen to the story again and now produce the language by repeating and then acting out the story (see page 8).

The children study the grammar structure that was presented in the story.

The children practise writing the grammar structure.

The children practise the unit's words along with the grammar structure in a speaking activity.

Acting out the stories and teaching the grammar

Story
- Display the Story poster to see what the children can remember about the story from the previous lesson.
- Play the recording. Pause after each dialogue for the children to repeat.
- Play the recording again. This time ask the children to mime actions as they speak (there are suggested actions in the lesson notes). Allow the children to make suggestions and demonstrate the actions.
- Divide the class into groups, with each child having a different role in the story. Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

Grammar
- Teach the grammar through example rather than explanation.
- Read the grammar examples. The class repeats chorally. Write them on the board. Reinforce meaning with actions.

Workbook
The children practise recognizing and writing the new grammar points from the lesson.

- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Do the first question in each exercise with the class, then encourage them to work independently. Check answers with the whole class.
- Model the dialogue with one of the children, then let the class practise the dialogue in open pairs.

Children use the Student MultiROM at home to practise the new grammar structures.
Lesson Three  Words and Song

Lesson 3 teaches a further vocabulary set. The unit's core language is then practised with a song and Total Physical Response activities.

Teaching songs
- Teach children a further vocabulary set, often an extension of the set from Lesson 1. Play games using the flashcards to consolidate learning.
- Play the song to the class. The children listen and point to the pictures to show understanding of the words.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.
- Now sing the song with the class a number of times with the recording.
- Teach actions to accompany the song (see the suggested actions in the lesson notes, or ask the children to suggest their own).
- Sing the song again, this time with the actions.
- You could allow some children to provide accompaniment with drums, shakers, etc.

Workbook
The children practise recognizing and writing all the new words from the unit, with a particular focus on the new words from this lesson.

Photocopy Masters Book (PMB)
There is extra written practice for the vocabulary and structures from the unit on the PMB Extra writing worksheet.

Children use the Student MultiROM at home to practise the two vocabulary sets and the song.
Lesson Four  Phonics
Lesson 4 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it.

The children listen to the sound or sounds and point to the letters that form them. They read and repeat words that contain the sounds and letters, with the help of phonics cards.

The children see these words in sentences and learn a chant. The chant provides targeted pronunciation practice within an engaging context.

The children look at the chant again and identify the letters that create the phonics sounds.

The children listen and join the sounds they hear.

Teaching phonics
- Introduce the new sounds and the letters that form them one at a time. Show the class the phonics card and say, for example, Letters c and r make the sound /kr/. Model the sound a number of times for children to repeat.
- Introduce the new phonics words with the cards and recording.
- Play the chant to the class. Talk about the picture to ensure the meaning is clear.
- Repeat the chant, this time asking the children to clap their hands (or perform another action) every time they say a word that contains the target sound.
- For Exercise 4, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.
- In the Review sections, the children distinguish the new sounds from others they have learned previously.

Workbook
The children practice recognizing and writing the words containing the phonics sounds and letters.

Children use the Student MultiROM at home to practise phonics exercises.
Lesson Five  Skills Time! Reading

Lessons 5 and 6 provide a focused study of skills. Lesson 5 concentrates on reading comprehension, looking at a variety of text types.

The children look at the reading text and illustrations. They identify key words and features in the text as preparation for reading.

The children read and listen to the text for the first time.

The children read the text again, this time looking for details that will enable them to complete the comprehension activity.

Teaching reading

- Approach a new text in three stages: pre-reading, reading for gist, and reading for detail. Explain to the children that they do not have to understand every word to do this. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.
- Pre-reading (Exercise 1): This stage is about looking for clues to help the children piece together the meaning of the text. This includes looking at the pictures and text style to guess what type of text it is and what it is likely to be about. Ask the children to give suggestions about what they think the text will say before they start to read.
- Reading for gist (Exercise 2): Play the recording twice while the children follow the text in their books. They do not need to be able to read every word independently, but be able to read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general points.
- Reading for detail (Exercise 3): Go through the comprehension activity with the class so that the children know what information to look for in the text. Give them time to read the text again to find the answers. Have a class feedback session.

Workbook

The children read a related text and complete comprehension activities.
Lesson Six  Skills Time! Listening and Speaking (Class Book)

Lesson 6 focuses first on listening comprehension, and then on speaking and writing skills in the Class Book. The writing section is developed further in the corresponding Workbook page.

The children listen to a recording and complete a listening comprehension activity.

The children practice speaking in pairs, using a context that is similar to the reading and listening activities.

The children do exercises to develop their writing skills. Each unit develops a different aspect of their writing. Their writing is then developed in the Workbook in personalized writing activities (see next page).

Teaching listening and speaking

Listening
- To follow a listening text, the children should be aware that they do not need to understand every word. As with reading, they listen for the words they do know, and then use clues and logic to work out the rest.
- Pre-listening: Ask the children to look at the pictures in the activity and to guess what the recording will be about. Elicit as many relevant words as possible.
- Listening for gist: Play the recording right through. The children listen and point to the pictures in their books.
- Listening for detail: Play the recording, pausing for children to complete the activity in their books.

Children use the Listen at home section of the Student MultiROM to practise listening skills. They can listen to phrases using the new vocabulary and structures they have learnt, as well as the phonics chant and the song from the unit.

Speaking
- The speaking task aims to develop speech that is clear and fluent. The children will also learn to speak expressively and with confidence.
- To make the speaking task more meaningful, talk about the context. What are the people talking about? Where are they? Why are they talking?
- Call a volunteer to come to the front and demonstrate how to ask and answer the questions using the dialogue in the speech bubbles. Use different examples from the vocabulary set.
- Ask the children to repeat chorally, emphasizing correct intonation in the questions and answers. Check that the words are flowing together, without unnecessary pauses.
- The children then carry out the speaking activity in pairs. Move around the class while they are speaking and give models where necessary on how they can make their speech sound more fluent.
Lesson Six  Skills Time! Writing (Workbook)

In Lesson 6, the children learn key writing and literacy skills and carry out personalization activities on the Workbook page.

Teaching writing
- Demonstrate the new writing skill by writing one or more of the example sentences from the Class Book on the board. Circle or underline the target punctuation or word.
- Write additional sentences on the board and call children to come to the front to circle or underline the new punctuation or literacy feature.
- Work through the first example as a whole-class activity, then encourage the children to work independently. Move around the class while they are working to offer help as required.
- Encourage the children to find examples of the writing skill in the reading text in Lesson 5 or the story in Lesson 1.

Workbook
Writing
- The children now move from recognizing the new writing skill to producing it.
- Do the first example as a whole-class activity. Encourage the class to complete the rest of the activity independently.

About me!
- Explain to the children that they will be writing about themselves and there are no right or wrong answers. Contrast the different answers, emphasizing that as everyone is different, their answers may be different too.

- In preparation for the writing task, they tick, circle, or write the words in Exercise 2 that are relevant to them.
- They then draw a very simple picture of the thing they are going to write about.
- Ensure that the children understand what type of sentences they need to produce in the writing task. Read the example sentence and elicit further examples from the class. Write them on the board.
- When the children have finished, call volunteers to come to the front to read their texts to the class and show their drawings.
- Children could copy their illustrations and writing texts onto clean pieces of paper to be displayed around the classroom.

PMB
The PMB Values worksheet highlights ways in which children can take care of themselves and their community.

Test
There is a test at the end of every unit in the Testing and Evaluation Book to help monitor the children's assimilation of the language.
<table>
<thead>
<tr>
<th>Classroom Language</th>
<th><strong>Saying what you are going to do at the beginning of a unit, lesson, or activity</strong></th>
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<tbody>
<tr>
<td></td>
<td>Today we're going to... Now we're going to...</td>
</tr>
<tr>
<td></td>
<td>do some listening / speaking / colouring / writing.</td>
</tr>
<tr>
<td></td>
<td>listen and point.</td>
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<tr>
<td></td>
<td>sing a song.</td>
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<tr>
<td></td>
<td>play a game.</td>
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<tr>
<td></td>
<td>listen carefully.</td>
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<thead>
<tr>
<th>Showing children how to do something</th>
<th><strong>Well... We can...</strong></th>
<th><strong>start like this.</strong>  *<em>do it this way.**  *</em>point to the...**  *<em>what I mean.**  *</em>what to do.**  **how to do it.**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I'm going to show you... Let's do some together first so you'll see...</td>
<td>what I mean. what to do. how to do it.</td>
</tr>
</tbody>
</table>

| Giving instructions for moving around and helping in class | **Everybody, ...**  \**Now everyone, ...**  \**I want you to...**  \**(name / names), can you...**  \**(name / names), would you...** | **stand up, please.**  \**come out here to the front, please.**  \**stand beside your desks / tables.**  \**go back to your places.**  \**hold this flashcard.** |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

| Giving encouragement and praise | **Well done, (name)...**  \**That's very good, (name)...**  \**Excellent, (name)...** | **you're really good at this!**  \**you know the first letters of ten words.**  \**your picture is really neat.**  \**very nice.**  \**very neat work.**  \**really good.**  \**fantastic!** |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                               | **That's...**  \**very nice.**  \**very neat work.**  \**really good.**  \**fantastic!**                                    |

<table>
<thead>
<tr>
<th>Asking for recall of words, phrases, and activities</th>
<th><strong>Now, who can...</strong></th>
<th><strong>show me the cat?</strong>  *<em>tell me what this is?**  *</em>what Billy says?**  *<em>who / what this is?**  *</em>what happens next?**  **what happened last time?**</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Let's see. Can you remember...</strong></td>
<td><strong>this?</strong>  *<em>his / her name?**  *</em>do the actions and sing the song?**  *<em>see Tim climbing the tree?**  *</em>count the oranges?**  *<em>tell me what Flossy says?**  *</em>help me tell the story?**  **remember six things?**</td>
</tr>
<tr>
<td></td>
<td><strong>What's...</strong></td>
<td><strong>this?</strong>  *<em>his / her name?**  *</em>do the actions and sing the song?**  *<em>see Tim climbing the tree?**  *</em>count the oranges?**  *<em>tell me what Flossy says?**  *</em>help me tell the story?**  **remember six things?**</td>
</tr>
<tr>
<td></td>
<td><strong>Can you...</strong></td>
<td><strong>do the actions and sing the song?</strong>  *<em>see Tim climbing the tree?**  *</em>count the oranges?**  *<em>tell me what Flossy says?**  *</em>help me tell the story?**  **remember six things?**</td>
</tr>
</tbody>
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<table>
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<tr>
<th>Encouraging good behaviour</th>
<th><strong>Quiet everyone,...</strong></th>
<th><strong>settle / calm down.</strong>  *<em>that's good, (name / s).**  *</em>thank you, (name / s).**</th>
</tr>
</thead>
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<tr>
<th>Setting up pairs and groups</th>
<th><strong>Are you ready? You're going to do this...</strong>  **OK, everyone. You're going to work...**</th>
<th><strong>in pairs / in twos.</strong>  *<em>in small groups.**  *</em>in groups of three / four.**</th>
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<td><strong>We're going to...</strong></td>
<td><strong>play this together.</strong>  *<em>make four groups.**  *</em>share the colouring pencils.**</td>
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<th><strong>OK,...</strong></th>
<th><strong>we're going to stop now.</strong>  **just one more time before we finish.**</th>
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<td></td>
<td><strong>Now let's...</strong></td>
<td><strong>pick up all our things.</strong>  **put the flashcards here.**</td>
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**Phonics cards**

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Warmers, games, and optional activities

The purpose of warmers is to stimulate the class at the beginning of a lesson and prepare them for learning. An interactive activity such as a song or game, especially one involving movement, is often a very successful way of achieving alertness.

The lesson notes suggest warmers for each lesson. These are often songs or chants learned previously, along with their corresponding actions. A second song or chant can also be chosen for review.

Children also enjoy Total Physical Response activities, especially when there is a competitive element. These could include some of the activities below. Many of these games can also be used as optional activities in the lessons.

Flashcard games

Word chain
- Place four or five flashcards on the board in a given sequence, e.g. table, computer, peg, board.

- Point to a child. He / She says the first word in the sequence, i.e. table.
- Point to another child. He or she says the next word in the sequence, i.e. computer.
- Continue with each child saying the next word in the sequence, returning to the beginning when necessary.

Option: Remove one flashcard. The class repeats the sequence, including the missing word. Remove one more flashcard each time, until children are saying the whole sequence from memory.

Jump
- Ask the children to stand at their desks.
- Hold up a flashcard from the vocabulary set and say a word.
- If the word is the same as the flashcard, they jump. If it isn’t, they keep still.
- Alternatively, ask children to put their hands up if the word you say and the flashcard are the same.

Snap!
- Write one of the items from the vocabulary set on the board, e.g. happy. Say the word aloud.
- Put the flashcards in a pile and hold them up so that the children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the picture for ‘happy’, they shout Snap!
- Repeat with the rest of the words in the set.

Musical cards
- Play lively music, ideally the target unit’s song.
- Hand the unit flashcards out to different children around the class. They pass the cards to children next to them around the class while the music is playing.
- Stop the music suddenly. Ask the children who are holding flashcards, ‘What’s this?’ (or another appropriate question) to elicit the words.
- Play the music and continue in this way.

Whispers
- Arrange children into groups of at least six. Show a flashcard to the first child in each group. This child whispers the word to the child next to him / her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word aloud, and the first child holds up the flashcard to see whether the word and the flashcard are the same.

Where was it?
- Lay a number of flashcards face up on your table or on the board. Give the class five seconds to look at the cards.
- Now turn all the flashcards over so that they are face down.
- Ask, e.g. ‘Where’s snowing?’ The children try to remember the position of the ‘snowing’ flashcard.
- Give several children an opportunity to guess. Ask them to say the word before they point to the card.
What have I got?
- Use the flashcards to elicit the vocabulary for the game.
- Hold up one flashcard so that the class can only see the back of it.
- Ask What have I got? for children to make guesses.
- When the flashcard has been guessed correctly, put it on the board.
- Hold up a second flashcard and repeat the procedure.
- Continue until all the flashcards are on the board.
Variation: To make the game more exciting, limit children to three guesses. If they name the flashcard within three guesses, the class wins the card. If they don’t, the teacher wins the card. Put the flashcards the class has won and the flashcards the teacher has won on opposite sides of the board. At the end of the game add up the scores with the class.

What’s missing?
- Display the flashcards from the vocabulary set on the board. Point to each one in turn for children to say the words. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a flashcard.
- Display the flashcards again and ask What’s missing?
- When children have identified the missing flashcard, shuffle them again and repeat the procedure.
Option: To make the game harder, add a new flashcard from a related lexical set each time.

Slow reveal
- Put a flashcard on the board and cover it with a piece of paper or card.
- Very slowly move the paper to reveal the picture, bit by bit.
- Ask What’s this? or another appropriate question, such as What does he like? The first child to guess correctly comes to the front to choose the next card.
- Continue the game until you have practised all of the words from the vocabulary set.

Order the letters
- Show the class a flashcard and elicit the word. Hide the card. Write the jumbled-up letters of that word on the board, followed by the correct number of lines for the number of letters.
- Call children to come to the board to write one letter at a time to complete the word.

Phonics card games

Point to the correct card
- Display some phonics cards on the board or around the classroom, one of which contains the target sound. Say the target sound, e.g. /i:/ The children point to the card that contains the sound. Elicit the words from the class.

Phonics matching
- Display the phonics sound cards on the board or around the classroom. Place the phonics picture cards on your table. Call children to come to the front of the class to match the cards to the correct sounds on the board.

Find your partner
- Give phonics sound cards to individual children around the class. Give the corresponding phonics picture cards to different children.
- Ask the children with the sound cards to stand up one at a time and say the sounds on their cards.
- The children with the picture cards listen. If the sound is in their word, they stand up, show the card to the class, and say the word.

More games

Do it!
- You can play this game with any vocabulary set.
- Assign each child a word from the vocabulary set you are covering, e.g. blue, green, red, yellow, etc.
- Give instructions, e.g. yellow, jump! blues, stamp your feet! Children who have that word assigned to them do the action.
- Any children who do the action if it is not their word are out of the game.

Freeze
- Ask the children to stand at their desks.
- Give a series of instructions, e.g. wave, run, jump. Children mime the actions.
- When you say Freeze!, the children must stop what they are doing and stand still. The children who are slowest to stop are out of the game and have to sit down.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

Simon says…
- Ask the children to stand at their desks.
- Explain that you are going to give instructions. If the instruction begins with the words Simon says…, children must do as you ask. If not, they should stand and wait for the next instruction. Any child who gets this wrong is out of the game and has to sit down.
- Give an instruction that is relevant to the unit’s language, e.g. Simon says… point to your nose; Simon says… point to something red; Simon says… eat an apple.
- Intermittently insert an instruction which is not preceded by Simon says… to see which children are really paying attention.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

Mime the word
- Ask the children to stand at their desks.
- Say a word or sentence, e.g. I go swimming. The children repeat and perform a simple action, i.e. children say I go swimming and mime swimming for a few seconds.
Note: This activity is particularly suitable for animal words, job words, activities, and action words (e.g. jump, write, etc.) or any vocabulary set in which mime is possible.
Smiley face
- This game can be played as a whole-class activity, or in teams or pairs.
- Think of a word and draw a short line for each letter on the board, one next to the other.
- Ask the children to guess the letters that are in the secret word, one by one.
- If a child guesses a letter correctly, write the letter on the correct line.
- If a child guesses incorrectly, write the letter on the board with a cross through it, and draw a large circle to represent a face. With each letter that is guessed incorrectly, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the word or the face is complete. If the word is completed, the class have won; if the face is completed, the teacher has won.

What's the picture?
- Invite a child to come to the front of the class and whisper the name of an object he/she has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child to guess the object correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

A long sentence
- Say a sentence that ends with a word from the vocabulary set that you want to practise, e.g. in this room there's a table.
- Choose a child to continue the sentence, adding a new word to the end, e.g. in this room there's a table and pegs. This child then chooses another child, who says the sentence, adding another word to the end of it.
- Continue the game until you have practised all the words from the vocabulary set, or until someone forgets the words in the chain.

Bingo
- Ask the children to draw a grid, three by three (or three by two) squares. In each of the squares, they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The children cross off the words in their grids as they hear them. The first child to complete a line of three shouts Bingo!

Forwards and backwards
- Make sure the children are in rows so that they can count around the class.
- Ask the children to start counting, with each child saying the next number.
- Before they get to ten, say Change! The children then have to start counting backwards from whatever number they reached.
- Say Change! again and the children start counting forwards again.
Lesson One  CB PAGE 4
Oxford IT tools Digital classroom - Starter - Song/Story

Lesson objectives
To recall the main characters from Family and Friends 1
To understand a short story

Language
Recycled: vocabulary and structures from Family and Friends 1
Extra: welcome back, learning, and (v)

Materials
CD 01-02; Starter story poster

Warmer
- As children come into the class, smile and say Hello. Encourage children to say Hello back to you. Say It's a new year. Welcome back!
- Begin the class with some common greetings. Ask and answer the questions How are you? and What's your name? with individual children. Children then ask and answer the questions in pairs or small groups. (They will revise greetings further in Lesson 3.)
- If the class did Family and Friends 1, talk about the story and characters with them. Ask Who is in the story? Write the names children can remember on the board. Ask them to tell you what they can about the different characters.

Lead-in
- Tell children that they are going to begin the lesson with a song. If the class did Family and Friends 1, talk about the songs with the class. Ask Can you remember any of the songs from Family and Friends 1?
- Encourage children to tell you (or sing) any lines they can remember from the songs. If they remember one of the songs well, sing it with the class. If they want to sing but they can't remember any of the songs, write up the words to Sing a rainbow and sing (or chant) it with the class:
  Red and yellow,
  And pink and green,
  Purple and orange,
  And blue.
  I can sing a rainbow,
  Sing a rainbow,
  Sing a rainbow too.

1 Listen and sing. 01
- Ask children to open their Class Books and look at the three children at the top of the page. Point to each one in turn for children to tell you their names. If it is the first time the class have seen these characters, point to them in turn and say their names - Rosy, Billy, and Tim. Children repeat the names after you. Explain that they will see these characters the whole way through the course.
- Explain that they are going to listen to a Welcome back song and then sing it. Play the recording once for children to listen and follow the song in their books.
- Focus attention on the words. Read each line for children to repeat after you.
- Play the recording again for children to sing along.

2 Sing and do.
- Ask children to think of some actions for the song (see suggestions below).
- Play the song again for children to sing and do their actions.
- Repeat (more than once if you wish).

Song actions
Welcome back to all our friends - wave
Fun and learning never end! - punch the air
Welcome back, it's a happy day - wave and smile
A day for learning - mime opening a book
A day for play! - jump in the air

3 Listen and read. 02
- Use the Starter story poster to present the story. Point to the different characters for children to say the names. Ask them what words they know in the pictures.
- Ask What's happening in the story? Point to each frame in turn for the class to talk about them. Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to the different speech bubbles as they hear the words.
- Ask the following questions to check comprehension: What is Rosy's video about? What's on Billy's bed? Is Billy in his bedroom?
- Play the recording again for children to listen and read the story in their Class Books.

Optional activity
- Describe a character from the story for children to guess who it is, e.g. He's two. He's got curly hair.
- Ask different children to describe another character for the class to guess.

Optional activity
- Assign a character's name to each member of the class, so that there are several Rosies, Tims, and Billies.
- Play the recording again. When children hear their 'names', they stand up and wave.

Further practice
Workbook page 4
@ Student MultiROM - Starter Unit - Song 1
Lesson Two  [CB PAGE 5]

Lesson objectives
To revise family words
To identify people from their descriptions
To describe people's appearance
To act out a story

Language
Recycled: family words, appearance words
Extra: black

Materials
CD 01–03, Starter story poster

Warmer 01
• Sing the 'Welcome' song from page 4 and do the actions to energize the class.

Lead-in
• Ask children if they can remember what happened in the story in the previous lesson. Hold up the Starter story poster to encourage ideas.
• Ask questions about the people in the story, e.g. Who has got green eyes? Who has got brown hair? Who is two? Who is Rosy's cousin? Who is Billy's sister?

1 Listen to the story again and repeat. Act. 02
• Ask children to turn to the story on page 4 of their Class Books.
• Play the recording, pausing after each line of text for children to repeat.
• Divide the class into groups of three to play the parts of Rosy, Tim, and Billy.
• Ask children to look at the different actions that the people do in the story. As a class, decide on actions for the story (see suggestions below). Play the recording a second time for children to mime the actions as they listen.
• Children practice acting out the story in their groups. You may like the class to use some creative 'props', e.g. a pencil case for a video camera, a piece of paper for a photograph, and a chair for a bed.
• Monitor the activity, checking for correct pronunciation.
• Ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Rosy waves to her video camera.
Picture 2: Rosy holds up the camera to film Tim. Tim waves.
Picture 3: Rosy holds the video low to film Billy's photograph.
Picture 4: Rosy and Tim walk into Billy's bedroom, filming.
Picture 5: Tim bends down to look under the bed. Rosy looks around for Billy, while Billy 'hides' on the bed.
Picture 6: Billy jumps up with a big smile. Rosy and Tim are happy and surprised.

2 Circle T (true) or F (false).
• Ask children to look at the sentences in the book. Ask Has Rosy got brown hair? to establish that the first sentence is true. Explain that the letter T means the sentence is true, and the letter F means it is false. Show children the circle around the letter T indicating that the sentence is true.
• Read through the rest of the sentences with the class to check understanding, but tell children not to say the answers out loud.
• Children work in pairs. Allow time for them to read the sentences again and decide whether they are true or false.
• Go through the answers with the class.

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

3 Listen and number. 03
• Tell children you are going to play a recording of someone describing the people in Rosy's family. Explain that they don't have to understand every word they hear, but they should listen out for words they do know.
• Ask individual children to read the words in the word pool. Play the recording the whole way through for children to listen and point to people as they hear them mentioned.
• Play the recording again, stopping after the first item for children to point to Rosy's mum. Show them the example answer 1 in their books.
• Play the recording through to the end, pausing after each item for children to write the numbers.
• Play the recording once more for children to check their answers. Go through the answers with the class.

Transcript
1 This is Rosy's mum. She's got curly hair. It's brown.
2 This is Rosy's dad. He's got short, black hair.
3 This is Rosy's brother. His name's Billy. He's got short, curly hair and brown eyes.
4 This is Rosy. She's Billy's sister. She's got brown hair. It's straight.
5 This is Rosy's grandma. She's got white hair.
6 This is Rosy's grandpa. He's got short, white hair.
7 This is Rosy's aunt. She's got brown hair and green eyes.
8 This is Rosy's uncle. He's got black hair and brown eyes.
9 And this is Rosy and Billy's cousin. His name's Tim. He's got short, brown hair and green eyes.

ANSWERS (clockwise from left) 2, 1, 6, 5, 7, 8, 9, 3, 4

4 Point and say.
• Ask two children to stand up and read the sentences in the speech bubbles to the class. The second child finishes the second sentence with his / her own words. Ask the class to repeat each sentence in chorus.
• Children work in pairs. They take turns to point to the people in Rosy's family and describe them.
• Monitor the activity, helping with pronunciation and modelling words where necessary.
• Go through the activity with the class. Ask individual children to tell you about different members of the family.

Further practice
Workbook page 5
Picture dictionary, Workbook page 108
Lesson Three

Lesson objectives
To greet people and ask questions about them
To introduce someone to a friend
To say the days of the week

Language
Recycled: days of the week
Extra: bump, down, week

Materials
CD 04

Warmer
- Play Do it! (see Teacher’s Book page 20) with the class to revise family words.

Lead-in
- Ask children what they can remember about Rosy’s family. Ask Who is Billy / Tim? to elicit He’s Rosy’s brother / cousin. Ask How old is Billy?

1 Ask and answer.
- Ask one of the stronger children to come to the front of the class. Read the dialogue on the page together while the class listens.
- Say the dialogue again, pausing after each line for the class to repeat. Encourage children to make the words flow together, avoiding any unnecessary pauses.
- Ask children to work in pairs and say the dialogue with their partner. Monitor the activity, modelling words and phrases where necessary.
- If you wish, ask some of the pairs to say their dialogues aloud for the class.

Optional activity
- Ask the first question to the person sitting next to you. He / She replies and asks the following question to the person sitting next to him / her. Continue in this way around the class.

2 Look and say. Introduce a friend.
- Ask children to look at the pictures. Ask What can you see? Elicit or explain that the children in the pictures are introducing a friend to someone else.
- Ask a child to stand up and read the sentences in the first speech bubble to the class, pausing after each sentence so that the class can repeat what they hear.
- Divide the class into groups of three. If the class doesn’t divide exactly, include some groups of four. Children take turns to ‘introduce’ their friends to each other.
- Monitor the activity. Help with pronunciation and model words and phrases where necessary.
- If you wish, ask some of the children to stand up and introduce a friend to the class.

3 Listen and sing. 04
- Ask children to look at the pictures. Ask What can you see? Elicit the actions the children are doing (jumping, waving).
- Play the recording once for children to listen.
- Read each line of the song aloud for children to repeat after you.
- Play the recording again for children to sing along.
- Repeat (more than once if you wish).

4 Sing and do.
- Ask children to look at the pictures and decide together on what the actions should be (see below for suggestions).
- Play the recording for children to listen, sing, and do their actions.

Song actions
Monday, Tuesday, Wednesday, Jump! – jump in the air
Thursday, Friday, down with a bump! – sit down on chairs
Saturday, Sunday, let’s say ‘Hi!’ – wave hello
Days of the week, let’s say ‘Goodbye!’ – turn around and wave

Optional activity
- Tell children that they are going to make their own version of the song. Write the words to the song on the board with the actions missing.
- Invite different children to suggest new actions, e.g. Monday, Tuesday, Wednesday, clap!
Thursday, Friday, Touch your head...
- Fill in the gaps on the board. Sing the new song and perform the new actions with the class.

Culture note: Days of the week
In Britain, Monday to Friday are days of business, with a large proportion of the workforce working from around nine o’clock until five o’clock, usually with an hour’s break for lunch. Apart from in major cities, shops usually stay open only until around six o’clock in the evening. The biggest shopping day is Saturday, but in 1994, after many years of debate, it became legal for large shops to open for limited hours on Sundays too.

On Saturdays many children attend clubs or classes of different kinds, such as music or sports, and a large number of adults also use Saturday as a day for outdoor activities. Traditionally, a large percentage of the population would attend church on Sundays, and it is still considered a day for relaxation. Many people meet up with their extended family and have a special meal together on Sundays.

Sunday and Monday are named after the days of the sun and the moon respectively; Tuesday to Saturday are named after various Norse and Roman gods.

Further practice
Workbook page 6
© Student MultiROM - Starter Unit - Song 2
Lesson Four (CB PAGE 7)

Lesson objectives
To ask and answer questions about toys.
To ask and answer questions about colours.
To write numbers 10–20 in digit form.

Language
Extra: white.

Materials
CD 04-05.

Warmer 04
- Sing Monday, Tuesday, Wednesday, Jump! from page 6 to energize the class and revise the days of the week.

Lead-in
- Write the numbers 1–20 on the board in a random order, with plenty of space between each number. Point to the numbers for children to say the words in chorus. Leave the numbers on the board as you will return to them later in the lesson.
- Ask questions to practise using numbers, e.g. How many tables are there in the room? How many pencils have you got on your desk? How many books have you got in your bag?

1 Look. Ask and answer.
- Ask children to look at the picture and name the different toys they can see (without counting them). Ask Which toys does the girl like? Which toys does the boy like?
- Read the words for toys in the word pool, pausing after each one for children to point to each toy in the picture.
- Choose a child to read the example dialogue with you while the class listens. Pause between the question and answer for the class to repeat. Encourage children to make the words flow together, avoiding any unnecessary pauses.
- Practise further examples with the class, e.g. How many dolls / teddies / bikes are there?
- Ask children to work in pairs. They take turns to ask and answer questions about how many of each toy there are.
- Monitor the activity. Help with pronunciation and model words and phrases where necessary.

NOTE: You may need to remind the class that they talk about more than one of something they need to add an s to the end of the word. Model bike and bikes for children to repeat before they begin doing the exercise.

Optional activity
- Talk about toys with the class. Ask What's your favourite toy? What colour is it? What other toys do you like?

2 Listen and point. Ask and answer. 05
- Ask children to look at the exercise and tell you what they can see (cars). Tell them they are going to hear a recording of someone saying different numbers. They must listen and point to the cars that have the numbers they hear.
- Play the recording for children to listen and point. Repeat.
- Ask children to read the colour words in the word pool aloud. Then read them again, pausing after each word for them to point to a car that is that colour and say the number.
- Ask children to look at the speech bubbles. Choose a child to read the dialogue with you. He / She must finish the answer by looking at the picture to see what colour car 18 is.
- Ask the class to repeat the question and answer in chorus.
- Practise further examples with the class. Ask What colour is number 14 / 12 / 19?
- Ask children to work in pairs. They take turns to ask and answer questions about the colour of the cars.
- Monitor the activity. Help with pronunciation and model words or phrases where necessary.

Transcript
ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

3 Write the numbers.
- Ask children to look at the words for numbers in their books. Read through the list together.
- Focus attention on the example. Ask children to write the number 10 in the air with their fingers. Call out other numbers from the list for children to write in the air.
- Ask children to look at the rest of the numbers. Allow time for them to write the digit form next to each word.
- Go through the answers. Read out the numbers for children to write the digits in the air once more.

Answers
10, 13, 17
20, 15, 14
11, 12, 16
18, 19

Optional activity
If you did the lead-in activity, ask children to look at the list of numbers on the board.
- Invite individual children to come to the front of the class and write the words next to each number.
- When the words are all on the board, rub out the digits and ask individual children to come and write them next to the words.

Further practice
Workbook page 7
Picture dictionary, Workbook page 109
Welcome back test, Testing and Evaluation Book page 6
Student MultiROM - Starter Unit - Words, Grammar
Student MultiROM - Starter Unit - Listen at home
- Track 1 (Words and phrases), Track 2 (Song), Track 3 (Song)
Lesson One

Lesson objectives
To identify common school things
To understand a short story

Language
Core: classroom, table, computer, peg, pencil case, board
Extra: whiteboard, wow

Materials
CD 01, 06-08; Story posters Starter and 1; School things flashcards 1-6

Warmer 01
- Energise the class by singing the 'Welcome' song from page 4.
- Ask children to tell you what they can remember about the story from the Starter Unit.
- Use the Starter story poster to retell the story with the class. Ask Who's in Rosy's video? Where's Billy?

Lead-in
- Use flashcards 1-6 to elicit the vocabulary for this lesson. Hold them up one at a time and ask What's this? Model any words that children don't know. Ask children to point to real objects in the classroom if possible.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 06
- Ask children to look at the pictures of the different school things.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Transcript
Listen and point.
classroom, table, computer, peg, pencil case, board

Listen and repeat.
classroom, table, computer, peg, pencil case, board

Optional activity
- Put the flashcards in different places around the room.
- Play the recording. Children point to the flashcards as they hear the words, then repeat the words.

2 Listen and chant. 07
- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant.
- Repeat (more than once if necessary).
- Children say the chant as a class, without the recording.

Transcript
classroom, classroom, classroom
table, table, table
computer, computer, computer
peg, peg, peg
pencil case, pencil case, pencil case
board, board, board

3 Listen and read. 08
- Use Story poster 1 to present the story. Point to each frame in turn for the class to talk about them. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. What's in the new classroom? Do the children like their new things? Has Rosy got a new teddy?
- Ask children to look at the story again. They find and point to words from Exercise 1.

Optional activity
- Play a memory game with the class. Ask children to close their Class Books and then ask them to recall the things in Rosy and Tim's new classroom.
- Write the words on the board as children name them.
- Allow children to look at the story in their Class Books again to see if they remembered everything.

Further practice
Workbook page 8
Lesson Two  CB PAGE 9

Grammar

Lesson objectives
To say and write sentences with This is, That is, These are, and Those are
To act out a story

Language
Core: This / That is the new computer. These / Those are new tables.

Materials
CD 08; Story poster 1; School things flashcards 1–6

Warmer
• Play a game of Word chain (see Teacher's Book page 19) using flashcards 1–6, to energize the class and revise the vocabulary from the previous lesson.

Lead-in
• Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 1 to encourage ideas.
• Cover the poster and ask children which school things appeared in the story.

1 Listen to the story again and repeat. Act. 08
• Ask children to turn to the story on page 8 of their Class Books. They check how many of the school things they remembered in the lead-in activity.
• Play the recording, pausing after each line of text for children to repeat.
• Ask children to look at the different actions that the people do in the story. As a class, decide on the actions for the story (see suggestions below).
• Divide the class into groups of three to play the parts of Rosy, Tim, and Miss Jones.
• Play the recording a second time for children to mime the actions as they listen.
• If you wish, ask children to practise acting out the story in their groups. Monitor the activity, checking for correct pronunciation.
• Ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Rosy and Tim walk into the classroom. Miss Jones points to the tables and chairs.
Picture 2: Miss Jones points to pegs. Tim hangs up his coat.
Picture 3: Miss Jones points to the new board and computer.
Picture 4: The children clap and put their hands in the air to show that they like the classroom.
Picture 5: Miss Jones picks up Rosy's pencil case. Rosy shakes her head.
Picture 6: Rosy unzips her pencil case.

2 Look and say.
• Ask children to look at the pictures in the Let's learn! box. Ask What can you see?
• Read the sentences, pausing after each one for children to point to the picture and repeat.
• Write the sentences on the board. Read the sentences again, if possible pointing to real items in your classroom to reinforce meaning. Indicate some tables that are close to you to demonstrate the meaning of these, and some further away to demonstrate those; then do the same with this and that. Children repeat again.
• Rub out the school words in each sentence and replace them with flashcards to elicit sentences with the same pattern, e.g. This is the new classroom. That is a new pencil case. These are new pegs. Those are new computers. Children repeat the new sentences.
• Invite different children to come and change the school words to make new sentences.

Optional activity
• Ask children to look at the story on page 8 again and find examples of the structures from Exercise 2.

3 Write.
• Ask the class to look at the pictures and identify the school things in each one.
• Focus attention on the first sentence and ask which word is missing. Elicit the full sentence and write it on the board.
• Ask children to look at the rest of the sentences and write the missing words. Monitor the activity and help where necessary.
• Go through the answers with the class. Point to the pictures for children to say the sentences in chorus.

ANSWERS
1 Those are bags.
2 This is a ruler.
3 These are pencils.
4 That is a computer.

4 Point and say.
• Ask a child to read the words in the word pool for the class.
• Focus attention on the complete sentence in the speech bubble. Ask a different child to read it for the class.
• Ask children to work in pairs. They take turns to make sentences using the structures in the speech bubbles and the words in the word pool. Encourage them to point to those objects in the classroom as they say their sentences.
• Go through the activity. Ask children to say sentences about different things in their classroom, pointing to them.

Optional activity
• Point to objects around the room or on your table and ask different children to make sentences about them similar to those from Exercises 3 and 4.

Further practice
Workbook page 9
Grammar reference, Class Book page 108
Student MultiROM • Unit 1 • Grammar
Lesson Three

Lesson objectives
To identify more school things
To use classroom words in the context of a song

Language
Core: poster, picture, drawer, cupboard
Extra: what, have a look, work (n)
Recycled: school things words

Materials
CD 09–10; School things flashcards 1–2, 4, 6–10;
PMB page 36 (Cut and make 1) page and materials
(see Teacher's Book page 124)

Warmer
• Play a game of What's the picture? (see Teacher's Book page 21) to energize the class and practise the vocabulary that children have learnt so far in the unit.

Lead-in
• Use flashcards 7–10 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat. Point to real items in the classroom if possible.
• Hold up the cards or point to the items in a different order for children to repeat again.

1 Listen, point and repeat. 09
• Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
• Play the second part of the recording for children to repeat the words.
• Play the recording all the way through for children to listen and then repeat.
• Hold up flashcards 7–10 one at a time for individual children to say the words.

Transcript
Listen and point.
poster, picture, drawer, cupboard
drawers, poster, cupboard, picture

Listen and repeat.
poster, picture, drawer, cupboard

2 Listen and sing. 10
• Ask children to look at the pictures. Point to the different things and ask What's this? Ask children to predict what the song is about (a classroom).
• Play the song the whole way through once for children to listen. Then play it again as they follow the words in their books.
• Read each line of the song aloud for children to repeat after you.
• Play the recording for children to sing along.

Optional activity
• Give flashcards 1–2, 4, and 6–10 to different children.
• Play the recording. When a child hears their word mentioned, they hold their card in the air.
• Give the cards to different children and repeat.

3 Sing and do.
• Ask children to look at the pictures and decide together on what the actions for the song should be (see the suggestions below).
• Play the recording for children to listen and do their actions.

Song actions
What's in the classroom? - raise hands as if asking a question
Verse 1 - point to posters and pictures on the wall and mime open a book
Verse 2 - mime opening a drawer, then a cupboard
Verse 3 - point to door and a window, then a table and chair
Verse 4 - point to pegs and mime hanging up a coat

Optional activity
• See instructions on carrying out PMB Cut and make activity 1 on Teacher's Book page 124.
• Divide the class into groups. Give each child a copy of the PMB page and each group some colouring pencils, a glue stick, and some scissors. Children make the classroom scenes in their groups.
• Children sing the song again using the classroom scenes.

Optional activity
• Play A long sentence (see Teacher's Book page 21) to revise all the classroom objects children know.
• Ask a child What's in the classroom? The child replies, e.g. A computer. Choose another child and repeat the question. He / She should repeat the first answer and add another object, e.g. A computer and a board.
• Continue until all the objects have been named or someone forgets the words in the chain.

Further practice
Workbook page 10
Picture dictionary, Workbook page 109
Extra writing worksheet, PMB page 2
Cut and make 1, PMB page 36
(Student MultiROM • Unit 1 • Words, Song)
Lesson Four

Phonics

Lesson objectives
To revise the letters of the alphabet
To identify upper- and lower-case forms of letters
To identify sounds the letters make at the beginning of words

Language
Recycled: letters of the alphabet; words from phonics lessons in Family and Friends 1
Extra: game, touch, knee, feet

Materials
CD 11-13; School things flashcards 1–10

Warmer
Ask children if they can remember the alphabet. Recite it as a class. If you like, sing the alphabet song from Family and Friends 1 to revise the whole alphabet.
As children say the letters, write them, in capitals, on the board.
Invite different children to come to the board and write the lower-case forms next to each letter.
Point to each letter in turn and ask the class what sound it makes at the beginning of a word.

Lead-in
Ask children to look at the pictures. Point to each one and ask children what the girl or boy is doing.
Elicit or teach the new words knee, feet, and head. Children practise pointing to their knees, feet, and heads as you say the words.
Practise the actions with the class. Say Touch your head / feet / knee. Close your eyes. Count to ten.

1 Listen and chant. 11
Play the recording for children to listen and follow the chant in their books.
Read the chant line by line for children to repeat each line in turn.
Play the recording for children to join in.
Play the recording once more. This time children do the actions as they chant. Repeat.

Optional activity
Play a game of Simon says... (see Teacher’s Book page 20) using the commands from the chant.

2 Listen, point and repeat. 12
Ask children to look at the letters in their books. Tell them that they are going to hear a recording of the sounds that the letters make at the beginning of words.
Play the first part of the recording for children to listen and point to the letters.

Optional activity
Play the second part of the recording for children to repeat the sounds.
Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.
/æ/ /b/ /k/ /d/ /t/ /g/ /h/ /dʒ/ /k/ /n/ /r/ /p/ /kw/
/r/ /s/ /l/ /v/ /w/ /ks/ /ʒ/ /z/

Listen and repeat.
/æ/ /b/ /k/ /d/ /t/ /g/ /h/ /dʒ/ /k/ /n/ /r/ /p/ /kw/
/r/ /s/ /l/ /v/ /w/ /ks/ /ʒ/ /z/

3 Listen and circle the correct sound. 13
Ask children to look at pictures and tell you what they can see.
Focus attention on the first picture. Ask What is it? (a pen). Then ask What’s the sound? to elicit /p/. Show them the example circle around the letter p.
Play the recording for children to listen to the words and circle the correct sounds.
Play the recording a second time for children to complete or check their answers.
Go through the answers with the class.

Transcript
1 /p/ pen 2 /l/ lion 3 /d/ dog 4 /g/ goat
5 /æ/ apple 6 /s/ sofa

ANSWERS
1 p 2 l 3 d 4 g 5 a 6 s

Optional activity
Put School things flashcards 1–10 on the board. Point to the flashcards one at a time for children to say the sound that the word begins with in chorus.
Repeat, asking individual children to say the sounds.

Further practice
Workbook page 11
Lesson Five  (CB Page 12)

Skills Time!

<table>
<thead>
<tr>
<th>Skills development</th>
</tr>
</thead>
<tbody>
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<td>Reading; read a text describing pictures; read for specific words</td>
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<tr>
<td>Recycled: vocabulary and structures seen previously</td>
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<tr>
<td>Extra: bright, wall, sit, with, swimming pool</td>
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Materials
CD  10, 14

Warmer  10
- Energize the class by singing *What's in the classroom?* from page 10.
- Ask different children to tell you something about their classroom. Encourage as many comments as possible, e.g. *There are posters. There's a computer. There are lots of books.*

Lead-in
- Point to the picture of the boy at the top of the text and explain that his name is Peter.
- Ask children to look at the pictures. Ask what they think the text is about (Peter is describing his school).
- Encourage children to make predictions about Peter's school, e.g. *There are pictures in the classroom. There are boys and girls in the class.*

1 Point to things you can see in a school. Say the words.
- Ask children to look at the pictures again. They point to the different classroom objects and say the words.
- If you wish, ask children to work in pairs, taking turns to point to the classroom objects and say the words.

**ANSWERS**
classroom, tables, chairs, board, pictures, posters, drawers, windows, book, pupils

2 Listen and read.  14
- Tell children that they are going to hear a recording. Explain that it doesn't matter if they don't understand every word, but they should look for words they do know.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask questions to check comprehension, e.g. *What school does Peter go to? What's in the classroom? What else is in the school?*

Optional activity
- Ask children to read the text again and find as many classroom words from this unit as they can (classroom, pictures, posters, tables). Write the words on the board.
- Ask them to tell you (without looking in their books) one thing about each object, e.g. *Peter's classroom is upstairs.*

3 Read again. Circle the correct word.
- Explain to children that they are going to do an exercise where they choose the right answer out of two options.
- Write the first question on the board with the two possible answers. Ask a child to read it aloud to the class. *Ask Is it upstairs or downstairs?*
- Ask children to find the part of the text that gives them the answer (upstairs). Draw a circle around upstairs on the board. Show children the example answer and the circle in their books.
- Read through the rest of the questions with the class and check understanding.
- Allow time for children to re-read the text and find the answer to each question.
- Go through the answers with the class.

**ANSWERS**
1 upstairs  2 3C  3 14  4 Mrs Cooper  5 pictures  6 Yes, there is.

Optional activity
- Tell children that you are going to read some statements about the story. Some are true and some are false. Children must listen and write *T* or *F* in their notebooks for each statement.
- Read the sentences below:
  - *Peter's classroom is small.* (F)
  - *His teacher is a man.* (F)
  - *There are lots of pictures and posters on the wall.* (T)
  - *Peter sits next to the teacher.* (F)

Culture note: British classrooms
Many classrooms in British schools have a whiteboard, which the teacher writes on with board markers. Most classrooms also have an interactive whiteboard, where exercises are created and manipulated using a computer. At primary school, children usually stay in the same classroom with the same teacher for all of their lessons. They each have a drawer to keep their work in and there is usually a row of pegs in the classroom for them to hang their bags and coats on.
At secondary school, children go to a different classroom with a different teacher for each subject. They usually have a locker to put their books in at the beginning of the day; they can then take out the books they need before each lesson and take them to the classroom.

Further practice
Workbook page 12
Skills Time!

Skills development
Listening: identify people and objects from their descriptions
Speaking: ask and answer questions about a picture
Writing: identify and write capital letters at the start of sentences and names; write about your classroom (Workbook)

Language
Recycled: vocabulary and structures seen previously

Materials
CD 10, 15; School things flashcards 1–10

Warmer 10
- Play Musical cards (see Teacher’s Book page 19) using the song from page 10 and School things flashcards 1–10.

Lead-in
- Ask children what they can remember about Peter’s school from the previous lesson. Ask Where’s Peter’s classroom? What’s in Peter’s school? Encourage children to describe Peter’s school in as much detail as they can.
- Allow children to check the pictures and text on page 12 to see how accurate their descriptions were.
- Ask children to look at the picture in Exercise 1 on page 13 and tell you what they can about it.

1 Listen and number. 15
- Tell children that they are going to hear a recording of a girl describing the people and things in her classroom. Explain that they don’t have to understand every word, but they should concentrate on the words they do know and see if they can guess the meanings of other words.
- Play the recording for children to listen to and point out the things and people as they hear them mentioned.
- Play the recording a second time, stopping after item 1. Ask children to tell you which person is described (the blond girl) and point out the example answer in the box. Explain that they must number the pictures in the order they hear them described.
- Continue the recording, stopping after each item for children to number the people and things.
- Play the recording the whole way through for children to check or their answers.
- Go through the answers with the class.

Transcript
Hello. My name is Sally. I go to Parkside School.
1 Can you see me? I’ve got long hair. It’s blond.
2 Our teacher is Mrs Smith. She’s got curly hair.
3 My friend is Will. He’s got short, black hair.
4 We’ve got a big whiteboard in our classroom.
5 There are two windows in the classroom.
6 There is one door. On the door is a poster. It says Welcome to Primary 2.

Answers
(clockwise from left) 5, 4, 6, 2, 1, 3

2 Point, ask and answer.
- Ask children to look at the picture again. Ask How many children / chairs / whiteboards are there?
- Ask different children to read the words in the word pool.
- Invite a child to come to the front of the class. Read the questions and answers in the speech bubbles together for the class to repeat in chorus. Encourage children to make their words flow together, avoiding unnecessary pauses.
- Ask children to work in pairs. They practice asking and answering questions using the words in the word pool.
- Monitor the activity and model the words wherever necessary.
- Ask some pairs to ask and answer questions for the class.

Optional activity
- Children use the words in the word pool to ask and answer questions about their own classrooms.

3 Underline the capital letters at the start of the sentences. Circle the capital letters at the start of the names.
- Ask children to close their books. Copy the example sentences from the Class Book onto the board.
- Call a child to come to the front of the class. Ask him / her to look at the first sentence and underline the capital letter at the start of both the sentences.
- Call another child to come and circle the capital letter at the start of the name (Mrs Cooper) in the second sentence (make sure that both M and C are circled as there are two parts to the name).
- Write some of your own sentences on the board, e.g. This is my classroom. Hello, Aisha. That is Mr Brown’s book. Invite individual children to come and underline the capital letters at the beginning of the sentences and circle the capital letters at the beginning of the names.
- Ask children to look at the exercise in their Class Books. Allow time for them to underline and circle the capital letters in the same way.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

Answers
1 My name’s Peter. 4 This is Rosy’s pencil case.
2 This is my school. 5 Those are your pegs.
3 Thank you, Miss Jones. 6 This is Tim.

Optional activity
- Ask children to copy three sentences from the text on page 12. They underline the capital letters at the start of sentences and circle them at the start of names.

NOTE: Now go to Workbook page 13 for children to practice writing about their classroom.

Further practice
Workbook page 13
Values worksheet, PMB page 3
Unit 1 test, Testing and Evaluation Book page 7
Student MultiROM • Unit 1 • Listen at home •
- Track 4 (Words and phrases), Track 5 (Song), Track 6 (Phonics)
## Lesson One

**Lesson Objectives**
- To learn words for feelings and emotions
- To understand a short story

**Language**
- Core: hot, cold, hungry, thirsty, happy, sad
- Extra: babies, twins, cry (v)

**Materials**
- CD 10, 16–18; Story posters 1 and 2; Feelings flashcards 11–16

### Warmer 10
- Sing *What's in the classroom?* from page 10 to warm up the class.
- Ask children to tell you what they can remember about the story from the previous unit.
- Use Story poster 1 to retell the story with the class. Ask *What are the new things in the classroom? Do the children like the new things? What is Rosy's new thing?*

### Lead-in
- Use flashcards 11–16 to elicit the new vocabulary for this lesson. Hold them up one at a time and ask children how the people feel. Model any words that children do not know. You could also use mime to express the meaning of the new words.
- Hold the flashcards up in a different order and repeat.

### 1 Listen, point and repeat. 16
- Ask children to look at the pictures that show the different feelings and emotions.
- Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the appropriate flashcard as each word is said.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

### Transcript
- Listen and point.
  - hot, cold, hungry, thirsty, happy, sad
  - hungry, sad, cold, thirsty, hot, happy
  - Listen and repeat.
  - hot, cold, hungry, thirsty, happy, sad

### Optional activity
- Ask children to look at the actions and facial expressions of the children in the pictures. Call out different emotions for children to copy the actions and expressions, e.g., for sad children rub their eyes and pretend to cry.

### 2 Listen and chant. 17
- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant.
- Repeat (more than once if necessary).
- Children say the chant as a class, without the recording.

### Transcript
- hot, hot, hot
  - cold, cold, cold
  - hungry, hungry, hungry
  - thirsty, thirsty, thirsty
  - happy, happy, happy
  - sad, sad, sad

### Optional activity
- Divide the class into six groups — one for each feeling or emotion.
- Play the chant again. Children say the words. When they hear their feeling or emotion mentioned, they mime the actions (see the previous optional activity).

### 3 Listen and read. 18
- Use Story poster 2 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g., *Are the babies hot / cold / hungry? Do the babies eat the apples? Do they like the apples?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

### Further practice
- Workbook page 14
Lesson Two  
CB PAGE 15
Oxford iTools  
Digital classroom • Unit 2 • Grammar

Grammar

Lesson objectives
- To make sentences describing people's feelings / emotions
- To ask questions about people's feelings / emotions
- To use the contracted form of are
- To act out a story

Language
Core: We're / they're happy. Are they hot? No, they aren't. / Yes, they are.

Materials
CD 18; Story poster 2; Feelings flashcards 11–16

Warmer
- Play a game of Slow reveal using flashcards 11–16 (see page 20) to revise vocabulary from the previous lesson.

Lead-in
- Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 2 to encourage ideas.
- Cover the poster and ask children which feelings / emotions were mentioned in the story.

1 Listen to the story again and repeat. Act. 18
- Ask children to turn to the story on page 14 of their Class Books. They check how many of the feelings / emotions they remembered in the lead-in activity.
- Play the recording, pausing after each line of text for children to repeat.
- Ask children to look at the different actions the people do in the story. As a class, decide on the actions for the story (see suggestions below).
- Play the recording a second time for children to mime the actions as they listen.
- Divide the class into groups of six to play the parts of Rosy, Tim, Mum, the twins, and the twins' mother. Note that Mum doesn't have a speaking part.
- Children practice acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Rosy and Tim wave at the twins. Their mother waves back.
Picture 2: The twins start crying. The mother takes off their hats and fans them.
Picture 3: The twins are still crying and kick off their blanket.
Picture 4: Rosy offers apples. The babies reach out for them.
Picture 5: The twins stop crying and eat the apples.
Picture 6: The twins smile. Rosy and Tim wave goodbye.

2 Look and say.
- Ask children to look at the pictures in the Let's learn! box. Ask What can you see?
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the feeling / emotion words in each sentence and replace with flashcards to elicit sentences with the same pattern, e.g. We're thirsty. They're sad. Are they cold? Are they hungry? Children repeat the new sentences.
- Invite different children to change the feelings words to make new sentences and questions.
- Focus attention on the grammar box that shows the contracted versions of We are and They are. Ask children to point to the sentences with the contractions.

3 Look and match.
- Ask children to look at the pictures and the words We're and They're in the boxes above.
- Ask children to look at the second picture and ask whether the children are talking about themselves or other people. Ask We're or They're? Establish that the correct answer is We're. Show children the linking line.
- Allow time for children to look at the rest of the pictures and draw lines linking them to the correct words.
- Go through the answers with the class. Point to each picture for children to call out We're or They're.

ANSWERS
1 They're 2 We're 3 We're 4 They're

4 Write.
- Ask the class to look at the first picture and identify how the children are feeling (hot).
- Focus attention on the first question. Ask the question for children to give the answer. Point out the example answer.
- Allow time for children to read the rest of the questions and choose from the options in the word pool.
- Monitor the activity and help where necessary.
- Go through the answers with the class. Ask the questions for the class to reply in chorus.

ANSWERS
1 Yes, they are.
2 No, we aren't.
3 No, they aren't.
4 Yes, we are.

Optional activity
- Ask two or three children to come to the front of the class. Show them a flashcard (e.g. cold) for them to mime being cold. Ask the class Are they hot? (No, they aren't). Repeat with other children. To practise we are as well as they are, ask some questions directly to the children who are miming, e.g. Are you cold? (Yes, we are).

Further practice
Workbook page 15
Grammar reference, Class Book page 108
Student MultiROM • Unit 2 • Grammar
Lesson Three  CB PAGE 16
Digital classroom • Unit 2 • Words/Song

Song

Lesson objectives
To learn more words for feelings and emotions
To use words for feelings in the context of a song

Language
Core: tired, angry, scared, brave
Extra: go to sleep, snore, hug (v), yourself, stamp (v)
Recycled: feelings words

Materials
CD 19–20; Feelings flashcards 11–20

Warmer
• Play a game of Snap! (see page 19) using flashcards 11–16 to revise the words children have learnt so far in the unit.

Lead-in
• Use flashcards 17–20 to introduce the new vocabulary. Reinforce the meaning by miming the emotions.
• Hold up the cards one at a time and say the words for children to repeat.
• Hold up the cards in a different order for children to repeat again.

1 Listen, point and repeat.  19
• Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
• Play the second part of the recording for children to repeat the words.
• Play the recording all the way through for children to listen and then repeat.
• Hold up flashcards 17–20 one at a time for individual children to say the words.

Transcript
Listen and point.
tired, angry, scared, brave
scared, tired, brave, angry
Listen and repeat.
tired, angry, scared, brave

Optional activity
• Ask children to close their books. Tell them that they are going to sing the song again from memory.
• Hold up the tired flashcard to prompt the class to recall and sing If you’re tired and you know it… Help children to recall the rest of the verse, using other clues if necessary.
• Repeat with the other verses until children have sung the whole song.
• Alternatively, teach the original version of the song for children to sing (see the culture note below).

Culture note: If you’re happy and you know it…
If you’re happy and you know it… is a traditional children’s action song that young children like to sing. In the original version of the song, each verse begins with the line If you’re happy and you know it… followed by a command such as Clap your hands, Stamp your feet, nod your head, and Shout ‘We are!’ The version of the song in Family and Friends has been altered so that each verse deals with a different emotion.

Further practice
Workbook page 16
Picture dictionary, Workbook page 110
Extra writing worksheet, PMB page 4
Student MultiROM • Unit 2 • Words, Song

2 Listen and sing.  20
• Ask children to look at the pictures. Point to the different expressions and ask how the children are feeling.
• Play the song the whole way through once for children to listen. Then play it again as they follow the words in their books.
• Read each line of the song aloud for children to repeat after you.
• Play the recording for children to sing along.

3 Sing and do.
• Ask children to look at the pictures and tell you which action they should do for each verse of the song (see suggestions below).
• Play the recording for children to listen and do their actions.

Song actions
tired – put head on hands and close eyes
scared – cross arms and hug yourself
angry – clench teeth and fists and stamp feet
brave – smile and hold hands in fist shape
Lesson Four  CD PAGE 17
Oxford [ ] Digital classroom • Unit 2 • Phonics

Phonics

Lesson objectives
To revise sounds made by the combinations ch, sh, and th.
To differentiate between the sounds /ʃ/, /ʃ/, and /θ/.

Language
Core: chair, teacher, shoes, fish, thumb, bath

Materials
CD 11, 21–23; Phonics cards 1–3 (chair, shoes, thumb)

Warmer [ ] 11
- Play the CD and say the chant from Class Book page 11 to energize the class and revise the letters of the alphabet.

Lead-in
- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say, Letters c and h make the sound /ʃ/. Say the sound for children to repeat several times. Draw the letters ch on the board. The children draw them in the air.
- Repeat the procedure with the other two phonics cards.
- Hold up each card in turn and model the words for children to repeat.

1 Listen, point and repeat. [ ] 21
- Ask children to look at the pictures in their Class Books. Tell them they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds.
- Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.
/ʃ/ chair  /ʃ/ teacher  /ʃ/ shoes  /ʃ/ fish  /θ/ thumb  /θ/ bath
Listen and repeat.
/ʃ/ chair  /ʃ/ teacher  /ʃ/ shoes  /ʃ/ fish  /θ/ thumb  /θ/ bath

Optional activity
- Hold up each of the phonics cards in turn, showing only the picture. Ask the class to call out the sound and the word. Repeat several times.

2 Listen and chant. [ ] 22
- Ask children to look at the picture and tell you what they can see.
- Play the recording for children to listen to the chant. Say the chant line by line and ask children to repeat after you.

- Play the recording again, pausing after each line for children to repeat. Play it again for them to follow in their books.

Optional activity
- Divide the class into the groups. Assign each group one of the sounds /ʃ/, /ʃ/, and /θ/.
- Play the chant again. When children hear a word containing their sound, they clap their hands.

3 Read the chant again. Circle the sounds ch, sh and th.
- Write the first line of the chant on the board. Ask children to find an example of the letters ch, sh, or th. One child comes to the front to circle the ch in teacher.
- Children then look at the chant in their books. Allow time for them to read the rest of the chant and circle the other examples.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

NOTE: If children notice the /ʃ/ sound in picture, congratulate them and explain that this is another way of spelling the same sound.

ANSWERS
Look at my teacher,
Sitting in a chair.
Her shoes are blue,
She's got long, black hair.
A picture of a bath,
And a picture of a fish.
Look at my teacher.
Her name's Miss Wish.

4 Listen to the sounds and join the letters [ ] 23
- Elicit the four images in the activity (teacher, shoes, chair, thumb). Ask What has the teacher got? Tell children that they can find out by listening. Explain that they are going to hear different sounds and words from the lesson. They have to follow the sounds and words in the maze and draw a line to connect the letters to find out what the teacher has got - shoes, a chair, or a thumb.
- Play the beginning of the recording and follow the blue line that links the teacher to the letters th to demonstrate.
- Play the recording for children to listen and link the letters.
- Play it again for children to check their answers. Repeat.
- Ask What has the teacher got? (a chair). To check their answers, ask children to look at their mazes and call out the letters they heard in turn as you write them on the board.

Transcript
/θ/ thumb  /ʃ/ chair  /ʃ/ shoes  /ʃ/ chair  /θ/ thumb
/ʃ/ shoes  /ʃ/ chair

ANSWER
The teacher has got a chair.

Further practice
Workbook page 17
[ ] Student MultiROM • Unit 2 • Phonics

Unit 2  35
Skills Time!

Skills development
Reading: read and understand a poem; match words with information in the poem

Language
Recycled: vocabulary and structures seen previously
Extra: feelings, feel, sometimes, always, behave (v), fear, gone, carry on, laugh (v), until

Materials
CD 20, 24; Feelings flashcards 11–20; a cut-up copy of the poem for each group of six children (optional)

Warmer 20
• Energize the class and revise feelings words by singing if you’re tired and you know it from page 16.

Lead-in
• Talk about feelings and emotions with the class. Ask What do you do when you’re happy/sad/scared?
• Ask children to look at the text and predict what kind of text it is (a poem). Ask them what they can see in the pictures.

1 Look at the pictures. How does the boy feel?
• Ask children to look at the pictures again. Point to the different pictures and ask what feelings they can see. Ask, e.g., Is the boy happy/sad/scared?
• If you wish, ask children to work in pairs, taking turns to point to different pictures and say how the boy feels.

ANSWERS
Picture 1 – happy
Picture 2 – scared/brave
Picture 3 – sad

2 Listen and read. 24
• Tell children that they are going to hear a recording of the poem. Explain that it doesn’t matter if they don’t understand every word.
• Play the recording for children to listen and follow silently in their books.
• Play the recording a second time. Answer any questions that they have.
• Ask questions to check comprehension, e.g., What does the boy do when he’s happy/scared/sad? Does the boy behave?

3 Read again. Match.
• Look at the example together. Ask How does the boy feel when he plays? to elicit the answer happy.
• Allow time for children to re-read the text and match the other actions to the emotions. Point out that there is more than one action for some of the emotions.
• Go through the answers with the class.

Optional activity
Put flashcards 11–20 on the board in any order. Point to the first one and say, e.g., When I’m hungry, I eat an apple.
Choose a child. Point to the second flashcard for him/her to make a similar sentence beginning with When I’m… about the emotion shown on the card.
Continue with the rest of the cards until all of the emotions have been used.
If you wish, start again from the beginning with other children.

Optional activity
• Ask children to close their books. Divide the class into groups of six. Give each group a copy of the poem, cut up into two-line sections.
• Children work together to put the lines of the poem in the correct order. Point out that they can use the poem’s rhyme pattern to help them, and model some of the rhyming words.
• When they have finished, ask children to open their books and check that their poem is in the correct order.
• Read the poem aloud with the class.

Further practice
Workbook page 18
Lesson Six  CB PAGE 19
Skills Time!

Skills development
Listening: identify people from descriptions of how they feel.
Speaking: ask and answer questions about how people feel.
Writing: identify and write long and short forms; write about your feelings (Workbook).

Language
Recycled: vocabulary and structures seen previously.
Extra: broken, poor, nearly, wake up.

Materials
CD 25; Feelings flashcards 11-20.

Warmer
• Call out an emotion from the unit for children to mime.
• Repeat with several different emotions. Then ask different children to take it in turns to call out the emotions.

Lead-in
• Ask children what they can remember about the poem from the previous lesson. Ask How does the boy feel? What does he do when he’s happy / scared / sad? Encourage them to recite any parts of the poem they can remember and allow them to check back to the poem on page 18.
• Ask children to look at the pictures in Exercise 1 and tell you how the children feel in each one. Ask them to predict what they are going to hear in the listening exercise.

1 Listen and number. 25
• Tell children that they are going to hear a recording of a girl talking about how her friends are feeling today. They have to listen and decide which person she is talking about each time.
• Play the recording for children to listen and point to the people as they hear them mentioned.
• Play the recording again, stopping after the first description for children to find the correct picture. Show them the example answer 1 in the box.
• Play the recording the whole way through for children to number the pictures. Play it again for children to complete or check their answers.
• Go through the answers with the class.

Transcript
My name’s Kate.
1 I’m very happy today. I’ve got a big smile. These are my five best friends:
2 This is George. He’s sad today. His ruler is broken. Poor George.
3 This is Susie. She’s hungry. It’s nearly lunchtime. That’s good for Susie.
4 This is Harry. He hasn’t got his coat today. He’s cold. Poor Harry.
5 This boy is James. James is scared. Go on, James! Be brave!
6 And this girl is Lucy. She’s very tired today. Wake up, Lucy!

ANSWERS
1 She is cold.
2 They are happy.
3 I am hungry.
4 We are thirsty.
5 You are brave.
6 He is sad.

Optional activity
• Ask children to look at the poem on page 18 again and find three examples each of long and contracted forms.

NOTE: Now go to Workbook page 19 for children to practise writing about their feelings.

Further practice
Workbook page 19
Values worksheet, PMB page 5
Unit 2 test, Testing and Evaluation Book page 8
Student MultiROM - Unit 2 - Listen at home -
• Track 7 (Words and phrases), Track 8 (Song), Track 9 (Phonics)
Lesson One

Lesson objectives
To identify outdoor activities
To understand a short story

Language
Core: ride a bike, ride a horse, skate (v), skateboard (v), play tennis, play football
Extra: teach, behind, stop

Materials
CD 20, 26–28; Story posters 2 and 3; Outdoor activities flashcards 21–26

Warmers

- Sing If you’re tired and you know it from page 16 to warm the class up.
- Ask children to tell you what they can remember about the story from the previous unit.
- Use Story poster 2 to retell the story with the class. Ask Who do Rosy and Tim see in the park? How do the babies feel? What do Rosy and Tim give the babies?

Lead-in

- Use flashcards 21–26 to elicit the vocabulary for this lesson. Hold them up one at a time for children to name the outdoor activities. If you wish, reinforce the meaning by miming the activities. Model any words and phrases that children do not know.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat.

- Ask children to look at the pictures of the different outdoor activities.
- Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the appropriate flashcard as each word or phrase is said.
- Play the second part of the recording, pausing after each word or phrase for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words and phrases.
- Hold up the flashcards in a random order and ask the class to say the words and phrases.

Transcript

Listen and point.
ride a bike, ride a horse, skate, skateboard, play tennis, play football
play tennis, ride a horse, skateboard, ride a bike, play football, skate

Listen and repeat.
ride a bike, ride a horse, skate, skateboard, play tennis, play football

2 Listen and chant.

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words and phrases in the gaps in the chant.
- Repeat (more than once if necessary).
- Children say the chant as a class, without the recording.

Transcript
ride a bike, ride a bike, ride a bike
ride a horse, ride a horse, ride a horse
skate, skate, skate
skateboard, skateboard, skateboard
play tennis, play tennis, play tennis
play football, play football, play football

Optional activity

- Ask children to think of actions for each of the outdoor activities.
- Play the chant again. Children do the actions as they say the words.

Optional activity

- Play Simon says… (see page 20). Children have to mime actions for the outdoor activities as you say them.

3 Listen and read.

- Use Story poster 3 to present the story. Talk about each frame in turn with the class. Ask children what they can see in the pictures. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. Can Tim swim / skate / ride a bike? What does Grandpa teach Tim? Does Grandpa stay behind Tim?
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice
Workbook page 20
Picture dictionary, Workbook page 110
2 Look and say.
- Ask children to look at the pictures in the Let's learn! box. Ask What can you see?
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the outdoor activities in each sentence and replace with different flashcards to elicit sentences with the same pattern, e.g. I can play football. I can't ride a horse. Can she skateboard? Can he play football? Children repeat the new sentences.
- Invite different children to change the activities words to make new sentences and questions.

3 Write.
- Ask children to look at the pictures. Point to each one for children to tell you what outdoor activity they can see.
- Ask children to look at the first picture. Ask He, she, or they? (he); then ask Can or can't? (can). Draw attention to the example sentence He can ride a bike.
- Allow time for children to look at the rest of the pictures and complete the sentences, using He / She / They with can or can't.
- Go through the answers with the class. Ask children to read the sentences in chorus.

ANSWERS
1. He can ride a bike.
2. He can't ride a horse.
3. They can't play football.
4. She can skate.
5. They can play tennis.
6. She can't skateboard.

4 Point, ask and answer.
- Ask children to look at the speech bubbles. Choose a child to read the question and answer with you. The class repeat in chorus.
- Ask children to work in pairs. They take turns to point to the pictures in Exercise 3 and ask questions about them.
- Monitor the activity. Help with pronunciation and model words or phrases where necessary.
- If you wish, ask some of the pairs to ask and answer questions while the class listen.

Optional activity
- Write can and can't on opposite sides of the board. Invite a child to come to the front and put one flashcard for an outdoor activity that he / she can do next to can, and a different flashcard next to can't.
- Ask the class, e.g. Can Halima skate? to elicit the answer Yes, she can or No, she can't. Repeat the activity with different boys, girls, and small groups to practise using he, she, and they.

Further practice
Workbook page 21
Grammar reference, Class Book page 108
Lesson Three  
(CB PAGE 22)

Oxford iTools  
Digital classroom • Unit 3 • Words/Song

Song

Lesson objectives
To identify common prepositions  
To use prepositions in the context of a song

Language
Core: behind, in front of, next to, between  
Extra: anywhere, hiding

Materials
CD 29–30; Prepositions of place flashcards 27–30;  
a soft toy, e.g., a teddy bear (optional)

Warmer

• Before the children come into the classroom, hide the  
teddy so that just a small part of him can be seen.
• Tell the children that you are sad because you can’t find  
your teddy bear. Ask them to help.
• Without leaving their seats, children should look around  
the classroom for the teddy bear until one of them tells  
you where it is.

Lead-in

• Use flashcards 27–30 to introduce the new vocabulary.  
Hold up the cards one at a time and say the words and  
phrases for children to repeat.
• Demonstrate the meaning of the words by putting the  
teddy bear behind, in front of, and next to an object (e.g., a  
bag), and then between two items (e.g., books).
• Hold up the cards in a different order for children to  
repeat again.

1 Listen, point and repeat.  
(CB PAGE 29)

• Ask children to look at the pictures in their Class Books.  
Play the first part of the recording for children to point to  
the pictures and say the words and phrases.
• Play the second part of the recording for children to  
repeat the words and phrases.
• Play the recording all the way through for children to  
listen and then repeat.
• Hold up flashcards 27–30 one at a time for individual  
children to say the words and phrases.

Transcript

Listen and point.
behind, in front of, next to, between
next to, behind, between, in front of

Listen and repeat.
behind, in front of, next to, between

Optional activity

• Put the teddy bear on your desk and invite a child to  
come to the front of the class. Give an instruction  
containing a preposition, e.g., Put the teddy bear behind  
the bag / next to the door / between the books.
• Repeat several times with other children.

2 Listen and sing.  
(CB PAGE 30)

• Ask children to look at the pictures. Point to the different  
pictures and ask what the girl is doing. Ask children to  
predict what the song is about (it’s about a girl who’s  
looking for something).
• Play the song the whole way through once for children to  
listen. Then play it again as they follow the words in their  
books.
• Read each line of the song aloud for children to repeat  
after you.
• Play the recording for children to sing along.

3 Sing and do.

• Ask children to look at the pictures and decide on the  
actions for each verse (see suggestions below).
• Play the recording for children to listen and do their  
actions.

Song actions

Where is my teddy bear? – look around for teddy bear
I can’t find him anywhere – shake head
Look behind the bedroom door – open door
Look in front of the sofa – stand with hands on hips, looking
Look between the bed and the chair – bend down and look  
from side to side
Look next to the big toy box – kneel on the floor
Yes, my teddy’s hiding there – give the teddy a hug

Optional activity

• Ask five children to come to the front of the class. Give  
four of them a preposition flashcard and the fifth child  
the teddy bear.
• Play the recording. Every time children hear the word  
on their flashcard mentioned, they hold the card up;  
every time the teddy is mentioned, the child holds it  
up. On the final line of the song, when the girl finds her  
teddy bear, the child throws the teddy up into the air  
and catches it.

Further practice

Workbook page 22
Extra writing worksheet, PMB page 6
O Student MultiROM • Unit 3 • Words, Song

40 Unit 3
Lesson Four  (CB page 22)

Phonics

Lesson objectives
To revise sounds made by the letters a, e, i, o, and u
To differentiate between the sounds /æ/, /e/, /i/, /o/, and /u/

Language
Core: cat, van, peg, bed, bin, fig, mop, dog, bus, jug
Extra: by

Materials
CD 22, 31–33; Phonics cards 4–8 (cat, peg, bin, mop, bus)

Warmer  22
• Ask children which sounds they practised in the previous phonics lesson (/i/, /a/, and /u/). Do the chant from Class
  Book page 17 to energize the class and revise the sounds from the previous unit.

Lead-in
• Revise the sounds made by the letters a, e, i, o, and u.
• Elicit the CVC (consonant-vowel-consonant) words for this
  lesson using the phonics cards.
• Hold up the first card. Ask What are the sounds? to elicit
  (a-o-i). Practise the sounds several times together. Then
  say cat for children to repeat. Do the same with the other
  cards.

1 Listen, point and repeat.  31
• Ask children to look at the pictures in their Class Books.
  Tell them that they are going to hear a recording of the
  different sounds and words.
• Play the first part of the recording for children to listen and
  point to the pictures.
• Play the second part of the recording for children to repeat
  the sounds.
• Play the recording all the way through for children to
  point and then repeat.

Transcript
Listen and point.
/k/ /æ/ /l/ – cat, /v/ /æ/ /n/ – van, /p/ /e/ /g/ – peg,
/l/ /e/ /d/ /b/ – bed, /v/ /i/ /n/ – bin, /b/ /i/ /g/ – fig,
/m/ /p/ /m/ – mop, /d/ /n/ /g/ – dog, /b/ /n/ /l/ – bus,
/dʒ/ /x/ /g/ – jug
Listen and repeat.
/k/ /æ/ /l/ – cat, /v/ /æ/ /n/ – van, /p/ /e/ /g/ – peg,
/l/ /e/ /d/ /b/ – bed, /v/ /i/ /n/ – bin, /b/ /i/ /g/ – fig,
/m/ /p/ /m/ – mop, /d/ /n/ /g/ – dog, /b/ /n/ /l/ – bus,
/dʒ/ /x/ /g/ – jug

2 Listen and chant.  32
• Ask children to look at the picture and tell you what they
  can see. Explain that they are going to say a chant using
  the words they have learnt.

Transcript
Play the recording for children to listen to the chant.
Say the chant line by line and ask children to repeat after you. Then play the chant again and pause after each line
for them to repeat.
Play the recording again for children to join in. Repeat
(more than once if necessary).

Optional activity
• Divide the class into five groups, one for each of the
  sounds /æ/, /e/, /i/, /o/, and /u/.
• Ask children to look at the chant and find the lines
  containing their sounds.
• Do the chant again. Each group says the lines
  containing their sound.
• Say the chant once more. This time they stamp their
  feet each time they say a word with their sound.

3 Read the chant again. Circle the middle sounds
a, e, i, o and u.
• Ask children to look at the chant again. Focus attention
  on the first line. Ask children what middle sound they can
  find (/æ/). Children circle the a in the word cat each time.
• Allow time for children to read the rest of the chant and
  circle the other examples of letters a, e, i, o, and u.
• Monitor the activity and help where necessary.
• Go through the answers with the class.

ANSWERS
A cat, cat, cat
Is in a van, van, van.
A peg, peg, peg
Is by my bed, bed, bed.
A fig, fig, fig
Is in the bin, bin, bin.
A dog, dog, dog
Has got a mop, mop, mop.
A mum, mum, mum
Is on the bus, bus, bus.

4 Listen and circle the middle sound.  33
• Ask children to look at the pictures and identify the
  objects. Ask What's the middle sound of bed? to elicit /æ/.
  Show children the example circle around the letter e.
• Allow time for children to look at the rest of the pictures
  and circle the letter that represents the middle sound.
• Go through the answers with the class.

Transcript
1 bed /æ/ 2 dog /d/ 3 van /æ/ 4 bus /ʌ/ 5 fig /ɪ/ 6 peg /e/

ANSWERS
1 e 2 o 3 a 4 u 5 i 6 e

Optional activity
• Play Phonics matching (see page 20) with the cards from
  this lesson.

Further practice
Workbook page 23
© Student MultiROM • Unit 3 • Phonics
Lesson Five  CB PAGE 24

Oxford Tools Digital classroom · Unit 3 · Reading

Skills Time!

Skills development
- Reading: read and understand information on a webpage; find specific information in a text
- Language: Recycle vocabulary and structures seen previously
- Extra: perfect, aged, seat, wheel, children, grass, sand, take, young

Materials
- CD 34; a piece of plain paper for each child; a set of coloured pencils for each group of six children (optional)

Warmer
- Warm up the class by singing Where is my teddy bear? from page 22.
- Talk about bikes with the class. Ask Can you ride a bike? Have you got a bike? What colour is it?

Lead-in
- Ask children to look at the text. Ask children where they would see a text like this (on a website – it’s a webpage).
- Ask children to look at the pictures and make predictions about the text, e.g. It’s about bikes. They are for children. You can buy these bikes.

1 Look at the pictures. What colour are the bikes?
- Ask children to look at the pictures again. Point to each bike and ask What colour is it?
- If you wish, ask children to work in pairs, taking turns to point to different pictures and say the colours.

ANSWERS
- Bike 1 – pink and purple; Bike 2 – black and orange; Bike 3 – red, yellow, and green

2 Listen and read. 34
- Tell children that they are going to read and listen to a text about bikes for children. Explain that it doesn’t matter if they don’t understand every word.
- Play the recording the whole way through for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask questions to check comprehension, e.g. Who is the first/second/third bike for? Which bike is for girls? Which bike can you take to the beach?

3 Read again. Tick (√).
- Explain to children that they are going to read sentences and decide which bike the sentences are talking about.
- Ask a child to read the example sentence aloud. Ask Which bike has got two seats? Children point to the correct bike. Show children how the column with the picture of the pink bike has been ticked.

- Read through the sentences with the class to check comprehension, but tell them not to call out the answers.
- Allow time for children to re-read the text and tick the correct column for each sentence.
- Go through the answers with the class.

ANSWERS
- 1 This bike has got two seats.
- 2 This bike has got three wheels.
- 3 You can ride this bike at the beach.
- 4 You can ride this bike with a doll.
- 5 This bike is for little children.
- 6 This bike is orange and black.

Optional activity
- Tell children that you are going to make some more statements about the bikes (see below). They must listen carefully and call out Bike 1/2/3 after each one.
  - It’s for girls. (1)
  - It’s red, yellow, blue, and green. (3)
  - It has got big wheels. (2)
  - It’s a good bike for children aged 7 to 10. (2)
  - It’s fast and fun. (1)
  - It’s got one big wheel and two small wheels. (3)

Optional activity
- Divide the class into groups. Give each child a piece of plain paper and each group a set of coloured pencils.
- Tell children that they are going to design the perfect bike. They draw a picture of their bike, sharing the coloured pencils with the rest of their group. Children choose a name for their bikes. They write the name of the bike at the top of the paper.
- Children take turns to tell the rest of their group about their bikes, e.g. This is Fast Wheels. It’s purple and black. It’s very fast! Then ask some of the children to tell the rest of the class about their bikes.
- If you wish, collect in the pictures and display them.

Culture note: Outdoor hobbies
Many children in Britain take part in outdoor activities in PE lessons at school and in their free time. Local parks usually provide a safe place for children to skate, play tennis or football, or ride a bike. They can practise skateboarding in purpose-built skateboard parks with ramps.

Children interested in horse riding usually go to riding centres to take lessons. Compared to other sports, this is quite expensive, and for this reason is less common.

Cycling has always been popular with children and bike safety is an important issue. Several schemes exist to teach children about safety when cycling. There are usually two stages: firstly, children study the Highway Code to learn the rules of the road; then they move on to cycling lessons where they practise different manoeuvres on the roads.

Further practice
Workbook page 24
Lesson Six  (CB PAGE 25)

Skills Time!

Skills development
Listening: identify outdoor toys from their descriptions.
Speaking: ask and answer questions about where things are.
Writing: identify vowels at the start of words; write a or an before nouns and adjectives; write about what you can and can't do. (Workbook)

Language
Recycled: vocabulary and structures seen previously.
Extra: skateboard (n), skates (n), outdoor (adj).

Materials
CD 35

Warmer
- Ask a question about the location of something in the class, e.g. Where's Aisha's bag?
- Children must answer the question using the prepositions they learnt in Lesson 3. The first child to answer correctly asks another question to the class.

Lead-in
- Ask children what they can remember about the webpage from the previous lesson. Ask How many bikes are there? What colour are the bikes? Who are they for?
- Ask children to look at the pictures in Exercise 1 and identify the things they can see. Ask them to predict what they are going to hear.

1 Listen and number. 35
- Tell children that they are going to hear a recording of a girl talking about toys. She will say two things about each of the objects in the picture. Children have to write numbers next to each toy as they hear it described.
- Play the recording whole way through once for children to point to the objects as they hear them mentioned.
- Play the recording again, stopping after the first item. Ask children which picture she is talking about (the skateboard) and show them the example answer 1.
- Play the recording again for children to number the objects as they hear them described. Play it once more for children to complete their answers.
- Go through the answers with the class.

Transcript
1 This is my new outdoor toy. It's got wheels. Now I can skateboard in the park.
2 This is my little sister's bike. It's got three wheels. It's a little bike for a little girl.
3 These are my brother's new skates. He can skate very fast with these.
4 I can't ride this bike. It's very big. It's my dad's bike.
5 This toy is green and orange.
6 They're red.
7 This one is pink and yellow.
8 This one is black.

ANSWERS
skates - 3, 6; skateboard - 1, 5; child's bike - 2, 7; adult's bike - 4, 8

2 Point, ask and answer.
- Ask children to look at the picture. Point to the different objects for children to identify them.
- Ask a child to read the words in the word pool. Then invite a child to come to the front of the class. Read the question and answer in the speech bubbles together for the class to repeat in chorus. Encourage children to make their words flow together, avoiding unnecessary pauses.
- Ask children to work in pairs. They take turns to ask and answer questions about where the things are.
- Monitor the activity and model the words where necessary.
- Ask some pairs to ask and answer questions for the class.

3 Read. Circle the vowels at the start of the words.
Write a or an.
- Copy the two example sentences from the Class Book onto the board. Ask children which letters are vowels (a, e, i, o, and u). Ask which words in the sentences (apart from a and an) begin with a vowel. Circle the a of apple.
- Ask whether a or an comes before a word with a vowel (an). Explain that they must circle the vowels and decide whether to put a or an.
- Draw attention to the Remember box to remind children of the vowels. Allow time for them to circle the vowels at the start of words and then write a or an in the gaps.
- Monitor the activity and help where necessary.
- Go through the answers. Write the sentences on the board and invite individual children to come and circle the vowels. Then ask which words go into each of the gaps.

ANSWERS
1 It is an orange bike. 3 She has got an umbrella.
2 This is a skateboard. 4 I've got a banana.

Optional activity
- Ask children look at the Remember box again. Say the rhyme as a chant for children to repeat. They draw the letters in the air as they say them.

NOTE! Now go to Workbook page 25 for children to practise writing about what they can and can't do.

Review 1  CB PAGES 26-27

Review Answer Key, TB PAGE 116

Further practice
Workbook page 25
Values worksheet, PMB page 7
Testing and Evaluation Book
- Unit 3 test, page 9
- Summative test 1, page 10
- Skills test 1, page 12
- Student MultiROM - Unit 3 - Listen at home
- Track 10 (Words and phrases), Track 11 (Song), Track 12 (Phonics)
Lesson One  (CB PAGE 28)

Oxford iTools  Digital classroom • Unit 4 • Words/Story

Words

Lesson objectives
To identify types of food
To understand a short story

Language
Core: salad, fries, pizza, milkshake, cheese sandwich, chicken
Extra: don't worry, naughty

Materials
CD 30, 36–38; Story posters 3 and 4; Food flashcards 31–36

Warmer  30
- Energize the class by singing Where is my teddy bear? from page 22.
- Ask children to tell you what they can remember about the story from the previous unit.
- Use Story poster 3 to retell the story with the class. Ask What can Tim do? Can he ride a bike? Does Grandpa teach him to ride a bike?

Lead-in
- Use flashcards 31–36 to elicit the food vocabulary for this lesson. Hold them up one at a time for children to name the different types of food. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat.  36
- Ask children to look at the pictures of the different kinds of food.
- Play the first part of the recording for children to listen and point to the pictures. Hold up the appropriate flashcard as each word is said.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Transcript
Listen and point.
salad, fries, pizza, milkshake, cheese sandwich, chicken

Listen and repeat.
salad, fries, pizza, milkshake, cheese sandwich, chicken

2 Listen and chant.  37
- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant.
- Repeat (more often if necessary).
- Children say the chant as a class, without the recording.

Transcript
salad, salad, salad
fries, fries, fries
pizza, pizza, pizza
milkshake, milkshake, milkshake
cheese sandwich, cheese sandwich, cheese sandwich
chicken, chicken, chicken

Optional activity
- Divide the class into six groups, one for each type of food. Tell children that they have that type of food in front of them and they are about to eat (or drink) it.
- Play the recording for children to do the chant again. When their food is mentioned, they mime eating or drinking it.

3 Listen and read.  38
- Use Story poster 4 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. Where are Mum, Rosy, and Billy? Does Rosy give Billy a sandwich? Does Billy eat the sandwich?
- Ask children to look at the story again. They find and point to words from Exercise 1.

Optional activity
- Play a version of What's missing? (see page 20) with the class, using flashcards 31–36.
- Tell the class that you are going to have a picnic, but there are some very hungry birds in the trees. Put the cards on the board for children to say what you have got in your picnic.
- Take the cards down, remove one, and put them back on the board. Ask the class to tell you what the birds have taken from your picnic.

Further practice
Workbook page 28
Picture dictionary, Workbook page 111
2 Look and say.
- Ask children to look at the pictures in the Let's learn! box. Ask What can you see? Children identify the types of food.
- Read the questions and answers, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the food words in each sentence and replace them with flashcards to elicit sentences with the same pattern, e.g. Have you got a cheese sandwich? Have you got chicken? Has he got a salad? Has she got milkshake? Children repeat the new sentences.
- Invite different children to change the food words to make new sentences and questions.

NOTE: You could explain that some words (milkshake, cheese sandwich, salad, pizza) have the article a before them and others (fries, chicken) don't. Explain that they will learn more about this in later levels.

3 Write.
- Ask children to look at the picture and tell you what foods the children have got.
- Children read the answers in the word pool. Read the boy's first question in the speech bubble for children to give the correct answer from the two options.
- Allow time for children to read the questions and write the correct answers in the bubbles.
- Go through the answers with the class. Ask the questions for the class to answer.

ANSWERS
1 Yes, I have.
2 No, I haven't.

4 Look, ask and answer.
- Ask the class to look at the pictures and identify the food the children have got.
- Focus attention on the first question. Point to the boy and ask Has he got a cheese sandwich? (No, he hasn't.)
- Allow time for children to read the questions and choose the correct answer from the word pool. Explain that they will need to use one of the options more than once.
- Go through the answers with the class. Ask the questions for the class to reply in chorus.

ANSWERS
1 No, he hasn't.
2 Yes, he has.
3 Yes, she has.
4 No, she hasn't.
5 No, he hasn't.

Optional activity
- Give six children a food flashcard each. Ask them to stand up and show their flashcards to the class.
- Ask the class Has he/she got a salad/pizza/a milkshake?
- Give the flashcards to six different children. This time ask Have you got fries/a cheese sandwich/a pizza?

Further practice
Workbook page 29
Grammar reference, Class Book page 108
© Student MultiROM • Unit 4 • Grammar
Lesson Three  (CD PAGE 30)

Oxford iTools  Digital classroom • Unit 4 • Words/Song

Song

Lesson objectives
To learn the numbers 10–100
To use numbers in the context of a song

Language
Core: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred
Extra: start (v + n), easy, if, try, number, high, done

Materials
CD (39–40). Numbers flashcards 37–46; PMB page 37
(Cut and make 2) page and materials (see Teacher’s Book page 125)

Warmer
• Revise numbers 1–20 by counting around the class. Start the game yourself. Say One, then point to the child nearest you to say Two. The next child says Three, and so on.
• When you reach 20, start again.

Lead-in
• Use flashcards 37–46 to introduce the new numbers. Hold up the cards one at a time and say the words for children to repeat.
• Hold up the cards in a different order for children to say the numbers again.

1 Listen, point and repeat. (39)
• Ask children to look at the numbers in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
• Play the second part of the recording for children to repeat the words.
• Play the recording all the way through for children to listen and then repeat.
• Hold up flashcards 37–46 one at a time for individual children to say the words.

Transcript
Listen and point.
ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred
forty, ninety, ten, fifty, twenty, seventy, one hundred, thirty, eighty, sixty
Listen and repeat.
ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

Optional activity
• Ask ten children to come to the front of the class. Give each one a different number flashcard and ask them to stand in the correct order.
• Say the numbers with the class. As each number is said, the person holding that flashcard takes a step forward and then back again.

2 Listen and sing. (40)
• Ask children to look at the pictures. Point to the numbers for the class to say them aloud. Ask children to tell you what they think the song is about (numbers).
• Play the recording the whole way through once for children to listen. Then play it again as they follow the words in their books.
• Read each line of the song aloud for children to repeat after you.
• Play the recording again for children to sing along.

3 Sing and do.
• Divide the class into ten groups and give each group one of the flashcards 10–100.
• Play the recording for children to sing and do the actions (see below).
• Swap the cards around and play the song again. Children do new actions for their new number.

Song actions
When children hear their number, they follow the actions in the pictures, e.g. the group with the flashcard for number 10 hold up one hand as if waving the card; the group with number 20 hold the card in front of them, etc.

Optional activity
• Play a game of Bingo (see page 21) using the numbers from this lesson.

Optional activity
• See instructions on carrying out PMB Cut and make activity 2 on Teacher’s Book page 125.
• Divide the class into pairs. Give each pair a copy of the PMB page, some scissors, glue, and card. Children complete the board and counters for the game in their pairs following the instructions in the PMB teaching notes, then go on to play the game together.

NOTE: You may like the class to complete the handwriting pages on Workbook pages 117–119 after this lesson.

Further practice
Workbook page 30
Extra writing worksheet, PMB page 8
Cut and make 2, PMB page 37
© Student MultiROM • Unit 4 • Words, Song
Lesson Four \( \text{CB PAGE 31} \)
Oxford iTools \( \square \) Digital classroom \( \bullet \) Unit 4 \( \bullet \) Phonics

**Phonics**

**Lesson objectives**
To pronounce sounds made by the letter combinations gr, br, and fr.
To differentiate between the sounds /gr/, /br/, and /fr/.

**Language**
Core: grass, grapes, brush, bread, frog, frisbee

**Materials**
CD \( \square \) 32, 41–43; Phonics cards 9–11 (grass, brush, frog); three plain pieces of paper (optional)

**Warmer \( \square \) 32**
- Ask children which sounds they looked at in the previous phonics lesson (/æ/ , /æ/, /æ/, /θ/, /θ/, and /θ/).
- Play the CD and say the chant from page 23 to energize the class and revise the sounds that o, e, i, o, u make in the middle of words.

**Lead-in**
- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say Letters g and r make the sound /gr/. Say the sound again for children to repeat.
- Repeat the procedure with the phonics cards for br and fr.
- Hold up each card in turn and say the words for children to repeat.

**1 Listen, point and repeat. \( \square \) 41**
- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds.
- Play the recording all the way through for children to point and then repeat.

**Transcript**
Listen and point.
/gr/ grass /gr/ grapes /br/ brush /br/ bread /fr/ frog
/fr/ frisbee
Listen and repeat.
/gr/ grass /gr/ grapes /br/ brush /br/ bread /fr/ frog
/fr/ frisbee

**Optional activity**
- Hold up each of the phonics cards in turn, showing only the picture. Ask the class for the sound and the word.

**2 Listen and chant. \( \square \) 42**
- Play the recording for children to listen to the chant.
- Play the chant once more, stopping the CD after each line for children to repeat.

- Repeat, and encourage children to follow the chant in their books.

**Optional activity**
- On three separate pieces on paper, write the letter combinations gr, br, and fr in large letters.
- Stick the papers to different walls in the classroom, making sure everyone can see them.
- Play the chant again. Whenever children hear a word beginning with one of the sounds, they point to the appropriate piece of paper.

**3 Read the chant again. Circle the sounds gr, br, and fr.**
- Ask children to look at the chant again. Write the first line of the chant on the board. Ask children to find examples of the sounds they have looked at in this lesson. Ask a child to come to the front and circle the gr in grapes and br in bread.
- Allow time for children to read the rest of the chant and circle the other examples in their books.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

**ANSWERS**
There are grapes and bread.
And juice in a glass.
Friends together.
In the green, green grass.
Play with a frisbee.
Play football.
The friends have fun.
With a big, brown ball.

**4 Listen and complete the words. \( \square \) 43**
- Tell children that you are going to play a recording. They have to listen and fill in the missing sounds below the words.
- Children look at the first picture. Play the recording for them to listen to the first word. Ask What's the word? (grapes). Draw attention to the example letters gr which complete the word.
- Play the rest of the recording for children to write in the other missing sounds and complete the words.
- Play the recording again for children to complete or check their answers.
- Go through the answers. Ask children to say the missing sounds followed by the words.

**Transcript**
1 /gr/ grapes 2 /br/ brown 3 /gr/ green 4 /fr/ frog
5 /fr/ frisbee 6 /br/ brush

**ANSWERS**
1 grapes 2 brown 3 green 4 frog 5 frisbee
6 brush

**Further practice**
Workbook page 31
(\( \square \) Student MultiROM • Unit 4 • Phonics)
Lesson Five

Skills Time!

Skills development
Reading: read and understand a caption story; find specific information in a text.

Language
Recycled: vocabulary and structures seen previously
Extra: much, olive, sure

Materials
CD 44; a large piece of paper and a set of coloured pencils for each group of six children (optional)

Warmer
- Play a game of Forwards and backwards (see page 21) to warm up the class and revise the numbers from the previous lesson.

Lead-in
- Talk about food with the class. Ask Do you like pizza/fries/sandwiches? What is your favourite pizza/sandwich? Encourage children to tell you about any unusual pizza toppings or sandwich fillings they like.
- Ask children to look at the pictures in the story and encourage them to make predictions about what they are going to read, e.g. It's a story. A boy is in a pizza shop.
- Explain that they are going to read and listen to a story and find out what happens when a boy goes into a pizza shop to buy some food and drink.

1 Look at the pictures and say the food words.
- Ask children to look at the pictures again and tell you all the different types of food they can see.

ANSWERS
pizza, bananas

2 Listen and read. 44
- Tell children that they are going to hear a recording of the text. They should listen and read carefully.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask questions to check comprehension, e.g. Where is the boy? Has the man got a lot of food? Why not? What food does the boy buy? What drink does the boy buy? What’s his favourite pizza?

Optional activity
- Ask children to work in pairs. One child is the boy and the other is the man in the shop. Children practise reading the dialogue from the story together.

3 Tick (√) the food they have got. Cross (×) the food they haven’t got.
- Explain that children are going to read the text again and see what foods the man in the shop has got.
- Read the list of words together. Draw attention to the first food. Ask Have they got chicken? (No). Draw attention to the example cross in the box. Explain that they are going to do the same for the other foods, adding ticks where they have got a kind of food and crosses where they haven’t.
- Allow time for children to re-read the text to find out which food they have/haven’t got and tick or cross each box.
- Go through the answers with the class.

ANSWERS
chicken × bananas ✓ tomatoes × pizza ✓ milkshake ✓

Optional activity
- Divide the class into groups of six. Tell children that they are the owners of a pizza or sandwich shop and they are going to design a menu.
- Children discuss as a group what pizza toppings or sandwich fillings they would like to include.
- Give each group a large piece of paper and a set of colouring pencils. Children write their menu and illustrate it with pictures.
- Ask a child from each group to show their menu to the class and read it out.

Culture note: Takeaway food
Most towns in Britain have several takeaway food outlets where you can buy pizzas, burgers, fries, chicken, or sandwiches. The first kind of takeaway food in Britain was fish and chips – portions of fries (often dressed with salt and vinegar) and fish fried in batter, which were wrapped up in paper for people to take home. For a long time fish and chips was the most popular meal in Britain, but as the country has become more exposed to international cuisine, the most popular takeaway meal has now become chicken tikka masala (an Indian curry). Many families in Britain regularly order takeaway meals over the phone and have them delivered to their homes.

Fries, chips and crisps
In Britain, most people refer to fries as chips. This can be confusing, as in American English chips are thin slices of potato chips which are fried and sold in bags. The British word for these is crisps.

Further practice
Workbook page 32
Lesson Six  CB PAGE 33
Skills Time!
Skills development
Listening: identify food items in a shop
Speaking: ask and answer questions with Have you got...
Writing: write question marks and full stops; write about your lunch (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: buy

Materials
CD 45

Warmer
- Children write down three types of food from this unit.
- Children work in pairs. One child is the customer and the other is the assistant. The customer uses his/her words to ask questions with Have you got...? The assistant looks at his/her list of words and answers the questions.

Lead-in
- Ask children what they can remember about the story from the previous lesson. Ask What does the boy want? Has the man got tomatoes/ chicken/ olives/ bananas? What is the boy's new favourite pizza?
- Ask children to look at the picture in Exercise 1 and tell you what they can see (different kinds of fruit). Ask them to predict what they are going to hear.

1 Listen and write Yes or No. 45
- Tell children that they are going to hear a recording of a boy and girl buying fruit. They need to listen carefully and say which fruits the shop has got and which it hasn't got.
- Play the recording for children to listen and point to the fruit as they hear it mentioned.
- Play the recording a second time for children to write Yes for the food the assistant has got and No for the food the assistant hasn't got.
- Play the recording again for children to complete their answers.
- Go through the answers with the class.

Transcript
Boy I like fruit.
Girl So do I. Let's buy fruit.
1 Boy Have you got apples?
Assistant Yes, we have.
Girl Two apples, please.
2 Boy Have you got bananas?
Assistant Sorry, we haven't got any bananas.
3 Girl OK. What about grapes?
Assistant No, we haven't got any grapes.
4 Assistant But we have got pears.
Girl OK. Two pears, please.

5 Assistant And we've got figs. Do you like figs?
Boy Yes, we do. Two, please.
6 Boy Have you got oranges?
Assistant Sorry, no, we haven't. Here's your fruit.
Boy and girl Thank you!

ANSWERS
1 Yes 2 No 3 No 4 Yes 5 Yes 6 No

2 Point, ask and answer.
- Ask children to look at the picture. Ask them to tell you the different kinds of food they can see on the stall.
- Explain that they are going to practice asking for fruit in a fruit shop. Focus attention on the example question and answer. Invite a child to come to the front of the class. Read the question and answer in the speech bubbles together for the class to repeat in chorus.
- Ask children to work in pairs. They take turns to point to the different fruits in the pictures and ask and answer questions using the words in the box.
- Monitor the activity and model the words where necessary.
- Ask some pairs to ask and answer questions for the class.

3 Write a question mark or a full stop.
- Ask children to close their Class Books. Copy the two example sentences onto the board.
- Invite two children to come to the front. Say Where is the question mark? One child points to the question mark. Then say Where is the full stop? The other child points to the full stop.
- Write some of your own sentences and questions on the board, leaving out the question marks and full stops, e.g. Can you skate/ I like pizza/ He hasn't got a bike/ Have you got fries. Invite individual children to come to the front of the class to add the question marks and full stops.
- Ask children to look at the exercise in their Class Books. Allow time for them to draw the question marks and the full stops. Monitor the activity and help where necessary.
- Go through the answers with the class.

ANSWERS
1 Has he got an apple?
2 She's got an orange.
3 We like fruit.
4 Do you like figs?
5 Can you ride a bike?
6 I can't ride a horse.

Optional activity
- Children work individually. They look at the story on page 32 again and copy one sentence and one question, leaving out the full stops and question marks.
- Children then swap with a partner. They read the sentences and questions and complete the punctuation.

NOTE: Now go to Workbook page 33 for children to practise writing about their lunch.

Further practice
Workbook page 33
Values worksheet, PMB page 9
Unit 4 test, Testing and Evaluation Book page 14
Student MultiROM - Unit 4 - Listen at home -
- Track 13 (Words and phrases), Track 14 (Song), Track 15 (Phonics)
Lesson One  (8 PAGE 14)

Words

Lesson objectives
To identify school subjects
To understand a short story

Language
Core: art, maths, English, science, PE, music
Extra: our, their, time, wear

Materials
CD 10, 46–48; Story posters 4 and 5; School subjects
flashcards 47–52; items representing the different
subjects, e.g. sports clothes for PE, a paintbrush for art,
etc. (optional)

Warmer 10
- Energize the class and revise classroom words by singing
  What's in the classroom? from page 10.
- Ask children to tell you what they can remember about
  the story from the previous unit.
- Use Story poster 4 to retell the story with the class. Ask
  What is Rosy's drink? Where is Billy? What happens to Billy's
  sandwich?

Lead-in
- Use flashcards 47–52 to elicit the vocabulary for this
  lesson. Hold them up one at a time for children to name
  the school subjects. Model any words that children do not
  know.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 46
- Ask children to look at the pictures of the different school
  subjects in their books.
- Play the first part of the recording for children to listen
  and point to the appropriate picture. Hold up the appropriate
  flashcard as each word is said.
- Play the second part of the recording, pausing after each
  word for children to repeat.
- Play the recording all the way through for children to
  listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class
to say the words.

Transcript
Listen and point.
art, maths, English, science, PE, music
PE, maths, science, art, music, English

Listen and repeat.
art, maths, English, science, PE, music

Optional activity
- Play Whispers (see page 19) to practise the new
  vocabulary.

2 Listen and chant. 47
- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the
  words in the gaps in the chant.
- Repeat (more than once if necessary).
- Children say the chant as a class, without the recording.

Transcript
art, art, art
maths, maths, maths
English, English, English
science, science, science
PE, PE, PE
music, music, music

Optional activity
- Think of actions for each of the school subjects, e.g. for
  science children look through a magnifying glass; for
  music they mime playing a trumpet; for maths they
  open their books, etc.
- Give each child in the class a different school subject so
  that there are several children for each one.
- Ask the class to stand up. Play the recording for them
  to say the chant again. When they hear their school
  subject mentioned, they do the action for their subject.

3 Listen and read. 48
- Use Story poster 5 to present the story. Talk about each
  frame in turn with the class. Encourage predictions about
  the story from different members of the class.
- Ask children to look at the story in their Class Books. Play
  the recording for them to listen and point to the different
  speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. Does Tim like
  PE? Do Rosy and Tim take their PE bags to school? Has Tim
  got his PE clothes?
- Ask children to look at the story again. They find and point
to words from Exercise 1.

Further practice
Workbook page 34
Picture dictionary, Workbook page 111
Lesson Two  CB Page 35
Oxford iTools Digital classroom • Unit 5 • Grammar

Grammar

Lesson objectives
To write sentences with our and their
To ask questions about what subjects you have got on different days of the week
To act out a story

Language
Core: our / their; What have we got on Monday? We’ve got English. When have we got PE? We’ve got PE on Thursday.

Materials
CD A48; Story poster 5; School subjects flashcards 47–52

Warmer
- Play Do it! using the school subjects (see page 20) to revise the vocabulary from the previous lesson.

Lead-in
- Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 5 to encourage ideas.
- Cover the poster and ask children which school subjects were mentioned in the story.

1 Listen to the story again and repeat. Act. A48
- Ask children to turn to the story on page 34 of their Class Books. They check how many of the school subjects they remembered in the lead-in activity.
- Play the recording, pausing after each line of text for children to repeat.
- Ask children to look at the different actions that the people do in the story. As a class, decide on the actions for the story (see suggestions below).
- Play the recording a second time for children to mime the actions as they listen.
- Divide the class into groups of six to play the parts of Rosy, Tim, Grandma, the PE teacher, and the two boys.
- Children practice acting out the story in their groups. (Note that the two boys don’t have speaking parts.)
- Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Rosy points to the timetable on the wall.
Picture 2: Tim punches the air with excitement.
Picture 3: Grandma gives Rosy and Tim their PE bags as they leave to catch the bus.
Picture 4: The PE teacher holds up a football. Tim looks for his kit in his bag.
Picture 5: Tim holds up the T-shirt he finds and frowns.
Picture 2: Two boys give Tim their shorts and T-shirts.

2 Look and say.
- Ask children to look at the pictures in the Let’s learn! box. Ask What can you see?
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Reinforce the meaning of our and their by inviting three children to come to the front. Stand with one child a little distance from the other children and hold a bag between you. Say This is our bag. Give the other two children an item such as a pencil and say That is their pencil. Repeat, using different school items, until the meaning is clear.
- Rub out the last word in each sentence. Ask children to suggest other words that could go in the spaces, e.g. What have we got on Tuesday? We’ve got science. We’ve got art on Thursday. These are our pencils. You can wear their hats. Say the new sentences for children to repeat.
- Invite different children to change the words to make new sentences.

3 Write.
- Ask children to look at the pictures and the words our and their in the word pool.
- Children look at the first picture. Ask Our or their? Establish that the correct answer is our and show children that it is written in as an example.
- Allow time for children to look at the rest of the pictures and write the missing words.
- Go through the answers with the class. Ask children to read the complete sentences in chorus.

ANSWERS
1 These are our bags.
2 Those are their bags.
3 These are our T-shirts.
4 Those are their T-shirts.

4 Point, ask and answer.
- Ask the class to look at the timetable and read the days of the week and the school subjects aloud.
- Draw attention to the speech bubbles. Ask a child to stand up. Ask the questions for him/her to answer while the class listens.
- Ask children to work in pairs. They take turns to ask and answer questions about the other subjects in the timetable.
- Monitor the activity. Help with pronunciation and model words and phrases where necessary.

Optional activity
- Draw a grid on the board and make your own timetable by putting flashcards 47–52 into different slots.
- Ask questions for individual children to reply, e.g. What have we got on Tuesday? Other children then stand up, choose a child, and ask a question about the timetable.

Further practice
Workbook page 35
Grammar reference, Class Book page 109
Student MultiROM • Unit 5 • Grammar
Lesson Three  

Song

Lesson objectives
To identify rooms and areas in a school
To use these words in the context of a song

Language
Core: playground, sports field, art room, computer room
Extra: paint, headphones

Materials
CD 49–50; School subjects flashcards 47–52; School rooms flashcards 53–56

Warmer
- Play Jump with the class using flashcards 47–52 to revise school subjects.
- Talk about school subjects with the class. Ask What have you got today? When have you got art/science/PE?

Lead-in
- Use flashcards 53–56 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

1 Listen, point and repeat. 49
- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 53–56 one at a time for individual children to say the words.
- If you have all of these in your school, ask children Where do you have PE/art/computers?

Transcript
Listen and point.
playground, sports field, art room, computer room
art room, playground, computer room, sports field

Listen and repeat.
playground, sports field, art room, computer room

2 Listen and sing. 50
- Point to the different pictures for children to tell you what they can see. See if they can name the school subjects or say which places they can see.
- Play the song the whole way through once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song line by line for children to repeat after you.
- Play the recording for children to sing along.

3 Sing and do.
- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions
Verse 1: In the playground... jump and run on the spot
Verse 2: On the sports field... kick a football
Verse 3: In the art room... draw in the air
Verse 4: In the computer room... put on headphones and move a mouse

Optional activity
- Divide the class into four groups, one for each verse.
- Without playing the song, hold up the playground flashcard. The playground group sings or chants the words from their verse in the Class Book.
- Repeat with the sports field, art room, and computer room flashcards. The whole class can sing At our school... together each time.
- Tell children that now they are going to sing the song from memory. Ask them to close their books. Play the song again. At the beginning of each verse, hold up the appropriate flashcard to remind children which group is going to sing.

Optional activity
- Play Musical cards (see page 19) using flashcards 53–56 and playing the unit song.

Further practice
Workbook page 36
Extra writing worksheet, PMB page 10

52 Unit 5
Lesson Four  (CB PAGE 37)

Phonics

Lesson objectives
To pronounce sounds made by the letter combinations dr, tr, and cr.
To differentiate between the sounds /dr/, /tr/, and /kr/.

Language
Core: drum, dress, truck, tree, crab, crayon

Materials
CD §42, 51–53; Phonics cards 12–14 (drum, truck, crayon)

Warmer §42
• Ask children to tell you which sounds they looked at in the previous phonics lesson (/gr/, /hr/, and /fr/). Play the CD and say the chant from Class Book page 31 to energize the class and revise the sounds from the previous unit.

Lead-in
• Teach the new sounds and letters for this lesson using the phonics cards.
• Hold up the first card and say Letters d and r make the sound /dr/. Say the sound for children to repeat several times. Repeat the procedure with the other phonics cards.
• Hold up each card in turn and say the words for children to repeat.

1 Listen, point and repeat. §51
• Ask children to look at the pictures in their Class Books. Tell them they are going to hear a recording of the different sounds.
• Play the first part of the recording for children to listen to and point to the pictures.
• Play the second part of the recording for children to repeat the sounds and words.
• Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point,
/dr/ drum /dr/ dress /tr/ truck /tr/ tree /kr/ crayon /kr/ crab
Listen and repeat.
/dr/ drum /dr/ dress /tr/ truck /tr/ tree /kr/ crayon /kr/ crab

2 Listen and chant. §52
• Ask children to look at the picture and tell you what they can see. Play the recording for them to listen to the chant.
• Play the chant once more, stopping the CD after each line for children to repeat.
• Repeat, and encourage children to follow the chant in their books.

Optional activity
• Play Find your partner with the class using the phonics cards from the lesson (see page 20).

3 Read the chant again. Circle the sounds dr, tr, and cr.
• Ask children to look at the chant again. Write the first line on the board. Ask children to find an example of the letters dr, tr, or cr. Ask a child to come to the front and circle the tr in train and truck.
• Allow time for children to read the rest of the chant and circle the other examples in their books.
• Monitor the activity and help where necessary.
• Go through the answers with the class.

ANSWERS
A train and a truck,
A crab and a drum.
I draw with my crayons,
And I have fun.
A girl in a dress,
A bird in a tree.
Get your crayons,
And draw with me.

4 Listen to the sounds and join the letters §53
• Elicit the four pictures in the exercise la boy, a truck, a drum, and a crayon). Explain that you are going to play a recording of different sounds and words from the lesson. Children have to follow the sounds and words in the maze to find out what the boy has got—a truck, a drum, or a crayon.
• Play the beginning of the recording and follow the blue line that links the boy to the letters tr to demonstrate.
• Play the rest of the recording for children to link the remaining letters.
• Go through the answers. Ask children to look at their mazes and call out the letters they heard in turn as you write them on the board. Ask What has the boy got?

Transcript
/tr/ truck /dr/ drum /kr/ crayon /tr/ truck /dr/ drum
/kg/ crayon /kr/ truck

ANSWER
The boy has got a truck.

Optional activity
• Go around the room, assigning the words drum, truck, and crayon to different children, so that children representing each word are evenly dispersed.
• Tell children you are going to read a list of words beginning with the sounds /dr/, /tr/, and /kr/. When children hear the sounds represented by their words, they bang their drum, drive their truck, or draw with their crayon.
• Read out the following list (more than once if necessary), pausing between each word: drink, crab, train, crayon, trousers, dress.

Further practice
Workbook page 37
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Lesson Five  CB PAGE 18
Oxford ITools  Digital classroom • Unit 5 • Reading

Skills Time!

Skills development
Reading: read and understand a webpage; find specific details in a text

Language
Recycled: vocabulary and structures seen previously
Extra: speak, study, read, primary, lesson

Materials
CD 50, 54; a large piece of paper and colouring pencils for each group of six children (optional)

Warmer  50
- Sing At our school from page 36 to warm up the class.
- Talk about computers with the class. Ask Do you like computers? Have you got a computer? When have you got computer lessons?

Lead-in
- Ask children to look at the picture. Encourage children to make predictions about what they are going to read, e.g. It's about computer lessons in school. The children like computers. Explain that they are going to read a webpage that some children have written about the computer room in a school.

1 Look at the picture. What school subjects can you see?
- Ask children to look at the picture again. Ask them to name the different subjects that children are studying in the computer room.
- If you wish, ask children to work in pairs, taking turns to point to children and say which subjects they are studying.

ANSWERS:
English, maths, music, art, science

2 Listen and read.  54
- Tell children that they are going to hear a recording of the text. Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions that they have.
- Ask questions to check comprehension, e.g. Where are the children? What can children do on the computers? How many children can go into the computer room?

Optional activity
- Ask the following questions for children to scan the text and find the answers:
  Is there a computer for every pupil? (Yes)
  Can the children use headphones? (Yes)
  Can children study PE in the computer room? (No)
  Which class are the children in? (Primary 2)

3 Read again. Circle the false word and write the correct word.
- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Ask children Is the sentence correct? (No). Ask What word is wrong? Invite a child to come to the front to circle the incorrect word in the sentence (small). Invite a second child to come and write the correct word (big) next to the sentence.
- Ask children to look at the exercise in their Class Books. Explain that they need to find the word that is wrong in each sentence and circle it. They should then put the correct word at the end of the line.
- Allow time for children to re-read the text and then find the incorrect words and write the correct words for each sentence.
- Go through the answers with the class. Read each sentence for children to tell you which word is wrong and tell you the correct word.

ANSWERS:
1 We've got a small computer room. (big)
2 We've got 12 computers. (12)
3 The pupils can listen and eat. (speak)
4 The computers help the children to run and write. (read)
5 The children come every Tuesday and Wednesday. (Thursday)

Optional activity
- Divide children into groups of six. Give out a large piece of paper and colouring pencils to each group.
- Explain that they are going to write their own webpage about their favourite room at school. Encourage them to decide which room or place to write about (it could also be a place outside the school buildings such as a sports field).
- Children work in groups to write their webpage and draw pictures of the place they have chosen.
- Invite groups to come and read their webpage to the class. If you wish, display the work in the classroom.

Culture note: Computers and education
Most schools in the UK have a separate computer room where children have ICT (Information and Communication Technology) lessons. In addition, in many schools children are encouraged to use computers during their classes in other subjects, or in preparing homework.

A government scheme is currently in place to help provide computers for secondary-age pupils who do not have access to a computer at home. By developing essential skills in the use of technology and access to many more means of communication, they are being given the same opportunities as other children their age. It is understood that this scheme will improve their life skills and future prospects significantly.

Further practice
Workbook page 38
Lesson Six  (B Page 39)
Oxford Digital classroom • Unit 5 • Writing

Skills Time!

Skills development
Listening: identify school rooms from their descriptions
Speaking: ask and answer questions about different rooms in a school
Writing: identify and write capital letters in days of the week; write about your school subjects (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: break time, learn

Materials
CD 55

Warmer
- Play Bingo (see page 21) with the words children have learnt in this unit.

Lead-in
- Ask children what they can remember about the webpage from the previous lesson. Ask What's the room in the picture? How many computers are in the room? What subjects do children study in the room?
- Allow children to check the webpage on page 38 of their Class Books to see how much they remembered correctly.
- Ask children to look at the pictures in Exercise 1 and identify the rooms or areas in each one. Ask them to predict what they are going to hear.

1 Listen and number. 55
- Tell children that they are going to hear a girl talking about the rooms in her school. They have to listen and write the number when they hear a room mentioned.
- Play the recording the whole way through for children to listen and point to the rooms as they hear them described.
- Play the recording a second time, stopping after the first item. Show children the example answer 1 in the box.
- Continue the recording, stopping after each item for children to number the rooms.
- Play the recording again for children to complete or check their answers.
- Go through the answers with the class.

Transcript
Hi. My name’s Emily. This is my school.
1 This is our room. We come here every day. We’ve got a board and twenty tables and chairs.
2 We come here at breaktime. We can play here and talk to our friends.
3 We do PE here. We can play football and we can run here.
4 Look at this room. We’ve got paint and paper here and we can do art.
5 There are lots of computers here. We can learn with the computers. It’s fun.

2 Point, ask and answer about your school.
- Ask children to read the words and phrases in the word pools aloud.
- Focus attention on the speech bubbles. Ask a child to stand up and model the question and answer with you. Children repeat the question and answer in chorus. Encourage them to make their words flow together, avoiding unnecessary pauses.
- Children work in pairs, taking turns to point, ask and answer questions about what is in the different rooms.
- Monitor the activity and model words where necessary.
- Ask some of the pairs to ask and answer questions for the class.

Optional activity
- Ask children to close their Class Books. Write the different rooms on the board. Ask a child to stand up. He / She chooses another child and asks a question about one of the rooms, e.g. What have we got in the art room?
- Repeat with several more children.

3 Circle the capital letters at the start of the days of the week.
- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Ask children to identify the week day. Invite a child to come to the front of the class and circle the capital letter at the start of Tuesday.
- Write some of your own sentences on the board, e.g. Today is Monday. Have you got science on Thursday? I’ve got music on Friday. Invite individual children to come and circle the capital letters at the start of the days of the week.
- Ask children to look at the exercise in their Class Books. Allow time for them to complete the exercise.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

ANSWERS
1 What have we got on Wednesday?
2 We go to the computer room on Thursday.
3 We’ve got art on Monday.
4 Have we got PE on Tuesday?

Optional activity
- Write questions on the board for children to complete with the appropriate days of the week, using capital letters, e.g. We’ve got art on ______. We go to the computer room on ______. We’ve got English on ______.

NOTE: Now go to Workbook page 39 for children to practise writing about their school subjects.

Further practice
Workbook page 39
Values worksheet, PMB page 11
Unit 5 test, Testing and Evaluation Book page 15
Student MultiROM • Unit 5 • Listen at home -
- Track 16 (Words and phrases), Track 17 (Song), Track 18 (Phonics)
Lesson One

Lesson objectives
To identify after-school activities
To understand a short story

Language
Core: help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV
Extra: how about, well

Materials
CD 50: 56–58; Story posters 5 and 6; After-school activities flashcards 57–62

Warmer 50
• Sing *At our school* from page 36 to warm up the class.
• Ask children to tell you what they can remember about the story from the previous unit.
• Use Story poster 5 to retell the story with the class. Ask *What have Tim and Rosy got on Thursday? Which bag of clothes does Tim have? What does he wear for his PE lesson?*

Lead-in
• Use flashcards 57–62 to elicit the vocabulary for this lesson. Hold them up one at a time for children to name the after-school activities. Model any phrases that children do not know.
• Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat 56
• Ask children to look at the pictures of the after-school activities in their Class Books.
• Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the appropriate flashcard as each phrase is said.
• Play the second part of the recording, pausing after each phrase for children to repeat.
• Play the recording all the way through for children to listen and point and then repeat the words.
• Hold up the flashcards in a random order and ask the class to say the phrases.

Transcript
Listen and point.
help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV

Listen and repeat.
help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV

Optional activity
• Encourage the class to think of actions for each of the after-school activities.
• Play *Simon says* (see page 20) to practise the new vocabulary. Children mime the actions as you name them. (You will have to change the word *my* to *your* in phrases that contain possessive pronouns.)

2 Listen and chant 57
• Play the recording and teach the chant.
• Play the recording a second time for children to repeat the phrases in the gaps in the chant.
• Repeat (more than once if necessary).
• Children say the chant as a class, without the recording.

Transcript
help my mum, help my mum, help my mum
do my homework, do my homework, do my homework
visit my grandma, visit my grandma, visit my grandma
go swimming, go swimming, go swimming
have a music lesson, have a music lesson, have a music lesson
watch TV, watch TV, watch TV

3 Listen and read 58
• Use Story poster 6 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
• Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
• Ask questions to check comprehension, e.g. *Do Rosy and Alice want to play after school? Can they find a day when they can play? What is Mum’s idea?*
• Ask children to look at the story again. They find and point to words from Exercise 1.

Optional activity
• Tell children that they are going to play a memory game. Ask them to close their books.
• Invite a child to come to the front. Ask him / her to choose the first activity that is mentioned in the story from flashcards 57–62. He / She puts the corresponding flashcard on the board.
• Repeat with three more children. They are allowed to correct any mistakes that they think the other children have made.
• Invite another child to remove any cards that are not mentioned in the story.
• Play the recording for children to check their answers.

Further practice
Workbook page 40
Lesson Two

Grammar

Lesson objectives
- To make positive and negative sentences about after-school activities.
- To choose verbs for different after-school activities.
- To say what you do on different days of the week.
- To act out a story.

Language
Core: I visit my grandma every Tuesday. I go swimming every Thursday. I don’t have a music lesson.

Materials
CD 58; Story poster 6; After-school activities flashcards 57–62

Warmer
- Play Freeze (see page 20) to revise vocabulary from the previous lesson. Children mime the actions for the after-school activities they practised in the previous lesson.

Lead-in
- Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 6 to encourage ideas.
- Cover the poster and ask children which after-school activities were mentioned in the story.

1 Listen to the story again and repeat. Act. 58
- Ask children to turn to the story on page 40 of their Class Books. They check how many of the after-school activities they remembered in the lead-in activity.
- Play the recording, pausing after each line of text for children to repeat.
- Ask children to look at the different actions the people do in the story. As a class, decide on actions for the story (see suggestions below).
- Divide the class into groups of three to play the parts of Rosy, Alice, and Mum.
- Play the recording a second time for children to mime the actions as they listen.
- If you wish, ask children to practise acting out the story in their groups. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Rosy and Alice sit down on the bus and fasten their seat belts.
Picture 2: Alice shakes her head and mimes playing the piano.
Picture 3: Rosy shakes her head and mimes greeting her grandma.
Picture 4: Alice shakes her head and mimes laying the table.
Picture 5: Rosy and Alice get off the bus. Mum waves.

Picture 6: Rosy and Alice walk with Mum, smiling, and mime swimming.

2 Look and say.
- Ask children to look at the pictures in the Let’s learn! box. Ask What can you see? Children identify the different after-school activities.
- Read the sentences, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the activity phrases in each sentence and put flashcards in the spaces to elicit sentences with the same pattern, e.g. I help my mum every Tuesday. I don’t go swimming. I do my homework every Thursday. I don’t visit my grandma. Children repeat the new sentences.
- Invite different children to change the activities to make new sentences and questions.

3 Write.
- Ask children to look at the pictures and identify the different after-school activities.
- Ask a child to read out the words in the word pool. Explain that they are going to choose a verb from the word pool to complete the sentences.
- Ask children to look at the first picture. Establish that the missing verb is have.
- Allow time for children to look at the rest of the pictures and write the missing verbs.
- Go through the answers with the class. Ask children to read the complete sentences in chorus.

Optional activity
- Ask children to look at the sentences from Exercise 2 again. Write the first sentence on the board. Rub out the verb and put a cross next to the sentence.
- Invite a child to come to the front of the class to make the sentence negative (I don’t visit my grandma).
- Repeat with the rest of the sentences.

4 Point and say.
- Ask the class to look at the pictures and identify the different after-school activities.
- Draw attention to the speech bubbles. Ask a child to stand up. Read the dialogue together for the class to listen and repeat.
- Ask children to work in pairs. They take turns to say the days and tell each other what they do and don’t do on those days, using the pictures.
- Monitor the activity. Help with pronunciation and model words and phrases where necessary.

Further practice
Workbook page 41
Grammar reference, Class Book page 109
Student MultiROM - Unit 6 - Grammar
Lesson Three

Oxford iTools Digital classroom • Unit 6 • Words/Song

Song

Lesson objectives
To identify more after-school activities
To use phrases for after-school activities in the context of a song

Language
Core: listen to music, play with friends, read a book, write an email
Extra: after, a lot, on my own, cook (v)
Recycled: after-school activities words

Materials
CD 59–60; After-school activities flashcards 63–66

Warmer
- Play a variation of A long sentence (see page 21) to revise the after-school activities children have learned so far in this unit.
- Choose a child and say On Monday I visit my grandma. The child has to repeat the sentence and then add his/her own sentence about Tuesday, e.g. On Monday I visit my grandma and on Tuesday I go swimming.
- Continue until you have used all the activities, or until someone forgets the chain.

Lead-in
- Use flashcards 63–66 to introduce the new vocabulary. Hold up the cards one at a time and say the phrases for more after-school activities for children to repeat.
- Hold up the cards in a different order for children to repeat again.

1 Listen, point and repeat. 59
- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the phrases.
- Play the second part of the recording for children to repeat the phrases.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 63–66 one at a time for individual children to say the phrases.

Transcript
Listen and point.
listen to music, play with friends, read a book, write an email

Listen and repeat.
listen to music, play with friends, read a book, write an email

Optional activity
- Play Mime the word (see page 20) to revise the phrases from Lesson 1 and practise the new vocabulary from this lesson.

2 Listen and sing. 60
- Ask children to look at the pictures. Point to the different pictures for children to name the after-school activities. Ask children to predict what the song is about (what children do after school).
- Play the song the whole way through once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording for children to sing along.

3 Sing and do.
- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions
Things on my own – point to self
Things with you – point to friend
I do my homework – mime writing
I help my mum – mime sweeping
I write an email – mime typing
I read a book – mime turning a page
I listen to music – touch ears
I help to cook – mime stirring a pot

Optional activity
- Talk about after-school activities with the class. Ask different children What do you do after school? Is it fun?

Further practice
Workbook page 42
Picture dictionary, Workbook page 112
Extra writing worksheet, PMB page 12
Student MultiROM • Unit 6 • Words, Song
Lesson Four (E Page 43)

Phonics

Lesson objectives
To pronounce sounds made by the letter combinations fl, pl, and bl
To differentiate between the sounds /fl/, /pl/, and /bl/

Language
Core: blanket, blue, flat, flower, plate, plum

Materials
CD 52, 61–63; Phonics cards 15–17 (flower, plum, blanket)

Warmer 52
• Ask children which sounds they looked at in their previous phonics lesson (/dr/, /tr/, and /kr/). Play the CD and say the chant from Class Book page 37 to energize the class and revise the sounds from the previous unit.

Lead-in
• Teach the sounds and letters for this lesson using the phonics cards.
• Hold up the first card and say Letters f and l make the sound /fl/. Say the sound for children to repeat several times. Repeat the procedure with the other phonics cards.
• Hold up each card in turn and say the words for children to repeat.

1 Listen, point and repeat. 61
• Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
• Play the first part of the recording for children to listen and point to the pictures.
• Play the second part of the recording for children to repeat the sounds and words.
• Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.
/fl/ flower /fl/ flat /pl/ plum /pl/ plate /bl/ blanket /bl/ blue
Listen and repeat.
/fl/ flower /fl/ flat /pl/ plum /pl/ plate /bl/ blanket /bl/ blue

Optional activity
• Play Point to the correct card (see page 20) with the class.
• Put the three phonics cards in different places on the wall around the room. Play the recording again. Children point to the sounds as they hear them.

2 Listen and chant. 62
• Play the recording for children to listen to the chant.
• Play the chant once more, stopping the CD after each line for children to repeat.

Repeat, and encourage children to follow the chant in their books.

3 Read the chant again. Circle the sounds fl, pl and bl.
• Write the first line of the chant on the board. Ask a child to come to the front and find an example of the letters fl, pl, or bl. He/she circles the pl in plums and plate.
• Allow time for children to read the rest of the chant and circle the other examples.
• Monitor the activity and help where necessary.
• Go through the answers with the class.

ANSWERS
Plums on a plate,
Plums on a plate.
Blue/plums, black/plums,
Plums on a plate.
A blanket on a bed,
A blanket on a bed.
There's a pretty flower
On the blanket on the bed.

4 Listen and complete the words. 63
• Ask children to look at the pictures and identify the things they see. Explain that you are going to play a recording of different sounds and words from the lesson. They must listen and complete the words with the letters that they start with.
• Draw attention to the example and play the beginning of the recording to show that the missing word has been completed with the missing letters pl.
• Play the rest of the recording for children to complete the remaining words.
• Play the recording again for children to check their answers.
• Go through the answers with the class.

Transcript

ANSWERS
1 plate 2 blue 3 flat 4 flower 5 blanket 6 plum

Optional activity
• Write the following phrases on the board:
  Flowers in a flat.
  A blue and black blanket.
  Plums, please! Plums, please!
• Chant the phrases one by one with the class, increasing the speed each time.
• Point to the phrases in a different order for the class to chant.

Further practice
Workbook page 43
Student MultiROM - Unit 6 - Phonics
Lesson Five  (CB Page 41)
Oxford iTools  Digital classroom  Unit 6  Reading

Skills Time!

Skills development
Reading: read and understand a class poster; match children with their after-school activities

Language
Recycled: vocabulary and structures seen previously
Extra: stories, CD, sport

Materials
CD 60, 64; a plain piece of paper for each child; a set of coloured pencils for each group of six children (optional)

Warmer  60
• Sing After school from page 42 to warm up the class.

Lead-in
• Talk about after-school activities with the class. Ask What do you do after school on Monday/Tuesday/Wednesday? Do you listen to music/go swimming/help your mum?
• Ask children to look at the pictures. Encourage children to make predictions about what they think the text is about.

1 Look at the pictures. Say what the children do.
• Ask children to look at the pictures again. Ask them which after-school activities they can see in the pictures.
• If you wish, ask children to work in pairs, taking turns to point to the pictures and name the after-school activities.

ANSWERS
play football, listen to music, draw, skate

2 Listen and read.  64
• Tell children that they are going to hear a recording of the text.
• Play the recording for children to listen and follow silently in their books.
• Play the recording a second time. Answer any questions they have.
• Ask questions to check comprehension, e.g. Does Max go to the park? Does Julia play tennis? Does Luke listen to music?

3 Read again. Who does each activity?
• Look at the example with the class. Ask children to look back at the text to find where one of the children mentions going to the park. Ask Who is it? (Max). Show children the letter M on the line and explain that M stands for Max. Draw their attention to the list of abbreviations for names.
• Ask the class Who paints pictures/sings songs/watches TV? Children scan the text to find the information and call out the answers.
• Ask children to look at the exercise in their books. Allow time for them to re-read the poster and write the correct child’s initial next to each activity.
• Monitor the activity and help where necessary.

Go through the answers with the class. Ask children to point to the places in the text where they found the answers.

ANSWERS
1 M 2 J 3 S 4 J 5 L 6 L 7 M 8 S

Optional activity
• Tell the class that you are going to play a memory game. Ask children to close their books.
• Ask questions about which child does which activity, e.g. Who plays football/plays tennis/does his homework after school? Keep a record of the questions you ask and write the children’s answers on the board.
• When you have finished, go through the answers with the class to see how many they remembered correctly.

Optional activity
• Divide the class into groups of six. Give each child a plain piece of paper and each group a set of coloured pencils.
• Children draw a picture of their favourite after-school activity, sharing the coloured pencils with the rest of the group.
• Children take turns to tell each other about the activity, e.g. On Tuesday I go swimming after school. My friend Alexandra comes too.

Culture note: After-school activities
The school day in British primary schools finishes at around three o'clock and many children take part in recreational activities after this. Some schools provide activities such as football or music practice, or art clubs. Many children also go to a sports centre at least once a week, where they might have swimming, karate, judo, ice skating, gymnastics, or dance classes, or play sports such as tennis, dodgeball or basketball.
If grandparents live nearby, some children will go to their house after school (especially if both their parents are working) or to a friend’s house to play. Computers are very popular, and most children use them for playing games, writing emails, or ‘chatting’ to friends.

Further practice
Workbook page 44
Lesson Six

Skills Time!

Skills development
Listening: identify which activities children take part in
Speaking: talk about which after-school activities you do
Writing: identify verbs; write about what you do after school (Workbook)

Language
Recycled: vocabulary and structures seen previously

Materials
CD 65; After-school activities flashcards 57–66

Warmer
- Give flashcards 57–66 to ten children around the class.
- Ask other children What do you do after school?
- The children with the flashcards listen carefully. When they hear their activity mentioned, they hold their flashcard up.

Lead-in
- Ask children what they can remember about the poster from the previous lesson. Ask Which activities did the children do after school?
- Allow children to check the poster on page 45 of their Class Books to see how much they remembered.
- Ask children to look at the pictures in Exercise 1 and identify the after-school activities in each one.

1 Listen and tick (✓) or cross (X). 65
- Tell children that they are going to hear a recording of different children talking about what they do after school.
- Play the recording the whole way through for them to listen and point to the activities as they are mentioned.
- Play the recording a second time, stopping after the first item. Ask children to look at the first two pictures and point to the picture that is correct (the book).
- Continue playing the recording line by line for children to tick the activities the children do after school.
- Play the recording again for children to complete their answers.
- Go through the answers with the class.

Transcript
Tell me what you do after school.
I like books. After school, I read. I don't ride a bike. I can't ride a bike.

2 Look and say.
- Ask children to look at the phrases in the word pool and read each one.
- Ask a child to stand up. Read the dialogue in the speech bubbles with him/her for the class to repeat in chorus, indicating the pictures in Exercise 1 you are describing as you speak. Encourage them to make their words flow together, avoiding unnecessary pauses.
- Ask children to work in pairs. Explain that they must talk as though they are the children from the recording. Children take turns to call out numbers as they say what they do/ don't do after school.
- Monitor the activity and model the words where necessary.
- Ask some of the children to tell the class about what they do/ don't do in the different pictures.

Optional activity
- Ask children to look at the pictures again, but this time giving information that is true about themselves.

3 Circle the verbs.
- Ask children to close their books. Copy the two example sentences onto the board.
- Invite a child to come to the front of the class and circle the verb in the first sentence. Invite another child to come and circle the verb in the second sentence.
- Write some of your own sentences on the board, e.g. I write an email. I help my dad. Invite individual children to come and circle the verbs.
- Ask children to look at the exercise in their Class Books. Allow time for them to circle the verb in each sentence.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

Answers
1 I play tennis.
2 I skate in the park.
3 I ride a horse.
4 I visit my cousin.
5 I listen to music.
6 I do my homework.

Optional activity
- Ask children to copy two or three sentences from the text on page 44. They circle the verb in each one.
- Ask some of the children to read their sentences to the class. They say which words are verbs.

Review 2

Review Answer Key, To Page 116

Further practice
Workbook page 45
Values worksheet, PMB page 13
Testing and Evaluation Book
- Unit 6 test, page 16
- Summative test 2, page 17
- Skills test 2, page 19

Student Multimedia (Student Multimedia; Unit 6; Listen at home)
- Track 19 (Words and phrases), Track 20 (Song), Track 21 (Phonics)
Let's buy presents!

Lesson One

Lesson objectives
To identify different party objects
To understand a short story.

Language
Core: chocolate, sweets, balloon, present, cake, card
Extra: birthday, tomorrow, scared of, asleep, someone

Materials
CD 40, 66–68; Story posters Starter to Unit 7; Special days flashcards 67–72; real objects from the vocabulary list (optional)

Warmer  40
• Sing 'Let's count to one hundred' from page 30 to warm up the class.
• Ask children to tell you what they can remember about the story from the previous unit.
• Use Story poster 6 to retell the story with the class. Ask 'What does Rosy / Alice do after school? Can Rosy play with Alice after school today?'

Lead-in
• Use flashcards 67–72 to elicit the vocabulary for this lesson (or use real objects if you have them). Hold them up one at a time for children to say the words. Model any words that children do not know.
• Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat.  66
• Ask children to look at the pictures of the different party objects.
• Play the first part of the recording for children to listen and point to the appropriate picture or object. Hold up the appropriate flashcard or object as each word is said.
• Play the second part of the recording, pausing after each word for children to repeat.
• Play the recording all the way through for children to listen and point and then repeat the words.
• Hold up the flashcards in a random order and ask the class to say the words.

Transcript
Listen and point.
chocolate, sweets, balloon, present, cake, card
balloon, chocolate, card, sweets, present, cake

Listen and repeat.
chocolate, sweets, balloon, present, cake, card

Optional activity
• Put all the Story posters the class have seen so far on the board in the correct order. Talk about the stories with the class. Point to each poster in turn for children to tell you what happened.
• Have a class vote to see which is the favourite story so far in the course.

Further practice
Workbook page 48
Lesson Two

Grammar

Lesson objectives
To express likes and dislikes
To ask and answer questions about what people like
To act out a story

Language
Core: What do you like? I like / don't like balloons. What does he like? He likes / doesn't like chocolate.

Materials
CD 68; Story poster 7; Special days flashcards 67–72

Warmer
- Play What's missing? (see page 20) using flashcards 67–72 to revise the vocabulary from the previous lesson.

Lead-in
- Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 7 to encourage ideas.
- Cover the poster and ask children which party objects were mentioned in the story.

1 Listen to the story again and repeat. Act. 68
- Ask children to turn to the story on page 48 of their Class Books. They check how well they remembered the story.
- Play the recording, pausing after each line of text for children to repeat.
- Ask children to look at the different actions the people do in the story. As a class, decide on the actions for the story (see suggestions below).
- Divide the class into groups of five to play the parts of Rosy, Tim, Billy, Mum, and Dad.
- Play the recording a second time for children to mime the actions as they listen.
- Children practise acting out the story in their groups.
- Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Mum and Tim look around the toy shop. Rosy points to the toys on the shelf.
Picture 2: Tim picks up a bag of balloons. Mum waves her finger to say no. (Billy mimes crying when a balloon bursts.)
Picture 3: Tim points to the chocolate and Mum and Rosy smile and nod.
Picture 4: Rosy and Mum put the presents on the table.
Picture 5: Rosy shakes Mum and Dad to wake them up.
Picture 6: Billy unwraps his presents. The family look shocked.

2 Look and say.
- Ask children to look at the pictures in the Let's learn! box. Ask What can you see?
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions and expressions in the pictures to reinforce meaning. Children repeat again.
- Rub out the last word in each sentence and replace with flashcards to elicit sentences with the same pattern, e.g. I like chocolate. I don't like balloons. He likes cakes. He doesn't like cakes. Say the sentences for children to repeat.
- Invite children to change the words to make new sentences.

Optional activity
- Ask a child to stand up. Hold up a flashcard and ask, e.g. Do you like balloons? to elicit Yes, I like balloons or No, I don't like balloons.
- Ask the class Does he / she like balloons? They chorus Yes, he / she likes balloons or No, he / she doesn't like balloons. Repeat with other flashcards.

3 Write.
- Ask individual children to read the words in the word pool.
- Ask children to look at the first picture. Ask Does he like sweets? to elicit Yes, he does. Establish that the missing word in the sentence is likes.
- Allow time for children to look at the rest of the pictures and complete the sentences.
- Go through the answers with the class. Ask children to read the complete sentences in chorus.

ANSWERS
1 He likes sweets.
2 He doesn't like balloons.
3 I like presents. She likes presents.
4 I don't like cake. She doesn't like cakes.

4 Point, ask and answer.
- Ask the class to look at the speech bubbles. Ask a child to stand up. Point to the pictures and ask the questions for him / her to answer while the class listens.
- Ask children to work in pairs. They take turns to point to the pictures and ask and answer questions about what the children like or don't like.
- Monitor the activity. Help with pronunciation and model words and phrases where necessary.
- If you wish, ask different pairs to ask and answer a question while the class listens.

Optional activity
- Ask children to work in pairs. They take turns to ask and answer the question What do / don't you like? They record their partner's likes and dislikes.
- Ask some of the children to tell the class about their partner's likes and dislikes.

Further practice
Workbook page 49
Grammar reference, Class Book page 109
© Student MultiROM – Unit 7 – Grammar
Lesson Three

Lesson objectives
To identify more words for gifts
To use these words in the context of a song

Language
Core: neighbour, pastries, nuts, tie
Extra: or
Recycled: special days words

Materials
CD 69-70; Special days flashcards 67-76

Warmer
- Play a game of Quick Flash using flashcards 67-72. Show each card very quickly and then hide it again; the class have to call out the words.
- Use flashcard 73 to introduce the word neighbour. Say the word for children to repeat. Establish that a neighbour is anyone who lives near you, not just the person who lives next door.
- Ask Who are your neighbours? Do your neighbours ever come to your house? Do you buy presents for your neighbours?

Lead-in
- Use flashcards 74-76 to introduce the rest of the vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Hold up flashcards 73-76 in a different order for children to repeat again.

1 Listen, point and repeat. 69
- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 73-76 one at a time for individual children to say the words.

Transcript
Listen and point.
neighbour, pastries, nuts, tie
nuts, neighbour, tie, pastries

Listen and repeat.
neighbour, pastries, nuts, tie

Optional activity
- Play What's the picture? (see page 21) with flashcards 67-76 to revise vocabulary from Lesson 1 and practise vocabulary from this lesson.

2 Listen and sing. 70
- Ask children to look at the picture. Ask What can you see? Ask them to predict what the song is about (a family visiting their neighbours).
- Play the recording the whole way through once. Read each line of the song aloud for children to repeat after you.
- Play the recording for children to sing along.
- Repeat (more than once if you wish).

3 Sing and do.
- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions
Our neighbours are very kind – stretch out arms to show ‘neighbours’ on either side
Come and have lunch with us – beckon with arm
He / She likes pastries / nuts / chocolate / fruit / cake – mime eating the foods
Or let’s buy a tie – mime tying a tie

Optional activity
- Tell children they are going to make a different version of the song – and it’s going to be about their teachers!
- Children substitute the word teachers for neighbours in Verse 1 and as a class decide on two teachers for the song. Children then decide on three things that their teachers like for Verse 2 and 3.
- Sing the new song together.

Culture note: Special days in Britain
Children’s birthdays are big celebrations in Britain. They often have a party in their homes, inviting their friends from school. There are games and music, followed by a birthday tea (a buffet with sandwiches, crisps, and other snacks). After this, the birthday child blows out the candles on his / her birthday cake and will sometimes make a wish for the coming year. Each child is given a slice of the cake to take home when the party is over.
Other special days in Britain include Christmas Day and Easter Sunday, Mother’s Day and Father’s Day, Halloween, and Bonfire Night. Name days are very rarely celebrated in Britain. Scotland, Wales, and Ireland have specific festivals, and many towns or villages have local celebrations to commemorate an important part of their local history.

Further practice
Workbook page 50
Picture dictionary, Workbook page 112
Extra writing worksheet, PMB page 14
Student MultiROM - Unit 7 - Words, Song
Lesson Four

Phonics

Lesson objectives
To pronounce sounds made by the letter combinations cl, gl, and sl
To differentiate between the sounds /kl/, /gl/, and /sl/

Language
Core: cloud, clock, gloves, glue, slide, slippers
Extra: take off, outside, sky

Materials
CD 62, 71–73; Phonics cards 18–20 (cloud, gloves, slide); Phonics cards 9–17 (optional)

Warmer 62
- Ask children which sounds they looked at in the previous phonics lesson (/pl/, /bl/, and /fl/). Play the CD and say the chant from Class Book page 43 to energize the class and revise the sounds from the previous unit.

Lead-in
- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say Letters c and i make the sound /kl/. Say the sound again for children to repeat several times. Repeat the procedure with the other phonics cards.
- Hold up each card in turn and say the words for children to repeat.

1 Listen, point and repeat. 71
- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words.
- Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.
/kl/ cloud /kl/ clock /gl/ gloves /gl/ glue /sl/ slide
/sl/ slippers
Listen and repeat.
/kl/ cloud /kl/ clock /gl/ gloves /gl/ glue /sl/ slide
/sl/ slippers

Optional activity
- Play Find your partner (see page 20) with the class, using phonics cards 18–20.

2 Listen and chant. 72
- Play the recording for children to listen to the chant.
- Play the chant once more, stopping the CD after each line for children to repeat.

Optional activity
- Repeat, and encourage children to follow the chant in their books.

3 Read the chant again. Circle the sounds cl, gl, and sl.
- Write the first line of the chant on the board. Ask a child to come to the front of the class to find an example of the letters cl, gl, or sl. He / She circles the sl in slippers.
- Allow time for children to read the rest of the chant and circle the other examples.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

Answers
I take off my slippers,
I go outside.
I put on my gloves,
And I play on the slide.
I look at the clock,
I see clouds in the sky.
Time to take off my gloves,
Time to say, 'Goodbye'.

Optional activity
- Assign each child one of the sounds /kl/, /gl/, and /sl/ so that there are several children for each sound.
- Play the recording again. Children chant the words. When they hear their sound, they clap their hands above their heads.

4 Listen to the sounds and join the letters. 73
- Elicit the four words children can see in the pictures (girl, gloves, slippers, clock). Explain that you are going to play a recording of different sounds and words from the lesson. Children have to follow the sounds and words in the maze to find out what the girl has got – gloves, slippers, or a clock.
- Play the beginning of the recording and follow the blue line that links the girl to the letters gl to demonstrate.
- Play the rest of the recording for children to link the remaining letters.
- Go through the answers. Ask children to look at their mazes and call out the letters they heard in turn as you write them on the board. Ask What has the girl got?

Transcript
/sl/ slippers /gl/ gloves /kl/ clock /gl/ gloves /sl/ slippers

Answers
The girl has got slippers.

Further practice
Workbook page 51

Student MultiROM • Unit 7 • Phonics
Lesson Five  (CB PAGE 52)

Skills Time!

Skills development
Reading: read and follow instructions on making a card; find specific information in a text

Language
Recycled: vocabulary and structures seen previously
Extra: in half, think about, front, smile (n), everything, give

Materials
CD (70, 74); a rectangle of card for yourself (optional); a rectangle of card for each child; a set of coloured pencils for each group of six children (optional)

Warmer (70)
- Sing Our neighbours from page 50 to warm up the class and introduce the theme of gifts.

Lead-in
- Talk about cards with the class. Ask Who do you send cards to? When do you send cards? Do you make cards or do you buy them?
- Ask children to look at the pictures. Ask What is the boy making? Point to the pictures for children to tell you what the boy does at each stage, e.g. He folds the card. He draws a picture.

1 Look at the pictures. Who is the card for?
- Ask children to look at the pictures again. Ask Who is the card for? (the boy's mum).

2 Listen and read. (74)
- Tell children that they are going to hear a recording of the text. They will hear instructions on how to make the card.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask questions to check comprehension, e.g. What does the boy draw in the card? What does he write? Does his mum like the card?

Optional activity
- Tell children that you are going to play a memory game. Ask them to close their books.
- Hold up your rectangle of card to the class. Ask What do I do first? Choose a child to give the first instruction (fold the card). Fold the card to demonstrate.
- Continue in the same way with the other stages. Mime all of the instructions as they are given.

3 Read again. Circle the correct word.
- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Ask a child to read the sentence aloud. Ask Which word is correct? Invite a child to come to the front of the class to circle the correct word from the two options (card).
- Write some of your own sentences on the board, similar to the example, and ask children to choose the correct words, e.g. Cut a rectangle / circle of card. Draw and colour a picture / word. Write your name / age.
- Ask children to look at the exercise in their Class Books and complete the sentences. Allow time for children to re-read the text and circle the correct word in each sentence.
- Go through the answers with the class. Children chorus the sentences, saying the correct word from the two options each time.

ANSWERS
1 card 2 open 3 you 4 write 5 mum

Optional activity
- Divide the class into groups of six. Give each child a rectangle of card and each group a set of coloured pencils.
- Ask children to make a card for their mum (or another person they are close to) following the instructions in the text.
- Children make their cards, sharing coloured pencils with the rest of the group.

Further practice
Workbook page 52
Lesson Six  CB PAGE 53
Oxford Digital classroom • Unit 7 • Writing

Skills Time!

Skills development
Listening: match children with the presents they would like
Speaking: ask and answer questions about likes and dislikes
Writing: write long and short forms; write about presents for your mum (Workbook)

Language
Recycled: vocabulary and structures seen previously

Materials
CD 75; Special days flashcards 67–76

Warmer
• Put flashcards 67–76 on the board. Tell children that it’s their birthday / name day next week. They choose the present they would most like and write the word down.
• Ask a child to stand up. Choose a present for them from the board. Say, e.g. Your present from me is a tie. If the present is the same as the one the child wanted, put a tick on the board.
• Repeat the activity with children choosing presents for their friends. Count the ticks at the end of the activity.

Lead-in
• Ask children what they can remember about the reading text from the previous lesson. Ask What does the boy make? How does he make it?
• Allow children to check the text on page 52 of their Class Books to see how much they remembered.
• Ask children to look at the pictures in Exercise 1 and identify the objects. Ask them to predict what they are going to hear.

1 Listen and match. 75
• Tell children that they are going to hear a recording of a girl and boy deciding what they can give their friends as presents. They should listen to the recording and match the people with the presents.
• Play the recording the whole way through for children to listen and point to the presents as they hear them mentioned.
• Play the recording a second time, stopping after the first item for children to match the person (Harry) to his present (the tennis racquet and ball). Show them the example answer line.
• Continue the recording for children to complete their answers.
• Play the recording through once more for children to check their answers.
• Go through the answers with the class.

Transcript
1 Let’s buy a present for Harry. What does he like? / He doesn’t like chocolate. He likes sport. He really likes tennis.
2 What about Anna? What does she like? / No, she doesn’t like yo-yos. / Yes, she does. She likes sweets and chocolate.

ANSWERS
1 b, 2 c, 3 a, 4 d

2 Point, ask and answer.
• Ask children to read the words in the word pool.
• Focus attention on the speech bubbles. Ask a child to stand up. Point to the children in Exercise 1 and ask questions for the child to answer. The class repeats in chorus.
• Ask children to work in pairs. They take turns to point to the children in Exercise 1 and ask and answer questions about what they like.
• Monitor the activity and model the words where necessary.
• Ask some pairs to ask and answer questions for the class.

3 Look and write the long form.
• Ask children to close their books. Write the two example sentences on the board. Remind children of the abbreviation n’t and ask what it is short for (not).
• Copy the first sentence from the Class Book onto the board. Ask children which word has been shortened (doesn’t). Rub out doesn’t and ask a child to come to the front of the class and write the long form (does not) in the gap.
• Write some of your own sentences on the board, e.g. I don’t like milk shake. She doesn’t like computers. Invite individual children to come and replace the contractions with their long forms.
• Ask children to look at the exercise in their Class Books. Allow time for them to fill the gaps with the long forms.
• Monitor the activity and help where necessary.
• Go through the answers with the class.

ANSWERS
1 He does not like sweets.
2 She does not like balloons.
3 I do not like bananas.
4 He does not like oranges.
5 I do not like snakes.
6 She does not like fish.

Optional activity
• Children work in pairs, taking turns to ask each other questions with Do you like… to find at least one thing that their partners don’t like.
• Children then write sentences about themselves and their partners using the long forms of don’t and doesn’t.

NOTE: Now go to Workbook page 53 for children to practise writing about presents for their mum.

Further practice
Workbook page 53
Values worksheet, PMB page 15
Unit 7 test, Testing and Evaluation Book page 21
Student MultiROM • Unit 7 • Listen at home •
Track 22 (Words and phrases), Track 23 (Song), Track 24 (Phonics)
Lesson One

Lesson objectives
To identify everyday activities
To understand a short story

Language
Core: get up, have breakfast, go to school, go home, have dinner, go to bed
Extra: at night

Materials
CD 60, 76–78; Story posters 7 and 8; Everyday activities flashcards 77–82

Warmer 60
- Sing After school from page 42 to warm up the class.
- Ask children to tell you what they can remember about the story from the previous unit.
- Use Story poster 7 to retell the story with the class. Ask Why are Mum, Rosy and Tim shopping? Where do Mum and Rosy put Billy’s present? What does Billy do?

Lead-in
- Use flashcards 77–82 to elicit the vocabulary for this lesson. Hold them up one at a time for children to name the everyday activities. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 76
- Ask children to look at the pictures of the everyday activities.
- Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the appropriate flashcard as each phrase is said.
- Play the second part of the recording, pausing after each phrase for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the phrases.
- Hold up the flashcards in a random order and ask the class to say the phrases.

Transcript
Listen and point.
get up, have breakfast, go to school, go home, have dinner, go to bed
go to school, have dinner, get up, go home, go to bed, have breakfast
Listen and repeat.
get up, have breakfast, go to school, go home, have dinner, go to bed

Optional activity
- Ask children to close their books. Give flashcards 77–82 to different children. Ask them to come and put the flashcards on the board in the order that the activities happen in a day.
- When they have finished, point to each card in turn for the class to chorus the phrases.

2 Listen and chant. 77
- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the phrases in the gaps in the chant.
- Repeat (more than once if necessary).
- Children say the chant as a class, without the recording.

Transcript
got up, got up, get up
have breakfast, have breakfast, have breakfast
go to school, go to school, go to school
go home, go home, go home
have dinner, have dinner, have dinner
go to bed, go to bed, go to bed

Optional activity
- As a class, decide on actions for each of the everyday activities.
- Play the recording again for children to do the actions as they chant.

3 Listen and read. 78
- Use Story poster 8 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. What does Alice want to do? Who gets up / has dinner at seven o’clock? Can the girls listen to music?
- Ask children to look at the story again. They find and point to phrases from Exercise 1.

Further practice
Workbook page 54
Picture dictionary, Workbook page 113
Lesson Two  (CB page 55)

Grammar

Lesson objectives
- To say what people do at different times of the day
- To ask and answer the question *What's the time?*
- To act out a story

Language
- Core: *What's the time? It's seven o'clock. He gets up at six o'clock.*

Materials
- CD 78; Story poster 8; Everyday activities flashcards 77–82; a toy clock (optional)

Warmer
- Play Jump using flashcards 77–82 (see page 19) to revise the vocabulary from the previous lesson.

Lead-in
- Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 8 to encourage ideas.
- Cover the poster and ask children which everyday activities were mentioned in the story.

1 Listen to the story again and repeat. Act. 78
- Ask children to turn to the story on page 54 of their Class Books. They check how many of the everyday activities they remembered in the lead-in activity.
- Play the recording, pausing after each line of text for children to repeat.
- Ask children to look at the different actions that the people do in the story. As a class, decide on the actions for the story (see suggestions below).
- Divide the class into groups of five to play the parts of Rosy, Alice, Dad, Mum, and Billy. (Note that Billy only appears in the background.)
- Play the recording a second time for children to mime the actions as they listen.
- Ask children to practise acting out the story in their groups. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

Story actions
- Picture 1: Alice points to the CD player. Rosy shakes her head.
- Picture 2: Rosy points upstairs and mimes sleeping.
- Picture 3: Rosy points to a clock or her watch.
- Picture 4: Dad yawns / stretches / rubs his eyes.
- Picture 5: Alice points to the CD player. Rosy shakes her head. Billy opens his mouth for Mum to feed him.
- Picture 6: Mum gives headphones to Rosy and Alice. Alice dances.

2 Look and say.
- Ask children to look at the pictures in the *Let's learn!* box. Ask *What can you see?*
- Read the sentences, pausing after each one for children to point to the picture and repeat.
- Write the first question and then the sentences on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the activity phrases in each sentence and replace with flashcards to elicit sentences with the same pattern, e.g. *He has breakfast at six o'clock. She has dinner at nine o'clock. He goes home at seven o'clock.*
- Invite different children to change the words (and times if necessary) to make new sentences.

3 Write. Draw the time on the clocks.
- Ask children to look at the pictures and identify the different activities.
- Ask a child to read the example for the class. Show them the time on the clock next to the picture.
- Allow time for children to look at the pictures, complete the sentences, and draw the times on the clocks.

### ANSWERS
1. He gets up at six o'clock.  
2. He has breakfast at seven o'clock.  
3. He goes to school at eight o'clock.  
4. He goes to bed at nine o'clock.

Optional activity
- Explain that children are going to show the times on the clocks using their arms. Explain that one arm needs to be going straight up above their heads each time to show *o'clock*, while the other arm points to the number.
- The class read the sentences from Exercise 3 in chorus and make the times with their arms.

4 Point, ask and answer.
- Ask the class to look at the clocks in the pictures. Ask a child to stand up. Point to the first clock and ask *What's the time?* To elicit *It's five o'clock.* The class repeat in chorus.
- Using your toy clock, show other times (or draw clocks on the board). Ask *What's the time?* for the class to answer.
- Ask children to work in pairs. They take turns to ask and answer questions about the times shown on the clocks.
- Monitor the activity. Help with pronunciation and model words and phrases where necessary.

Optional activity
- Invite a child to come to the front of the class. Give him / her the toy clock and whisper a time. The child moves the hands to the appropriate position and asks the class *What's the time?* Repeat with other children.

Further practice
- Workbook page 55
- Grammar reference, Class Book page 109
- Student MultiROM • Unit 8 • Grammar
Lesson Three

Oxford Digital classroom • Unit 8 • Words/Song

Song

Lesson objectives
To identify different times of the day
To use these phrases in the context of a song

Language
Core: in the morning, in the afternoon, in the evening, at night
Extra: brush my teeth, goodnight

Materials
CD 79-80; Everyday activities flashcards 77-82; Times of the day flashcards 83-86; PMB page 38 (Cut and make 3) page and materials (see Teacher's Book page 125)

Warmer
• Play Slow reveal (see page 20) using flashcards 77-82 to revise the vocabulary children have learned so far in this unit.

Lead-in
• Use flashcards 83-86 to introduce the new vocabulary. Hold up the cards one at a time and say the phrases for times of the day for children to repeat.
• Hold up the cards in a different order for children to repeat again.

1 Listen, point and repeat. 79
• Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the phrases.
• Play the second part of the recording for children to repeat the phrases.
• Play the recording all the way through for children to listen and then repeat.
• Hold up flashcards 83-86 one at a time for individual children to say the phrases.

Transcript
Listen and point.
in the morning, in the afternoon, in the evening, at night
in the evening, in the morning, at night, in the afternoon

Listen and repeat.
in the morning, in the afternoon, in the evening, at night

Optional activity
• Put flashcards 83–86 on the board. Point to each one in turn for children to say the times of the day.
• Give flashcards 77–82 to six different children. They come to the front of the class and put their activity below the appropriate time of the day, e.g. the child with get up puts his/her flashcard below in the morning.
• Leave the flashcards on the board to help children with the optional activity later in the lesson.

2 Listen and sing. 80
• Ask children to look at the pictures. Point to the different pictures for children to name the activities. Ask them to predict what the song is about (what the boy does at different times of day).
• Play the recording the whole way through once for children to listen. Then play it again as they follow the words in their books.
• Read each line of the song aloud for children to repeat after you.
• Play the recording for children to sing along.

3 Sing and do.
• Ask children to look at the pictures and tell you which action they should do for each verse of the song (see below).
• Play the recording for children to listen and do their actions.

Song actions
Divide the class into five groups to do actions as follows:
Group 1: What do you do in the morning / afternoon / evening / at night?
- I get up – stretch
  I have my breakfast – eat with a spoon
  I go to school – walk
Group 2: I go home – walk
Group 3: I have my lunch – eat a sandwich
  I learn at school – open a book
  I go home – walk
Group 4: I do my homework – write
  I have my dinner – eat with a knife and fork
  I play with my toys – push a train
Group 5: I say goodnight – wave
  I brush my teeth – brush teeth
  I go to bed – pull covers down

Optional activity
• Talk about daily routines with the class. Ask What do you do in the morning / afternoon / evening / at night? Children can use the flashcards on the board and ideas from the song to help them.

Optional activity
• See instructions on carrying out PMB Cut and make activity 3 on Teacher's Book page 125.
• Children work in groups to cut out the clocks and hands and fix them together.
• Children can then use their clocks to ask each other questions about their daily routines.

NOTE: Collect the clocks in at the end of the lesson to use again in later lessons.

Further practice
Workbook page 56
Extra writing worksheet, PMB page 16
Cut and make 3, PMB page 38
© Student MultiROM • Unit 8 • Words, Song
Lesson Four
(£ PAGE 57)

Oxford Tools Digital classroom • Unit 8 • Phonics

Phonics

Lesson objectives
To pronounce sounds made by the letter combinations
sm, sn, st, and sk
To differentiate between the sounds /sm/, /sn/, /st/, and /sk/

Language
Core: smile, small, snow, snake, stairs, star, sky, skates;
Extra: time for

Materials
CD £ 72, 81–83; Phonics cards 21–24 (smile, snow, stairs, sky)

Warmer £ 72
• Ask children which sounds they looked at in their last phonics lesson (/kl/, /gl/, and /sl/). Do the chant from Class
Book page 51 to energize the class and revise the sounds
from the previous unit.

Lead-in
• Teach the sounds and letters for this lesson using the
phonics cards.
• Hold up the first card and say Letters s and m make the
sound /sm/. Say the sound for children to repeat several
times. Repeat the procedure with the other phonics cards.
• Hold up each card in turn and say the words for children
to repeat.

1 Listen, point and repeat. £ 81
• Ask children to look at the pictures in their Class Books.
Tell them that they are going to hear a recording of the
different sounds.
• Play the first part of the recording for children to listen and
point to the pictures.
• Play the second part of the recording for children to
repeat the sounds and words.
• Play the recording all the way through for children to
point and then repeat.

Transcript
Listen and point.
/sm/ smile /sm/ small /sn/ snow /sn/ snake /st/ stairs
/st/ star /sk/ sky /sk/ skates
Listen and repeat.
/sm/ smile /sm/ small /sn/ snow /sn/ snake /st/ stairs
/st/ star /sk/ sky /sk/ skates

Optional activity
• Play Phonics matching (see page 20) with the phonics
cards from this lesson.

2 Listen and chant. £ 82
• Play the recording for children to listen to the chant the
whole way through.
• Play the chant once more, stopping the CD after each line
for children to repeat.
• Repeat, and encourage children to follow the chant in
their books as well.

3 Read the chant again. Circle the sounds sm, sn, st
and sk.
• Ask children to look at the chant again. Write the first
line on the board. Ask children to find an example of the
letters sm, sn, st, or sk. One child comes to the front to
circle the sm and sn in small and snake.
• Allow time for children to read the rest of the chant and
circle the other examples in their books.
• Monitor the activity and help where necessary.
• Go through the answers with the class.

 ANSWERS
Look at the small snake
In the snow.
A snake with a smile.
Watch it go.
Look at the stars
In the night sky.
It's time for bed, snake.
Say, 'Goodbye'.

4 Listen and circle the correct sound. £ 83
• Ask children to look at the pictures and say what they see
in each one. Explain that you are going to play a recording
of the different words. Children must listen and circle the
sounds at the beginning of each word.
• Play the beginning of the recording and ask the class
What's the sound?
• Play the rest of recording for children to circle the
remaining sounds.
• Play the recording again for children to complete their
answers.
• Go through the answers with the class.

Transcript
1 /st/ stairs 2 /sk/ skates 3 /sm/ smile 4 /sn/ snow
5 /st/ star

 ANSWERS
1 st 2 sk 3 sm 4 sn 5 st

Optional activity
• Go around the room, assigning the letters sm, sn, st,
and sk to different children, so that children
representing each letter combination are evenly
dispersed.
• Play the recording again. When children hear their
sound, they stand up. If they hear their sound a second
time, they sit down again.

Further practice
Workbook page 57
© Student MultiROM • Unit 8 • Phonics
Lesson Five

Skills Time!

Skills development
- Reading: read and understand information about someone's daily routine; find specific details in a text.

Language
- Recycled: vocabulary and structures seen previously
- Extra: get dressed, cereal, go by bus, so

Materials
- CD 80, 84; PMB clocks from Lesson 3 (optional)

Warmer 80
- Energize the class by singing What do you do in the morning? from page 56.
- Talk about daily routines with the class. Ask What do you do every day? What time do you get up / have breakfast / go to school? What does your mum / dad do every day?
- Children can use the clocks they made in Lesson 3 to talk about their daily routines.

Lead-in
- Draw children's attention to the photo at the top of the reading text. Explain that this is a picture of Ruby. She is writing about herself.
- Ask children to look at the pictures. Ask them to identify the different activities and make predictions about what they are going to read, e.g. It's about a girl and her mum. The girl gets up and goes to school. Her mum goes to work.

1 Look at the pictures. Say what the girl and her mum do.
- Ask children to look at the pictures again. Ask What does Ruby do every day? What does Ruby's mum do every day?
- If you wish, ask children to work in pairs, taking turns to point to pictures and say what Ruby / her mum does in each one.

ANSWERS
- Ruby: gets up, has breakfast, takes the bus to school
- Ruby's mum: works as a doctor, cooks dinner

2 Listen and read. 84
- Tell children that they are going to hear a recording of the text.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask questions to check comprehension, e.g. What does Ruby do in the morning? How does she travel to school? What does Ruby's mum do in the morning / evening?

Optional activity
- Ask the following questions for children to scan the text and find the answers:
  - What time does Ruby get up? (seven o'clock)
  - What does she have for breakfast? (cereal, bread and milk)
  - What does she take to school? (her coat, school bag and lunch box)
  - What is her mum's job? (She's a doctor.)
  - Does Ruby see her mum in the morning? (No)
  - What does Ruby's mum do after work? (She cooks dinner.)

3 Read again. Circle the false word and write the correct word.
- Ask children to close their books. Copy the example sentence from the Class Book onto the board. Ask children Is the sentence correct? (No).
- Invite a child to come to the front of the class to circle the incorrect word in the sentence (eight). Invite a second child to write the correct word (seven) next to the sentence.
- Write some of your own sentences on the board, each containing one incorrect word, and repeat the process, e.g. She has breakfast — cereal, bread and eggs. She goes to the park at eight o'clock. Her mum starts work at two o'clock.
- Ask children to look at the exercise in their Class Books. Allow time for them to re-read the text, find the incorrect words and write the correct words for each sentence.
- Go through the answers with the class. Read each sentence for children to tell you which word is wrong and tell you the correct word.

ANSWERS
1 Ruby gets up at eight o'clock. (seven)
2 She goes to school in the evening. (morning)
3 Her school bus is yellow. (blue)
4 Ruby's mum is a teacher. (doctor)
5 Ruby's mum goes home at five o'clock. (two)

Optional activity
- Ask children to work in pairs. They take turns to read the sentences from Exercise 3, completing them with the correct words.

Culture note: The school day
In Britain, children go to school from Monday to Friday. The school day for most children starts at around nine o'clock and finishes at around three o'clock. Children usually eat their breakfast at home but some schools have a breakfast club which pupils can go to before the school day begins if their parents have to go to work early. Children have an hour for lunch, and an opportunity to play in the playground. They usually have the choice of eating a hot meal from the school canteen, or a packed lunch brought from home. Some schools provide optional after-school activities for children, which is particularly helpful if their parents are working and are not able to pick them up immediately.

Further practice
Workbook page 58
2 Look and say.
- Ask children to read the phrases in the word pool.
- Focus attention on the speech bubbles. Ask a child to stand up. Read the first speech bubble for him / her to respond. Children repeat the dialogue in chorus.
- Ask children to work in pairs. They take turns to say the times or say what Ruby’s dad does.
- Monitor the activity, modelling the words and phrases where necessary.

Optional activity
- Put flashcards 77-82 on the board, one below the other. Draw a blank clock face next to each one.
- Call six children to come and draw a time on one of the clocks. Ask which clock faces to show what time they do activity. They write their names next to the clocks.
- Call out children for the teacher to write the numbers the child does, e.g. It’s six o’clock. (Zahra gets up.)

3 Circle What and underline Where. Draw a square around Where.
- Ask children to close their Class Books. Copy the three example questions and answers onto the board.
- Ask three children to come to the front of the class. Ask one to circle What, another to underline Where, and the third to draw a square around Where.
- Write up some of your own questions and answers, e.g. Where’s Anna? She’s in the garden. / When do you go to bed? I go to bed at six o’clock. Invite individual children to come and identify What, Where, and When in the questions.
- Ask children to look at the exercise in their Class Books. Allowing time for them to circle, underline, or draw a square around the question words.
- Go through the answers with the class.

ANSWERS
1. Where’s my school bag? / It’s under the chair.
2. What do you do at night? / I go to bed.
3. What’s her name? / Her name’s Rosy.
4. When have we got maths? / We’ve got maths on Tuesday.
5. When do you have dinner? / I have dinner at six o’clock.
6. Where’s your brother? / He’s in his bedroom.

Optional activity
- Children work in groups of six. Put question and answer strips from Exercise 3 face down in front of each group. Each child takes a question from one pile and an answer from the other, without letting anyone else see.
- Each child reads out his / her question in turn. The child with the correct answer reads it out and gives the child with the question. By the end of the game, everyone should have a matching question and answer.

NOTE: Now go to Workbook page 59 for children to practise writing about their day.

Further practice
Workbook page 59
Values worksheet, PMB page 17
Unit 8 test, Testing and Evaluation Book page 22
Student MultiROM - Unit 8 - Listen at home
- Track 25 (Words and phrases), Track 26 (Song), Track 27 (Phonics)
Lesson One  (CB Page 60)

Words

Lesson objectives
To identify different places
To understand a short story

Language
Core: hospital, school, airport, police station, fire station, shop
Extra: work (v), fantastic

Materials
CD 80, 86-88; Story posters 8 and 9; Places flashcards 87-92

Warmer 80
- Energize the class by singing What do you do in the morning? from page 56.
- Ask children to tell you what they can remember about the story from the previous unit.
- Use Story poster 8 to retell the story with the class. Ask Where are Rosy and Alice? Why is Dad in bed? How do the girls listen to music?

Lead-in
- Use flashcards 87-92 to elicit the vocabulary for this lesson. Hold them up one at a time for children to name the places. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat. 86
- Ask children to look at the pictures of the different places in their books.
- Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the flashcard as each word is said.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Transcript
Listen and point.
hospital, school, airport, police station, fire station, shop

Listen and repeat.
hospital, school, airport, police station, fire station, shop

2 Listen and chant. 87
- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant.
- Repeat (more than once if necessary).
- Children say the chant as a class, without the recording.

Transcript
hospital, hospital, hospital
school, school, school
airport, airport, airport
police station, police station, police station
fire station, fire station, fire station
shop, shop, shop

Optional activity
- Put the flashcards in different places around the room. Play the recording again. Children point to the flashcards as they hear them.

Optional activity
- Tell children that they are going to play a miming game in pairs.
- Give flashcards 87-92 to six different pairs. Allow a few moments for children to think about their mimes.
- Invite the first pair to come to the front of the class. They pretend to be in the place shown on their card for the class to guess, e.g. if they have the shop card, one might be serving the other at the cash desk.
- Continue until all of the pairs have done their mimes.

3 Listen and read. 88
- Use Story poster 9 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. Where are the boys? Does Tim's mum work? Where does she work?
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice
Workbook page 60
Lesson Two  
Oxford Digital classroom • Unit 9 • Grammar

Grammar

Lesson objectives
To and answer questions about where people work
To write short answers
To act out a story

Language
Core: Where does she work? She works in a bank. She works in a shop? Yes, she does. / No, she doesn’t.

Materials
CD 88; Story poster 9; Places flashcards 87–92

Warmer
• Play What have I got? using flashcards 87–92 (see page 20) to revise the vocabulary from the previous lesson.

Lead-in
• Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 9 to encourage ideas.
• Cover the poster and ask children which places were mentioned in the story.

1 Listen to the story again and repeat. Act. 88
• Ask children to turn to the story on page 60 of their Class Books to check how well they remembered the story.
• Play the recording, pausing after each line of text for children to repeat.
• Ask children to look at the different actions that the people do in the story. As a class, decide on the actions for the story (see suggestions below).
• Divide the class into groups of five to play the parts of Tim, Tim’s friend, his dad, Grandma, and Tim’s mum.
• Play the recording a second time for children to mime the actions as they listen.
• Ask children to act out the story in their groups. (Note that Grandma and Tim’s friend’s dad don’t have speaking parts.)
• Monitor activity, checking for correct pronunciation.
• Ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Tim and his friend are talking. Tim’s friend stands up tall and straight like a policeman.
Picture 2: Tim’s friend points into the distance (in the direction of the police station).
Picture 3: Tim’s friend points at Grandma. Tim shakes his head.
Picture 4: Tim’s mum mimes pressing buttons on a shop till.
Picture 5: Tim’s mum puts a cake on a plate.
Picture 2: Tim’s mum offers cakes to the boys.

2 Look and say.
• Ask children to look at the pictures in the Let’s learn! box. Ask What can you see?
• Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
• Write the sentences and questions on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
• Rub out the places in each sentence and replace with flashcards to elicit sentences with the same pattern, e.g. He works in a school. Does your mum work in a fire station/hospital? Say the new sentences for children to repeat.
• Invite different children to change the words to make new sentences.

3 Write.
• Point to the first picture in Exercise 2 again. Ask What can you see? (a policeman). Does he work in a police station? Elicit Yes, he does. Point to the second picture. Ask Does she work in a school? Elicit No, she doesn’t.
• Ask children to look at Exercise 3. Individual children read the phrases in the word pool aloud.
• Look at the first picture together. Elicit What job does the man do? (he’s a policeman). Ask Does he work in a police station? (Yes) / Does he work in a hospital? (No). Show children the example answer in their books.
• Allow time for children to look at the pictures and write answers to the questions.
• Go through the answers with the class. Ask the questions for children to say the answers in chorus.

Answers
1 No, he doesn’t. 2 No, she doesn’t. 3 No, he doesn’t.
4 Yes, she does. 5 Yes, he does. 6 No, she doesn’t.

4 Point, ask and answer.
• Ask the class to look at the speech bubbles. Ask a child to stand up. Point to people in Exercise 3 and ask the questions for him/her to answer while the class listens. Children repeat in chorus.
• Ask children to work in pairs. They take turns to ask and answer questions about the people in Exercise 3.
• Monitor the activity. Help with pronunciation and model words and phrases where necessary.
• If you wish, ask different pairs to ask and answer a question while the class listens.

Optional activity
• Hold up flashcards 87–92 one at a time. Ask individual children, e.g. Does he/she work in a shop?
• Give one of the flashcards to a child. He/She stands up, chooses another child and asks a question about where the person works. Repeat with the rest of the flashcards.

Further practice
Workbook page 61
Grammar reference, Class Book page 110
Student MultiROM • Unit 9 • Grammar
Lesson Three

Lesson objectives
To identify more words for places
To use place words in the context of a song

Language
Core: station, zoo, supermarket, bank
Extra: place, thing, out and about, dark, shopping (n)
Recycled: places words

Materials
CD 89-90; Places flashcards 87-96

Warmer
- Play Smiley face (see page 21) to revise the vocabulary from Lesson 1.

Lead-in
- Use flashcards 93-96 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

1 Listen, point and repeat. 89
- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 93-96 one at a time for individual children to say the words.

Transcript
Listen and point.
station, zoo, supermarket, bank
supermarket, station, bank, zoo

Listen and repeat.
station, zoo, supermarket, bank

Optional activity
- Continue the miming game from Lesson 1. Allow four different pairs of children some time to think about their mimes for each new place they have learnt, and then act them out for the class to guess.

2 Listen and sing. 90
- Ask children to look at the pictures. Point to the different pictures for children to name the places. Ask children to predict what the song is about (places a boy goes to).
- Play the recording the whole way through once for children to listen. Then play it again as they follow the words in their books.

- Read each line of the song aloud for children to repeat after you.
- Play the recording for children to repeat.

3 Sing and do.
- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions
Two children can come to the front to be the boy and his mum and do the following actions for each chorus:
Places to go – walk
Things to see – shade eyes as if looking
Out and about, my mum and me – hold out arms towards each other

The rest of the children do the following actions:
We go to the bank – count money
We go to the park – mime sitting on a swing
We go to the zoo – wave arm in front of face, like a trunk
We go to the shops / Or a supermarket – take objects off a shelf
We put our shopping / In a basket – put objects in a basket
We go to the airport / We see some planes – hold out arms like wings
We go to the station / And see some trains – move arms in a circular motion at sides to imitate train’s wheels

Optional activity
- Play A long sentence (see page 21) with the places children have learned in this unit. Begin by saying: In my town there’s a hospital…

Culture note: Places in town
Most small towns in Britain have a school, a supermarket, and a high street with several shops, banks, cafes, and a post office and library. Larger towns have police stations and fire stations. Bigger cities usually have shopping centres where there are many different kinds of shop under the same roof. Cities have train stations which connect them to the rest of the country, but not all towns have rail links.

Britain has several airports, of which the biggest are around London. Other major airports are close to major cities, and include Edinburgh, Glasgow, Cardiff, Manchester, and Birmingham.

Further practice
Workbook page 62
Picture dictionary, Workbook page 113
Extra writing worksheet, PMB page 18
© Student MultiROM - Unit 9 - Words, Song
Lesson Four

Phonics

Lesson objectives
To pronounce the sound /ə/ in the middle of words
To understand how magic e at the end of words changes the vowel sound

Language
Core: face, gate, lake, plane

Materials
CD 82, 91–93; Phonics cards 4 (cat), 25–28 (lake, gate, face, plane)

Warmer 82
- Ask children which sounds they looked at in their last phonics lesson (/sm/, /sn/, /st/, and /sk/). Do the chant from Class Book page 57 to energize the class and revise the sounds from the previous unit.

Lead-in
- Teach the sounds and letters for this lesson using the phonics cards. Hold up phonics card 4 and elicit the word cat. Say What's the sound? /æ/. Then hold up card 25 and say the word lake and the sound /ə/ for children to repeat in chorus.
- Say cat and lake several times so that children can hear the two different vowel sounds. Say Magic e makes the vowel long. Point to the magic e and move your finger back to the a as you do so.
- Repeat with the rest of the cards.
- Hold up each card in turn and say the words for children to repeat. Then say Magic e makes the vowel long. Children repeat in chorus.

1 Listen, point and repeat. 91
- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words.
- Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.
Magic e makes the vowel long!
/ə/ cake /ə/ lake /ə/ gate /ə/ face /ə/ plane

Listen and repeat.
/ə/ cake /ə/ lake /ə/ gate /ə/ face /ə/ plane

2 Listen and chant. 92
- Play the recording for children to listen to the chant.
- Play the chant once more, stopping the CD after each line for children to repeat.

Optional activity
- Repeat, and encourage children to follow the chant in their books.

Optional activity
- Play the chant again. Every time children hear a word with the /ə/ sound made by a magic e, they click their fingers.

3 Read the chant again. Circle the sound a_e.
- Write the first line of the chant on the board. Ask a child to come to the front and find an example of the letters a_e. If child is correct, circling the letters ate, give them some praise or a small reward.
- Allow time for children to read the rest of the chant and circle the other examples.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

ANSWERS
Open the gate.
The gate, gate, gate.
See the lake.
The lake, lake, lake.
A smile on your face.
Your face, face, face.
Here is a cake.
A cake, cake, cake.

4 Listen and complete the words. 93
- Ask children to look at the pictures and identify the things they see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters c and k.
- Play the rest of recording, stopping after each word for children to complete the letters.
- Play the recording through again for children to complete their answers.
- Go through the answers with the class.

Transcript
1 cake 2 plane 3 gate 4 lake 5 face

ANSWERS
1 cake 2 plane 3 gate 4 lake 5 face

Optional activity
- Ask children to stand at their desks. Tell them that you are going to write a word on the board. If the word contains a magic e, they must jump up and call out Magic e! If the word does not contain a magic e, they stand still.
- Call out the following words: face, cat, lake, man, make, cake, hat, gate, plane, fan.

Further practice
Workbook page 63

Student MultiROM • Unit 9 • Phonics
Lesson Five  
Oxford 
Digital classroom • Unit 9 • Reading

Skills Time!

Skills development
Reading: read and understand an interview about someone's job; read for specific details.

Language
Recycled: vocabulary and structures seen previously
Extra: at the moment, cute, feed, vegetable, job

Materials
CD 94; a plain piece of paper for each child; coloured pencils for each group of children (optional)

Warmer
- Warm up the class by singing Places to go from page 62.
- Talk about jobs with the class. Ask Does anyone in your family work in a shop/police station/hospital? What does he/she do?

Lead-in
- Ask children to look at the pictures. Encourage children to make predictions about what they are going to read, e.g. It's an interview. She's at the zoo. She feeds the animals.

1 Look at the picture. Where does she work? What animals can you see?
- Ask children to look at the pictures again. Ask Where does she work?
- Ask children to name the animals they can see.

ANSWERS
She works at the zoo. Elephants, lions, giraffes.

2 Listen and read. 94
- Tell children that they are going to hear a recording of the text.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask questions to check comprehension, e.g. What does Molly do at the zoo? Which animals does she look after? Does she like her job?

3 Read again. Circle the false word and write the correct word.
- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Ask children Is the sentence correct? Invite a child to come to the front of the class to circle the incorrect word in the sentence (station). Invite a second child to come and write the correct word (zoo) next to the sentence.
- Write some of your own sentences on the board, each containing one incorrect word, and repeat the process, e.g. Molly looks after the little (big) animals. Molly starts work at eleven (seven) o'clock. Molly is always sad (happy).

Optional activity
- Tell children that they are going to play a memory game. Ask them to close their books.
- Ask the following questions for children to answer: Does Molly look after giraffes? (Yes) How many baby elephants are there? (two) What time does Molly start work? (seven o'clock) Do the elephants eat vegetables? (Yes) What time does Molly go home? (three o'clock) Does she like her job? (Yes) Write children's answers on the board.
- Ask children to look at the text in their books and check how many answers they got right.

Optional activity
- Ask children to work in groups of six. Give each child a piece of plain paper and each group a set of coloured pencils.
- Children draw a picture of themselves doing their ideal job. They share pencils with the rest of the group.
- Children work with a partner from their group. They take turns to tell each other about their (imaginary) day at work, e.g. I work in a chocolate shop. I go to work at nine o'clock. When I finish work, I eat the chocolate.
- If you wish, ask some of the children to hold up their pictures and tell the class about their jobs.

Further practice
Workbook page 64
Lesson Six

Skills Time!

Skills development
- Listening: listen for specific information in an interview
- Speaking: ask and answer questions about someone's job
- Writing: identify and write commas and and in lists; write about where your family works (Workbook)

Language
- Recycled: vocabulary and structures seen previously

Materials
- CD 95

Warmer
- Clean the board and tell children This is your zoo. Invite different children to come to the front of the class and draw animals in the zoo.
- When the zoo is finished, ask different children to tell you something about it, e.g., The monkeys are little.

Lead-in
- Ask children what they can remember about the text from the previous lesson. Ask Where does Molly work? What does she do every day? What do the animals eat?
- Ask children to look at the pictures in Exercise 1 and identify the animals.

1 Listen and circle the correct word. 95
- Point to the man in the picture. Say This is Peter. He works with Molly at the zoo.
- Tell children that they are going to hear a recording of Peter talking to the boy about his job.
- Play the recording for children to listen and point to the animals as they hear them described.
- Read the sentences with the class and check comprehension, but tell children not to say the answers.
- Play the recording again. Children choose and circle the correct word in each sentence.
- Go through the answers with the class. Ask children to read the sentences in chorus.

Transcript
Boy: This is Peter. He works at the zoo with Molly.
1 Boy: He looks after the little animals.
2 Peter: My favourite animals are the monkeys. They are very funny.
3 Peter: We've got 23 monkeys at the zoo at the moment.
4 Boy: He also looks after parrots.
5 Peter: We've got four parrots at the zoo.
6 Peter: My favourite parrot is called Fred. He is blue and green.
6 Peter: Fred can talk. He can say, 'Hello, I'm a pretty parrot!'
   Everyone loves Fred.

2 Ask and answer.
- Focus attention on the speech bubbles. Ask a child to stand up. Read the questions for him / her to answer. Children repeat the questions and answers in chorus.
- Ask children to work in pairs. They take turns to ask and answer questions about Peter and his job, using the sentences from Exercise 1.
- Monitor the activity and model the words where necessary.

Optional activity
- Ask a child to come to the front of the class. Tell the class, for example, This is Pablo. He's a fireman.
- Invite individual children to ask the child questions about his / her job.

3 Circle the commas. Underline and.
- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Invite a child to come and circle the commas. Invite a second child to come and underline the word and.
- Write some of your own sentences on the board. Ask, I like cheese, chicken and bread. My friends are Renata, Eva and Nina. Invite individual children to come and circle the commas and underline the word and in each one.
- Ask children to look at the exercise in their books, circling the commas and underlining the and in each sentence. Monitor the activity and help where necessary.
- Go through the answers with the class.

ANSWERS
1 For breakfast I eat bread, cheese and yogurt.
2 In my room there is a bed, a cupboard, a rug and a chair.
3 I like lions, tigers, monkeys and zebras.
4 In my lunch box I've got a sandwich, a drink, an apple and a biscuit.

Optional activity
- Write four categories on the board: food, school things, school subjects, and places. Ask children for three or four words for each one. Write the words on the board.
- Use the words to make sentences. Write the sentences on the board, e.g., I've got an apple, an orange and a drink.
- Ask children to copy the sentences. They circle the commas and underline the and in each one.

NOTE: Now go to Workbook page 65 for children to practise writing about where their family works.

Review 3
- REVIEW ANSWER KEY, TB PAGE 116

Further practice
- Workbook page 65
- Values worksheet, PMB page 19
- Testing and Evaluation Book
  - Unit 9 test, page 23
  - Summative test 3, page 24
  - Skills test 3, page 26
- Student MultiROM: Unit 9 - Listen at home
  - Track 28 (Words and phrases), Track 29 (Song), Track 30 (Phonics)
Lesson One  CB PAGE 68

Words

Lesson objectives
To identify different types of weather
To understand a short story

Language
Core: raining, windy, hot, cold, snowing, sunny
Extra: weather, like (prep.); sun hot; catch, quick, key, wet

Materials
CD 90, 96–98; Story posters 9 and 10; Weather flashcards 97–102

Warmer  90
• Energize the class by singing Places to go from page 62.
• Ask children to tell you what they can remember about the story from the previous unit.
• Use Story poster 9 to retell the story from the previous unit with the class. Ask Where does Tim's friend's dad work? What's in Tim's kitchen? Where does Tim's mum work?

Lead-in
• Use flashcards 97–102 to elicit the vocabulary for this lesson. Hold them up one at a time and ask What's the weather like? Model any words that children do not know.
• If you wish, you could also mime the different kinds of weather, e.g. wipe your forehead for hot, stand under an imaginary umbrella for raining, etc.
• Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat.  96
• Ask children to look at the pictures of the different kinds of weather.
• Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the appropriate flashcard as each word is said.
• Play the second part of the recording, pausing after each word for children to repeat.
• Play the recording all the way through for children to listen and point and then repeat the words.
• Hold up the flashcards in a random order and ask the class to say the words.

Transcript
Listen and point.
raining, windy, hot, cold, snowing, sunny
hot, snowing, raining, cold, sunny, windy

Listen and repeat.
raining, windy, hot, cold, snowing, sunny

Optional activity
• Play Snap! (see page 19) using the vocabulary from this lesson.

2 Listen and chant.  97
• Play the recording and teach the chant.
• Play the recording a second time for children to repeat the words in the gaps in the chant.
• Repeat (more than once if necessary).
• Children say the chant as a class, without the recording.

Transcript
raining, raining, raining
windy, windy, windy
hot, hot, hot
cold, cold, cold
snowing, snowing, snowing
sunny, sunny, sunny

Optional activity
• As a class, think of mimes for the different types of weather. Play Mime the word (see page 20) for children to do their mimes.
• Repeat with the other types of weather.

3 Listen and read.  98
• Use Story poster 10 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
• Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
• Ask questions to check comprehension, e.g. What's the weather like at the beginning/middle/end of the story? Has Grandpa got the key? Who opens the door?
• Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice
Workbook page 68
Picture dictionary, Workbook page 114
Lesson Two  (CB PAGE 69)
Oxford tools Digital classroom • Unit 10 • Grammar

Grammar

Lesson objectives
To ask and answer the question What's the weather like?
To give positive and negative commands
To act out a story

Language

Materials
CD 98; Story poster 10; Weather flashcards 97–102

Warmer
- Play Where was it? (see page 19) using flashcards 97–102 to revise the vocabulary from the previous lesson.

Lead-in
- Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 10 to encourage ideas.
- Cover the poster and ask children which different types of weather were mentioned in the story.

1 Listen to the story again and repeat. Act. 98
- Ask children to turn to the story on page 68 of their Class Books. They check which of the different kinds of weather they remembered in the lead-in activity.
- Play the recording, pausing after each line of text for children to repeat.
- Ask children to look at the different actions the people do in the story. As a class, decide on the actions for the story (see suggestions below).
- Divide the class into groups of six to play the parts of Rosy, Tim, Billy, Grandma, Grandpa, and Mum.
- Play the recording a second time for children to mime the actions as they listen.
- If you wish, ask children to practise acting out the story in their groups. (Note that Billy doesn’t have a speaking part.)
- Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Rosy reaches for her coat. Tim opens the door.
Picture 2: Billy puts on his coat. Grandpa hands out hats to the children.
Picture 3: Rosy holds onto her hat. Tim tries to catch his hat.
Picture 4: Rosy holds out her hand to feel the rain. Billy and Tim put their coats on.
Picture 5: Grandpa searches for the key in his pocket.
Picture 6: Mum opens the door. Everyone runs in quickly.

2 Look and say.
- Ask children to look at the pictures in the Let’s learnt! box. Ask What can you see?
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, mirroring the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the weather or clothes word in each sentence and replace them with blanks. Ask children to suggest other words that could go in the spaces, e.g. It’s sunny. It’s snowing. Put on your socks. Don’t put on your shoes. Say the new sentences for children to repeat.
- Invite children to change the words to make new sentences.

3 Write.
- Ask a child to read the words and phrases in the word pool for the class.
- Ask children to look at the pictures. Ask What can you see?
- Focus attention on the first picture. Ask Does the teacher want the boy to open the window? Establish that he does. Show children the example instruction Open.
- Look at the other pictures in turn and establish what is happening in each picture. Allow time for children to decide what the missing words are.
- Go through the answers with the class. Ask children to read the complete sentences in chorus.

ANSWERS
1 Open the window.
2 Don’t put on your coat.
3 Don’t open the window.
4 Put on your hat.

Optional activity
- Play Simon says... (see page 20) with commands similar to those from Exercise 3, e.g. Simon says put on your socks. Simon says don’t open the door.

4 Point, ask and answer.
- Ask a child or group of children to read the words in the word pool aloud. Ask the class to look at the different types of weather shown in the pictures.
- Draw attention to the speech bubbles. Ask a child to stand up. Ask the question and point to the first weather picture for him / her to answer. Children repeat in chorus.
- Ask children to work in pairs. They take turns to ask and answer questions about the other types of weather.
- Monitor the activity. Help with pronunciation and model words and phrases where necessary.

Optional activity
- Give flashcards 97–102 to six children. Ask the first child to stand up. Ask What’s the weather like? The child shows the picture to the class and answers the question.
- Repeat with the rest of the children.

Further practice
Workbook page 69
Grammar reference, Class Book page 110
Student MultiROM • Unit 10 • Grammar
Lesson Three  CB PAGE 70

Oxford Tools  Digital classroom • Unit 10 • Words/Song

Song

**Lesson objectives**
- To identify different weather activities
- To use weather words in the context of a song

**Language**
Core: fly a kite, make a snowman, wear coats, go outside
Extra: high up
Recycled: weather words

**Materials**
CD 99–100; Weather flashcards 97–102; Weather activities flashcards 103–106

**Warmer**
- Play *Word chain* (see page 19) using flashcards 97–102 to revise the vocabulary children have learned so far in this unit.

**Lead-in**
- Use flashcards 103–106 to introduce the new vocabulary for weather activities. Hold up the cards one at a time and say the phrases for children to repeat.
- Hold up the cards in a different order for children to repeat again.

**1 Listen, point and repeat.** 99
- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the phrases.
- Play the second part of the recording for children to repeat the phrases.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 103–106 one at a time for individual children to say the phrases.

**Transcript**
*Listen and point.*
fly a kite, make a snowman, wear coats, go outside
wear coats, fly a kite, go outside, make a snowman
*Listen and repeat.*
fly a kite, make a snowman, wear coats, go outside

**Optional activity**
- Put the weather flashcards 97–102 in a column on the left side of the board and the weather activities flashcards 103–106 in a column on the right side of the board.
- Point to the first weather flashcard. Choose a child and ask, for example *What do you do when it's sunny?* The child replies, using one of the weather activities on the right, e.g. I go outside.

**2 Listen and sing.** 100
- Ask children to look at the pictures. Point to the different pictures for children to say what the weather is like and name the activities. Ask children to predict what the song is about (*what you can do in different kinds of weather*).
- Play the recording the whole way through once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording for children to sing along.

**Optional activity**
- Play the recording again for children to sing along. When they hear a weather word, they put both hands in the air. When they hear a weather activity, they touch their knees.

**3 Sing and do.**
- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

**Song actions**
*What's the weather... sway from side to side*
*When it's windy... fill cheeks with air and blow*
*When it's snowing... imitate snow falling with fingers*
*When it's sunny... point to sun in sky*
*We fly our kite—hold ropes and look up at kite*
*We make a snowman—build a snowman*
*We play together in the park—throw a frisbee*

**Further practice**
Workbook page 70
Extra writing worksheet, PMB page 20
*Student MultiROM • Unit 10 • Words, Song*
Lesson Four

Lesson objectives
To pronounce the sound /ai/ in the middle of words
To understand how magic e at the end of words changes the vowel sound

Language
Core: bike, kite, nine, white, line
Extra: all together

Materials
CD 92, 101–103; Phonics cards 6 (bin), 29–33 (bike, kite, nine, white, line); Phonics cards 25–28 (for revision), plus eight other cards taken at random (optional)

Warmer 92
- Ask children which sound they looked at in their previous phonics lesson (r/e). Do the chant from Class Book page 63 to energize the class and revise the sound /ai/.
- Write the words from the lesson (lake, gate, face, and plane) on the board. Point to the e at the end of each word. Ask What does magic e do?

Lead-in
- Teach the sound and letters for this lesson using the phonics cards. Hold up phonics card 6 and elicit the word bin. Say What's the sound? (ai). Then hold up card 29 and say the word bike and the sound /ai/ for children to repeat in chorus.
- Say bin and bike several times so that children can hear the two different vowel sounds. Remind children, Magic e makes the vowel long. Point to magic e and move your finger back to the i as you do so. Say the vowel sound for children to repeat.
- Repeat with the rest of the cards.

1 Listen, point and repeat 101
- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words.
- Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.
/ai/ bike /ai/ kite /ai/ nine /ai/ white /ai/ line
Listen and repeat.
/ai/ bike /ai/ kite /ai/ nine /ai/ white /ai/ line

2 Listen and chant 102
- Play the recording for children to listen to the chant.
- Play the chant once more, stopping the CD after each line for children to repeat.
- Repeat, and encourage children to follow the chant in their books.

3 Read the chant again. Circle the sound i_e.
- Write the first line of the chant on the board. Ask a child to come and find an example of the sound i_e. He / She finds and circles ide in ride, ike in bike, and i_e in kite.
- Allow time for children to read the rest of the chant and circle the other examples.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

ANSWERS
Ride your bike. Fly your kite.
The bike is red. The kite is white.
White kite. White kite.
Count the children in the line.
All together there are nine.
Nine in the line. Nine in the line.

Optional activity
- Play Nine in a line. Invite nine children to come to the front of the class. Give each child a phonics card from 25–33. Children hold their cards in front of them.
- Call out the words in a random order. Children call the name of the child holding the card. The child steps forward. Continue until all of the children have stepped forward.

4 Listen and complete the words 103
- Ask children to look at the pictures and identify the things they can see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters /ai/ and /n/.
- Play the rest of the recording for children to complete the remaining words.
- Play the recording again for children to complete their answers.
- Go through the answers.

Transcript
1 line 2 bike 3 nine 4 white 5 kite

ANSWERS
1 line 2 bike 3 nine 4 white 5 kite

Optional activity
- Play Point to the correct card (see page 20). Use phonics cards from this and the previous lesson mixed with other phonics cards taken at random.
- Children point to the cards that contain magic e.
Lesson Five

Oxford iTools Digital classroom • Unit 10 • Reading

Skills Time!

Skills development
Reading: read and understand a weather report; match images with information from the text

Language
Recycled: vocabulary and structures seen previously
Extra: news, warm, raincoat, sun, sunglasses, fly away

Materials
CD 100, 104; a piece of card or paper for each child (optional); PMB page 39 (Cut and make 4) page and materials (see Teacher's Book page 125)

Warmer 100
• Energize the class by singing What's the weather like today? from page 70.

Lead-in
• Talk about the weather with the class. Ask What's the weather like today? Ask children to predict the weather for this evening / tomorrow. Write the weather types on the board as children suggest them.
• Ask children to look at the pictures. Encourage them to make guesses about what they are going to read, e.g. It's about the weather. The man is on TV.

1 Look at the pictures. What is the weather like?
• Ask children to look at the pictures again. Ask them to name the different types of weather they can see.
• If you wish, ask children to work in pairs. They take turns to point to the different pictures and say what the weather is like.

ANSWERS
cold, raining, sunny, windy

2 Listen and read. 104
• Tell children that they are going to hear a recording of the text.
• Play the recording for children to listen and follow silently in their books.
• Play the recording a second time. Answer any questions they have.
• Ask questions to check comprehension, e.g. What's the weather like in the morning / afternoon? What clothes do you need in the morning / afternoon? What can you do in the evening?

Optional activity
• Play Simon says... (see page 20) with weather words and advice from the text, e.g. Simon says it's cold. Put on your coat. / It's windy. Fly your kite.

3 Read again. Match.
• Ask children to close their books. Write six o'clock on the board. Ask children to scan the weather report and tell you what the weather is like at six o'clock.
• Ask children to look at the exercise in their Class Books. Follow the blue line with your finger to show how six o'clock is linked to the cold weather symbol.
• Point to the other symbols for children to tell you what weather they show.
• Allow time for children to re-read the text and match the times to the correct weather symbols.
• Go through the answers with the class.

ANSWERS
1 b 2 c 3 d 4 a

Optional activity
• See instructions on carrying out PMB Cut and make activity 4 on Teacher's Book page 125.
• Children make the weather cards and use them to describe the weather as if they are giving a weather report.

Culture note: The British weather
Britain has a temperate climate with warm summers and cool winters. The influence of the Gulf Stream means that Britain's weather is milder than other countries of the same latitude.
There are variations in climate across the British Isles, with the south of England experiencing higher summer and winter temperatures than Scotland and the north of England. Southern England experiences relatively little snow, even in the middle of winter. Deep snow is much more likely in the hills further north and in Scotland, where schools are closed for some days most years due to heavy snowfall.
The British weather is often a source of amusement for those from other countries as it reputedly rains more in Britain than anywhere else! The truth of this depends upon the region in question: the mountainous regions of England, Scotland and Wales are the wettest in Europe; however, the average annual rainfall in London is less than that of Rome, Sydney, or New York.

Further practice
Workbook page 72
Cut and make 4, PMB page 39
Lesson Six  (CB page 73)

Skills Time!

Skills development
Listening: identify different types of weather from a report.
Speaking: talk about the weather on different days of the week.
Writing: identify verbs and adjectives; write about the weather (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: be careful, get wet, keep

Materials
CD 100, 105; Weather / Weather activities flashcards 97-106

Warmer 100
• Play Musical cards (see page 19) with the song from page 70 and flashcards 97-106.

Lead-in
• Ask children what they can remember about the weather report from the previous lesson. Ask What different kinds of weather does the man talk about? What's the weather like at six o'clock in the morning / two o'clock in the afternoon?
• Ask children to look at the pictures in Exercise 1 and identify the different types of weather they can see. Ask them to predict what they are going to hear.

1 Listen and tick (√) the correct picture. 105
• Tell children that they are going to hear a weather report for different days of the week. Explain that they need to choose whether the presenter is describing weather a or weather b for each picture and tick the correct picture.
• Play the recording for children to listen to and point to the different types of weather as they hear them described.
• Play the recording a second time, stopping after the first item. Show children the example tick next to picture b.
• Continue the recording, pausing after each item for children to tick the correct type of weather for each day.
• Play the recording again for children to check their answers.
• Go through the answers with the class.

Transcript
Hello, and here is the weather.
1 It's Monday. It's six o'clock in the morning. It's a sunny morning.
   Be careful!
2 It's Wednesday at six o'clock. The weather is very windy.
3 It's Friday at six o'clock. It's raining. Don't forget your umbrellas. Don't get wet.
4 Sunday morning at six. Here is the weather. It's cold outside. Keep warm!

2 Point, ask and answer.
• Ask a child or a group of children to read the words in the word pool for the class. Ask children to look at the pictures and say what the weather is like in each one.
• Focus attention on the speech bubbles. Ask a child to stand up. Read the question for the child to say the answer. The class repeat the question and answer in chorus.
• Ask children to work in pairs. They take turns to ask and answer questions about the weather on the different days of the week.
• Monitor the activity and model the words where necessary.
• Ask some pairs to ask and answer questions for the class.

Optional activity
• Extend Exercise 2 by asking children to give each other advice about what to wear / do for the different types of weather, e.g. It's Monday. What's the weather like? It's cold. Wear a coat and keep warm!

3 Circle the verbs. Underline the adjectives.
• Ask children to close their books. Copy the example sentence from the Class Book onto the board.
• Ask children to tell you what a verb is (an action or doing word). Invite a child to come to the front of the class to identify and circle the verb (wears). Explain that wears is the thing he is doing.
• Read the Remember box with children to remind them what an adjective is. Invite a second child to come and underline the adjective in the sentence (big). Explain that big describes the coat.
• Write some of your own sentences on the board and repeat the exercise, e.g. She goes to school on a blue bus. He swims in the cold sea.
• Ask children to look at the exercise in their Class Books. Allow time for them to circle the verbs and underline the adjectives in each sentence.
• Monitor the activity and help where necessary.
• Go through the answers with the class.

ANSWERS
1 She opens her yellow umbrella.
2 He eats a hot pizza.
3 I drink a cold milkshake.
4 We play in the small playground.

Optional activity
• Write the following gapped sentences on the board:
  1 a nice sandwich. He plays with a _____ train.
  2 Children copy the sentences, completing them with an appropriate verb / adjective.
  3 Children circle the verbs and underline the adjectives in their sentences.

NOTE: Now go to Workbook page 73 for children to practise writing about the weather.

Further practice
Workbook page 73
Values worksheet, PIMB page 21
Unit 10 test, Testing and Evaluation Book page 28
Student MultiROM - Unit 10 - Listen at home -
   Track 31 (Words and phrases), Track 32 (Song), Track 33 (Phonics)
Lesson One  CB PAGE 74

Words

**Lesson objectives**
- To identify different types of clothing
- To understand a short story

**Language**
Core: skirt, scarf, gloves, jeans, boots, shirt
Extra: people

**Materials**
CD 100, 106–108; Story posters 10 and 11; Clothes flashcards 107–112

**Warmer** 100
- Sing *What's the weather like today?* from page 70 to energize the class.
- Ask children to tell you what they can remember about the story from the previous unit.
- Use Story poster 10 to retell the story with the class. Ask *Where do the family go? What do they wear? Why is everyone wet?*

**Lead-in**
- Use flashcards 107–112 to elicit the vocabulary for this lesson. Hold them up one at a time for children to name the clothes. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.
- Say the words again. Children repeat and point to any of the clothing items that they are wearing.

**1 Listen, point and repeat** 106
- Ask children to look at the pictures of the different clothes.
- Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the appropriate flashcard as each word is said.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

**Transcript**
*Listen and point.*
skirt, scarf, gloves, jeans, boots, shirt
*Listen and repeat.*
skirt, scarf, gloves, jeans, boots, shirt

**2 Listen and chant** 107
- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant.
- Repeat (more than once if necessary).
- Children say the chant as a class without the recording.

**Transcript**
skirt, skirt, skirt
scarf, scarf, scarf
gloves, gloves, gloves
jeans, jeans, jeans
boots, boots, boots
shirt, shirt, shirt

**Optional activity**
- Do the chant again. Children mime putting on the different types of clothes as they are mentioned.

**3 Listen and read** 108
- Use Story poster 11 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g., *Why are Rosy, Tim and Grandma at the station? Can they find Tim's aunt and cousins? What does Grandma do?* Establish that the aunt and cousins that Rosy and Tim are waiting for are new characters that the class haven't seen before.
- Ask children to look at the story again. They find and point to words from Exercise 1.

**Optional activity**
- Play the recording again. When children hear the word for a type of clothing that they are wearing, they stand up (their clothes don't have to be the same colour).
- Count how many children are standing by the end of the story.

**Further practice**
Workbook page 74
Picture dictionary, Workbook page 114
Lesson Two  

Grammar

Lesson objectives
To ask and answer questions about what people are wearing.
To act out a story.

Language
Core: What are you wearing? I'm wearing a blue skirt. What's she wearing? She's wearing red trousers.

Materials
CD 108; Story poster 11; Clothes flashcards 107-112

Warmer
Play Do it! (see page 20) to revise the vocabulary children learned in the previous lesson.

Lead-in
Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 11 to encourage ideas.
Put down the poster and ask children which types of clothing were mentioned in the story.

1 Listen to the story again and repeat. Act. 108
Ask children to turn to the story on page 74 of their Class Books. They check how many of the types of clothes they remembered in the lead-in activity.
Play the recording, pausing after each line of text for children to repeat.
Ask children to look at the different actions the people do in the story. As a class, decide on the actions for the story (see suggestions below).
Divide the class into groups of six to play the parts of Ros, Tim, Grandma, the aunt, and cousins Milly and Joe.
Play the recording a second time for children to mime the actions as they listen.
If you wish, ask children to practise acting out the story in their groups. (Note that Milly and Joe don't speak.)
Monitor the activity, checking for correct pronunciation.
Ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Tim points to the train.
Picture 2: Tim looks around in confusion.
Picture 3: Grandma and the aunt put a hand to their ear like a phone.
Picture 4: Grandma and the aunt are still talking on the phone. The aunt points to Joe.
Picture 5: Grandma and the aunt step backwards into each other.
Picture 6: Everyone holds up their hands to greet each other.

2 Look and say.
- Ask children to look at the pictures in the Let's learn! box. Ask What can you see?
- Read the questions and answers, pausing after each one for children to point to the picture and repeat.
- Write the questions and answers on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the clothes words in each sentence and replace them with flashcards to elicit sentences with the same pattern, e.g. I'm wearing a blue scarf. He's wearing yellow gloves. She's wearing a red scarf. Say the new sentences for children to repeat.
- Invite children to change the words to make new sentences.

NOTE: Children may notice that some of these words take an article and others don't. It will be worthwhile drilling the articles with the words so they get used to saying a skirt / a shirt / a scarf and trousers / jeans / boots with no article. If necessary, explain that trousers and jeans are treated as plural nouns in English. You can explain that they will learn more about words like these later.

3 Match and write.
Look at the first sentences together. Read the question and follow the blue line in the book to show children how it links to the correct answer. Read the answer, pausing at the end for children to call out the missing word.
Allow time for children to read the rest of the sentences, link them to the correct answers, and complete the sentences with the missing items of clothing.
Monitor and help where necessary.
Go through the answers with the class.

ANSWERS
1 b, skirt  2 a, jeans  3 e, boots  4 c, shirt  5 d, gloves

4 Ask and answer.
Draw attention to the speech bubbles. Ask a child to stand up. Ask the question for him / her to answer while the class listen.
Children work in pairs. They take turns to ask and answer questions about what the people are wearing in Exercise 3.
Monitor the activity. Help with pronunciation and model words and phrases where necessary.
If you wish, ask different pairs to ask and answer a question while the class listens.

Optional activity
Ask a child to stand up. Ask the class, e.g. What's Fatima wearing? Invite individual children to tell you about the different clothes, e.g. She's wearing a brown shirt. She's wearing black boots.

Further practice
Workbook page 75
Grammar reference, Class Book page 110
Student MultiROM - Unit 11 - Grammar
Lesson Three  CB PAGE 76

Oxford Foods Digital classroom • Unit 11 • Words/Song

Song

Lesson objectives
To say what time it is
To use time words in the context of a song

Language
Core: o'clock, quarter past, half past, quarter to
Extra: platform, here comes…, slow

Materials
CD 109-110; Time flashcards 113-116; a toy clock or a P/MB clock from Unit 8 (optional)

Warmer
- Play *Mime the word* (see page 20) to revise the clothes vocabulary from Lesson 1. Children mime putting on the different clothes.

Lead-in
- Use flashcards 113-116 to introduce the new vocabulary. Hold up the cards one at a time and say the phrases for children to repeat.
- Hold up the cards in a different order for children to repeat again.

1 Listen, point and repeat.  109
- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the phrases.
- Play the second part of the recording for children to repeat the phrases.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 113-116 one at a time for individual children to say the phrases.
- Hold up one of the P/MB clocks the class made in Unit 8. Move the big hand and ask children to tell you whether it’s o’clock, quarter past, half past, or quarter to.

Transcript
Listen and point.
o’clock, quarter past, half past, quarter to
quarter to, quarter past, o’clock, half past
Listen and repeat.
o’clock, quarter past, half past, quarter to

Optional activity
- Put flashcards 113–116 in different places on the board. Call out different times using the expressions from this lesson, e.g. *quarter to four / half past three / one o’clock.*
- Children point to the card that represents each expression as they hear it mentioned.

2 Listen and sing.  110
- Ask children to look at the pictures. Point to the clocks for children to say the times. Ask children to predict what the song is about (*trains arriving at a station*).
- Play the song once through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording again for children to sing along.

Optional activity
- Ask children to look at the clocks again. Point to each one and say the times. Children put out their arms in the correct positions to show the times on the clocks.
- Repeat, saying the times in a random order.

3 Sing and do.
- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions
On platform… / Here comes the train – move arms in a circular motion by sides, imitating the action of a train.
What’s the time? – look (or mime looking) at watch
It’s three o’clock / quarter past three, etc. – put arms in the correct positions to show the time on the clock.

Culture note: Travel by train and coach
In Britain most cities and larger towns are connected by rail. Train stations have timetables displayed on the walls, or people can call an information line before they leave home to find out about the time of their train. There are usually several different platforms, and passengers look at screens to find out which platform their train leaves from (or arrives at if they are meeting someone). For longer journeys, most passengers book a seat on the train before they arrive at the station, as seats sell out quickly.
Coach travel is a popular alternative to rail travel in Britain, as it is cheaper. The coach station is often situated near to the main train station in a town. The disadvantage of travelling by coach is that it is usually much slower than the train.

Further practice
Workbook page 76
Extra writing worksheet, P/MB page 22
  6 Student MultiROM • Unit 11 • Words, Song
Lesson Four  CB PAGE 77
Oxford Tools  Digital classroom • Unit 11 • Phonics

Phonics

Lesson objectives
To pronounce the sound /au/ in the middle of words
To understand how magic e at the end of words changes the vowel sound

Language
Core: nose, rope, stone, bone, home
Extra: hurry up

Materials
CD 102, 111–113; Phonics cards 7 (map), 34–38 (nose, rope, stone, bone, home); Phonics card 29 (bike) (optional)

Warmer 102
- Ask children which sound they looked at in their last phonics lesson (ait). Do the chant from Class Book page 71 to energize the class and revise the sound (ait).
- Write the words from the lesson (bike, kite, nine, white, and line) on the board. Say the words with the class. Ask What does magic e do?

Lead-in
- Teach the sound and letters for this lesson using the phonics cards. Hold up phonics card 7 and elicit the word mop. Say What's the sound? (ait). Then hold up card 34 and say the word nose and the sound /au/ for children to repeat in chorus.
- Say mop and nose several times so that children can hear the two different vowel sounds. Remind children, Magic e makes the vowel long. Point to magic e and move your finger back to the o as you do so. Say the vowel sound for children to repeat.
- Repeat with the rest of the cards.

1 Listen, point and repeat. 111
- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words.
- Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.
/su/ nose /sau/ rope /sau/ stone /sau/ bone /sau/ home
Listen and repeat.
/su/ nose /sau/ rope /sau/ stone /sau/ bone /sau/ home

2 Listen and chant. 112
- Play the recording for children to listen to the chant.
- Play the chant once more, stopping the CD after each line for children to repeat.
- Repeat, and encourage children to follow the chant in their books.

Optional activity
- Tell children that they are all holding a rope. Put your hands in the right position for them to copy you.
- Play the chant again. Each time children hear a magic e sound, they climb the rope.

3 Read the chant again. Circle the sound o_e.
- Ask children to look at the chant again. Write the first line on the board.
- Ask a child to come to the front and find an example of the sound o_e. The child circles the o_e in rope.
- Allow time for children to read the rest of the chant and circle the other examples.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

ANSWERS
The dog has got my rope.
The dog is on a stone.
Hurry up, dog.
I want to go home.

4 Listen and complete the words. 113
- Ask children to look at the pictures and identify the things they see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters r and p.
- Play the rest of the recording for children to complete the remaining words.
- Play the recording again for children to complete their answers.
- Go through the answers with the class.

Transcript
1 rope 2 nose 3 stone 4 home 5 bone

ANSWERS
1 rope 2 nose 3 stone 4 home 5 bone

Optional activity
- Put the bone and bike phonics cards at different ends of the board. Tell children that you are going to read a list of magic e words. Some contain the sound /au/ as in bone and others contain the sound /au/ as in bike.
- Read the following list aloud: rope, nine, kite, home, line, stone, white. When children hear an /au/ sound, they point to the bone; when they hear an /au/ sound, they point to the bike.

Further practice
Workbook page 77
(© Student MultiROM • Unit 11 • Phonics)
Lesson Five  (CB PAGE 78)

Skills Time!

Skills development
Reading: read and understand a poem; find specific information in a text

Language
Recycled: vocabulary and structures seen previously
Extra: coach, pass by, wave (v), get on, sit down, seaside, town

Materials
CD 110, 114; a copy of the poem, cut into verses, for each group of five children (optional)

Warmer  110
- Sing *Here comes the train!* from page 76 with the class to prepare for the theme of the lesson.

Lead-in
- Teach the word coach to the class. Explain that buses only travel short distances and stop frequently, whereas coaches take people long distances, only stopping a few times. Coaches are usually more comfortable than buses, and they often have curtains, lights above each seat, and possibly small screens so that the passengers can watch films while they are travelling.
- Ask Do you travel by coach? Where do you go by coach? Do you like travelling by coach?
- Ask children to look at the pictures and make predictions about what they are going to read, e.g. It's about coaches. *The boy and girl go on the coach with their mum. Ask them to look at the layout of the text on the page and elicit that it looks like a poem because it is divided into verses.*

1 Look at the pictures. What colour is the coach? What's the time?
- Ask children to look at the picture. Point to the coach at the end of the row and ask What colour is the coach? They look at the clock. Ask What's the time?
- If you wish, ask further questions about the picture, e.g. How many people can you see at the station? What have they got? What's the girl / the boy / their mum wearing?

ANSWERS
The coach is red and yellow. The time is half past two.

2 Listen and read.  114
- Tell children that they are going to hear a recording of the poem.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask questions to check comprehension, e.g. Where are the boy and his family? What does the boy look at? Where does he go on the coach?

3 Read again. Circle the false word and write the correct word.
- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Ask children Is the sentence correct? (No). Invite a child to come to the front of the class to circle the incorrect word in the sentence (train). Invite a second child to come and write the correct word (coach) next to the sentence.
- Write some of your own sentences on the board, each containing one incorrect word, and repeat the process, e.g. Here comes their car. Some people are short, some are long. They get on the coach and stand up.
- Ask children to look at the exercise in their Class Books. Allow time for children to re-read the text, circle the incorrect word in each sentence, and write the correct word next to it.
- Go through the answers with the class. Read each sentence for children to tell you which word is wrong and then tell you the correct word.

ANSWERS
1 They are at the train station. (coach)
2 It's half past two. (two)
3 The coach is red and green. (yellow)
4 Some bags are big. Some are short. (small)
5 They go to their grandpa's seaside town. (aunt)

Optional activity
- Write the following headings on the board: coach, people, bags, and hair.
- Ask children to work in groups of four. They scan the poem and find two or more adjectives that describe each thing (coach – red, yellow; people – short, tall; bags – big, small; hair – long, curly, short).

Optional activity
- Ask children to work in groups of five. They close their books.
- Give each group a copy of the poem which has been cut into five verses. Children work together to put the verses in the correct order.

Further practice
Workbook page 78
Lesson Six  CB PAGE 79

Skills Time!

Skills development
Listening: identify people from descriptions of their clothing
Speaking: describe what people are wearing
Writing: differentiate between to and past; write about your clothes (Workbook)

Language
Recycled: vocabulary and structures seen previously

Materials
CD 115; a toy clock or a PMB clock from Unit B (optional)

Warmer
- Ask children to call out any clothes words they know from this unit, previous levels, or their own knowledge. Write the words on the board.
- Play Bingo (see page 21) using these clothes words.

Lead-in
- Ask children what they can remember about the poem from the previous lesson. Ask Where are the people? What colour is the coach? Where is the family going?
- Ask children to look at the picture in Exercise 1 and tell you what they can see. Ask them to predict what they are going to hear.

1 Listen and number.  115
- Tell children that they are going to hear a conversation between a girl and her mother who are looking for their relatives at the station.
- Play the recording for children to listen and point to the people as they hear them described.
- Play the recording a second time, stopping after item 1 for children to locate the correct person. Show them the example answer in their books. Continue, pausing after each item for children to number the people in the order they hear them.
- Play the recording again for them to check their answers.
- Go through the answers with the class.

Transcript
Girl I can't see my family. Where are they?
1 Mum I can see your cousin. She's wearing a pink dress and long, white socks.
Girl Oh, yes! I see her!
2 Mum And I can see your aunt. She's wearing a green scarf and brown boots.
3 Girl Oh, yes! Now I can see my uncle. He's wearing a brown hat and he's got blue gloves.
4 Mum There's your cousin, Zack. He's wearing jeans and a red shirt.
5 Girl And there's my friend Molly. She's wearing an orange skirt and a blue T-shirt.

Optional activity
- Use the toy clock (or the clock from the PMB Cut and make activity) to revise the time phrases from Lesson 3 in preparation for Exercise 3. Move the arms to half past three. Ask What time is it? Repeat with other times.
- Call out other times. Children make the times with their arms.

3 Circle to and past. Tick (v) the correct clock.
- Children close their books. Copy the example sentence and the clock from the Class Book onto the board.
- Invite a child to come and circle the word on. Invite a second child to tick the correct clock. Ask what sentence they would say for the second clock (It's quarter past three).
- Write some of your own time sentences on the board, and repeat the process.
- Ask children to look at the exercise in their Class Books. Allow time for them to circle to or past and then tick the correct clock.
- Monitor the activity and help where necessary.
- Go through the answers with the class. Children make the correct times with their arms.

ANSWERS
1 It's quarter past nine.
2 It's quarter to seven.
3 It's quarter to four.
4 It's quarter past eight.

Optional activity
- Call a child to come to the front of the class. Give him/her the toy clock. Ask another child to say a time for the child at the front to show on the clock.
- Repeat with other children.

NOTE Now go to Workbook page 79 for children to practice writing about their clothes.

Further practice
Workbook page 79
Values worksheet, PMB page 23
Unit 11 test, Testing and Evaluation Book page 29
© Student MultiROM • Unit 11 • Listen at home
- Track 34 (Words and phrases), Track 35 (Song), Track 36 (Phonics)
Lesson One

Word objectives
To identify words related to weddings
To understand a short story

Language
Core: wedding, guests, cake, bride, band, invitation
Extra: watch (v), video (n), dance (v), sleep

Materials
CD 110, 116–118; Story posters 11 and 12;
Celebrations flashcards 117–122; a wedding magazine or photos of a wedding (optional)

Warm
Sing Here comes the train! from page 76 to energize the class.
Ask children to tell you what they can remember about the story from the previous unit.
Use Story poster 11 to retell the story with the class. Ask Where are Rosy, Tim and Grandma? Can Tim see his aunt and cousins? How does Grandma find them?

Lead-in
Use flashcards 117–122 to elicit the celebrations vocabulary for this lesson. Hold them up one at a time for children to say what they see. Model any words that children do not know.
Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat
Ask children to look at the pictures of wedding words.
Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the flashcard as each word is said.
Play the second part of the recording, pausing after each word for children to repeat.
Play the recording all the way through for children to listen and point and then repeat the words.
Hold up the flashcards in a random order and ask the class to say the words.

Transcript
Listen and point.
wedding, guests, cake, bride, band, invitation
bride, wedding, cake, invitation, guests, band
Listen and repeat.
wedding, guests, cake, bride, band, invitation

Optional activity
Play Where was it? (see page 19) using Celebrations flashcards 117–122.

Optional activity
If you have a wedding magazine or photos of a wedding you have been to, you could show children some of the pictures and ask what they can see.

2 Listen and chant
Play the recording and teach the chant.
Play the recording a second time for children to repeat the words in the gaps in the chant.
Repeat (more than once if necessary).
Children say the chant as a class, without the recording.

Transcript
wedding, wedding, wedding
guests, guests, guests
cake, cake, cake
bride, bride, bride
band, band, band
invitation, invitation, invitation

3 Listen and read
Use Story poster 12 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
Ask questions to check comprehension, e.g. What are Mum and Dad watching? Who is at the wedding? What is Milly doing?
Ask children to look at the story again. They find and point to words from Exercise 1.

Optional activity
Assign different celebrations words from the vocabulary set to each child.
Read the following story, pausing between each sentence:
Today there's a wedding in our town. I've got an invitation.
The bride is my sister. There are lots of guests. There's a big cake. There's a great band. We all dance.
Children stand up when they hear their words.

Further practice
Workbook page 80
Picture dictionary, Workbook page 115
Lesson Two
(CB page 81)

Grammar

Lesson objectives
To ask and answer questions about what people are doing
To act out a story

Language
Core: What are you / they doing? I'm / We're / They're talking. What's he / she doing? He / She's eating.

Materials
CD 118; Story poster 12; Celebrations flashcards 117–122

Warmer
• Play Jump (see page 19) using flashcards 117–122 to revise the vocabulary children learned in the previous unit.

Lead-in
• Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 12 to encourage ideas.
• Cover the poster and ask children which celebrations words were mentioned in the story.

1 Listen to the story again and repeat. Act. 118
• Ask children to turn to the story on page 80 of their Class Books. They check how many of the celebrations words they remembered in the lead-in activity.
• Play the recording, pausing after each line of text for children to repeat.
• Ask children to look at the different actions that the people do in the story. As a class, decide on the actions for the story (see suggestions below).
• Divide the class into groups of seven to play the parts of Mum, Dad, Rosy, Tim, Milly, Grandma, and Grandpa.
• Play the recording a second time for children to mime the actions as they listen.
• If you wish, ask children to practise acting out the story in their groups. (Note that Grandma and Grandpa don’t have speaking parts.)
• Monitor the activity, checking for correct pronunciation.
• Ask some of the groups to come to the front of the class to act out the story.

Story actions
Picture 1: Rosy points to the TV screen.
Picture 2: (on TV) Mum and Dad do a dance.
Picture 3: (on TV) Dad eats a piece of cake.
Picture 4: (on TV) Grandpa gestures towards Grandma as he talks.
Picture 5: (on TV) Milly closes her eyes and rests her hands on her chest like a sleeping baby.
Picture 6: Rosy and Milly point to the TV screen and laugh.

2 Look and say.
• Ask children to look at the pictures in the Let’s learn! box. Ask What can you see?
• Read the questions and answers, pausing after each one for children to point to the picture and repeat.
• Write only the answers on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
• Rub out the final word in each sentence and ask children to suggest words to replace them, e.g. I’m dancing with Rosy. We’re watching a film. He’s eating pizza. They’re singing. Say the new sentences for children to repeat.
• Invite different children to change the words to make new sentences.

Optional activity
• Ask children to read the story on page 80 again and find examples of sentences similar to those from Exercise 2.

3 Look and circle.
• Ask children to look at the pictures. Point to each one for them to say the wedding words.
• Look at the first picture again. Ask What has she got? Establish that the girl has got an invitation. Read the two options aloud and ask children which is correct (The girl has got an invitation). Show children how the correct option is circled as an example.
• Ask Is she reading or singing? Children circle the word reading.
• Allow time for children to read the rest of the sentences and circle the correct words.
• Monitor and help where necessary.
• Go through the answers with the class.

Answers
1 an invitation, reading 2 band, playing music 3 bride, wearing 4 guests, talking 5 wedding cake, eating

Optional activity
• Carry out an activity for children to practise producing the new structure.
• Play a miming game. Ask a child to stand up. Whisper an action to him / her, e.g. Do your homework / brush your teeth / eat your lunch.
• Ask the class What’s he / she doing? Encourage them to respond using the structure He’s / She’s … ing.
• The first child to answer correctly does the next mime.
• Repeat several times.

Further practice
Workbook page 81
Grammar reference, Class Book page 111
(CB) Student MultiROM • Unit 12 • Grammar
Lesson Three  (CB PAGE 82)

Oxford eTools  Digital classroom • Unit 12 • Words/Song

Song

Lesson objectives
To identify things people do to get ready for a celebration
To use these words and phrases in the context of a song

Language
Core: make a cake, wash the car, brush my hair, take photos
Extra: get ready, suit (n), by my side, excited, can’t wait

Materials
CD 119–120; Celebrations flashcards 117–122;
Getting ready flashcards 123–126

Warmer
• Play What’s missing? (see page 20) using flashcards 117–122 to revise the vocabulary that children learned in Lesson 1.

Lead-in
• Use flashcards 123–126 to introduce the new vocabulary. Hold up the cards one at a time and say the phrases for children to repeat. If you wish, use mime to reinforce the meaning.
• Hold up the cards in a different order for children to repeat again.

1 Listen, point and repeat.  119
• Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the phrases.
• Play the second part of the recording for children to repeat the phrases.
• Play the recording all the way through for children to listen and then repeat.
• Hold up flashcards 123–126 one at a time for individual children to say the phrases.

Transcript
Listen and point.
make a cake, wash the car, brush my hair, take photos
brush my hair, make a cake, take photos, wash the car

Listen and repeat.
make a cake, wash the car, brush my hair, take photos

Optional activity
• Play Whispers (see page 19) with the class using the new phrases.

2 Listen and sing.  120
• Ask children to look at the pictures. Point to each one for children to tell you what the people are doing.
• Play the song through once for children to listen. Then play it again as they follow the words in their books.
• Read each line of the song aloud for children to repeat.
• Play the recording for children to sing along.

3 Sing and do.
• Ask children to look at the pictures and tell you which action to do for each verse of the song (see below).
• Play the recording for children to listen and do their actions.

Song actions
I’m wearing a suit/tie – button up jacket and straighten tie
I’ve got my family by my side – put hands out either side
Mum’s making cakes – ice a cake
Dad is washing the car – clean the car with a cloth
My sister is wearing a big, pink dress – girls show off their dress; boys extend hand as if to show sister
I’m brushing my hair – brush hair
My sister is taking lots of photos – hold up a camera and press the button

Optional activity
• Play a game of Simon says... using the new structure.
• Before beginning the game, revise the structure with the class. Write I’m ...ing and We’re ...ing on the board.
• Play the game using the vocabulary from the flashcards and the song, e.g. Simon says I’m brushing my hair.
• Ask individual children to give the instructions, using the structure I’m ...ing and We’re ...ing.

Culture note: Weddings in Britain
Couples getting married in Britain can choose between a wide variety of different venues and ceremonies. They can have a religious wedding in a church, or else hold a civil (i.e. non-religious) ceremony in the town hall, a hotel, a castle, or even on a football pitch.
If it is quite a traditional wedding, it will probably take place in the bride’s home town. The guests, the bridegroom, and his ‘best man’ (a close friend or relative of the groom) arrive at the ceremony before the bride. When the bride arrives, music is played and she enters with her father, followed by her bridesmaids (one or more of her closest female friends or relatives, often young girls). The bride usually wears a white or cream coloured dress, often with a long train. She may also wear a veil over her face, which the husband lifts after the couple have said their vows. After the wedding service, guests gather to congratulate the couple and throw flower petals or confetti (small bits of coloured paper) over them. The wedding reception usually consists of a meal, followed by speeches by the bride’s father, the groom, and the best man. After the speeches, the bride and groom cut the cake and all of the guests are given a piece. Traditionally, a special kind of long-lasting fruit cake is prepared, and the couple will save a part to eat when they celebrate the birth of their first child. In the evening, there is usually dancing, with music provided either by a DJ or by live music from a band.

Further practice
Workbook page 82
Extra writing worksheet, PMB page 24
Student MultiROM - Unit 12 - Words, Song
Lesson Four  (CB PAGE 83)

Oxford Digital classroom • Unit 12 • Phonics

Phonics

Lesson objectives
- To pronounce the sound /u/ in the middle of words
- To understand how magic e at the end of words changes the vowel sound

Language
- Core: cube, flute, June, tube
- Extra: month

Materials
- CD 112, 121–123; Phonics cards 8 (bus), 39–42 (June, flute, tube, cube); Phonics cards 25–38 (optional)

Warmer  112
- Ask children which sound they looked at in the previous phonics lesson (/au/). Play the CD and say the chant from Class Book page 77 to energize the class and revise the sound /au/.
- Write the words from the lesson (nose, rope, stone, bone, home) on the board. Say the words with the class. Ask What does magic e do?

Lead-in
- Teach the sound and letters for this lesson using the phonics cards. Hold up phonics card 8 and elicit the word bus. Say What's the sound? /au/. Then hold up card 39 and say the word June and the sound /u/ for children to repeat in chorus.
- Say bus and June several times so that children can hear the two different vowel sounds. Remind children, Magic e makes the vowel long. Point to magic e and move your finger back to the u as you do so. Say the vowel sound for children to repeat.
- Repeat with the rest of the cards.

1 Listen, point and repeat.  121
- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words.
- Play the recording all the way through for children to point and then repeat.

Transcript

Listen and point.
/u/ June /u/ flute /u/ tube /u/ cube
Listen and repeat.
/u/ June /u/ flute /u/ tube /u/ cube

2 Listen and chant.  122
- Play the recording for children to listen to the chant.
- Play the chant once more, stopping the CD after each line for children to repeat.
- Repeat, and encourage children to follow the chant in their books.

3 Read the chant again. Circle the sound u_e.
- Write the first line of the chant on the board. Ask a child to come to the front and find and circle an example of the sound u_e. He / She circles u_e in June.
- Allow time for children to read the rest of the chant in their books and circle the other examples.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

Answers
This month is June.
And it's my birthday!
I've got a puzzle cube,
I can play all day.
I've got a new flute
For my birthday.
And a poster in a tube.
What a happy day!

4 Listen and complete the words.  123
- Ask children to look at the four pictures and identify the things they can see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters t and b.
- Play the rest of the recording for children to complete the remaining words.
- Play the recording again for children to complete their answers.
- Go through the answers with the class.

Transcript
1 tube 2 June 3 flute 4 cube

Answers
1 tube 2 June 3 flute 4 cube

Optional activity
- Put all of the magic e phonics cards from Units 9–12 on the board so that there is a separate row for each sound.
- Point to each card in turn for children to say the sounds.
- Remove a card from each row. Point to the cards again for children to say the words. When they get to a blank space, they say the word that used to be there.
- Continue until all of the cards have been taken down or until children cannot remember any more words.

Further practice
Workbook page 83
& Student MultiROM • Unit 12 • Phonics
**Lesson Five**  CB PAGE 84

**Skills Time!**

**Skills development**
- Reading: read and understand a descriptive email; complete questions with information from the text.

**Language**
- Recycled: vocabulary and structures seen previously
- Extra: summer, party, clean (v), letters, think, send, soon

**Materials**
- CD 120, 124; a hand-drawn picture of people doing different things at a party; a plain piece of paper for each child (optional)

**Warmer**  120
- Sing We're getting ready for the wedding! from page 82 to warm up the class.

**Lead-in**
- Discuss parties with the class. Ask the class Do you like parties? When do you have parties? What do you do to get ready for a party?
- Ask children to look at the text and tell you what kind of text it is (an email). Children look at the first and last lines. Ask who it is to (Hannah) and who it is from (Bella).
- Ask children to look at the pictures and tell you what they think the text is about (it's about getting ready for a party).

**Optional activity**
- Read the following sentences aloud for children to scan the text and tell you whether they are true or false:
  - It's Bella's birthday. (F)
  - Bella's brother is helping with the cooking and cleaning. (T)
  - Bella is choosing party dresses with her sister. (F)
  - The invitations are pretty. (T)
  - Bella doesn't like the big cake. (F)

**3 Read again. Write.**
- Ask children to close their books. Copy the example question and gapped answer from the Class Book onto the board.
- Ask children to scan the text and find the missing words. Write the missing words in the gaps.
- Write some of your own sentences and gapped answers on the board, each containing one incorrect word, and repeat the process, e.g. **What is Bella getting ready for?**
  - She's getting ready for the _______. **What is Bella's family cleaning?**
  - They're cleaning the _______.
- Ask children to look at the exercise in their Class Books. Allow time for children to re-read the text and complete the answers to the questions with the correct words.
- Go through the answers with the class. Ask the questions for individual children to answer.

**ANSWERS**
- 1. Who is Bella helping? She's helping her mum and dad.
- 2. What is her aunt's name? Her name's Lola.
- 3. What colour is Bella's party dress? It's green and white.
- 4. What colour are the invitations? They're yellow and purple.
- 5. What cakes does Bella's brother like? He likes the little cakes.
- 6. What cake does Bella like? She likes the big chocolate cake.

**Optional activity**
- Play a drawing game with the class. Give each child a plain piece of paper.
- Tell children that you have drawn a picture of a party and you are going to describe it to them. Children listen to your description and draw what they hear.
- Describe the picture to the class, e.g. **There are two girls dancing in the middle of the room. They are wearing party hats. Behind the girls, there is a table with a big cake on it. A boy is eating some of the cake...**
- When you have finished your description, give children a moment to complete their drawings. Then hold up your picture so that everyone can see it. Children compare it with their own versions.

**Workbook page 84**
Lesson Six  CD PAGE 85
Oxford Tools  Digital classroom • Unit 12 • Writing

Skills Time!

Skills development
- Listening: identify people from their descriptions
- Speaking: talk about what people are doing
- Writing: identify and write ing at the end of present continuous verbs; write about a party (Workbook)

Language
- Recycled: vocabulary and structures seen previously

Materials
- CD 125; Getting ready flashcards 123–126

Warmer
- Play a version of Freeze (see page 20) with the class. Hold up one of the flashcards 123–126 (or alternatively call out the name of the action). Children have to mime the action. When you say Freeze, they stop miming and freeze in that position.
- Ask children what they can remember about the email from the previous lesson. Ask What's the email about? What does Bella do to get ready for the party?
- Allow children to check the text on page 85 of their Class Books to see how much they remembered correctly.

Lead-in
- Ask children to look at the pictures in Exercise 1. Tell them These are the photos from Bella's party. Ask What's this? What's he/she doing? Ask children to predict what they are going to hear.

1 Listen and number. 125
- Tell children that they are going to hear a recording of Bella's next email to Hannah. In the email, Bella talks about the photos from her party.
- Play the recording for children to listen and point to the people as they hear them described.
- Play the recording a second time for children to number the people in the order that they are described.
- Play the recording again for children to complete their answers.
- Go through the answers with the class.

Transcript
Dear Hannah,
Now I've got the photos of our summer party.
1 In this picture, my aunt Lola is eating the chocolate cake. She likes chocolate.
2 Here are my mum and dad. They are singing. They are very happy.
3 This is me. I'm wearing my new green and white dress.
4 Here is my brother. He's eating one of the little cakes.
5 Look at this picture. All the guests are talking and laughing.

ANSWERS
(left to right) 3, 1, 2, 4, 5

2 Point, ask and answer.
- Ask children to read the words in the word pool.
- Focus attention on the speech bubbles. Ask a child to stand up. Point to the first picture and read the question for the child to answer. Children repeat the question and answer in chorus.
- Ask children to work in pairs. They take turns to point to the pictures and ask and answer questions about what the people are doing.
- Monitor the activity and model the words where necessary.
- Ask some of the pairs to ask and answer questions for the class.

3 Read and circle ing.
- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Invite a child to come to the front of the class to circle the ing in the sentence.
- Write some of your own sentences on the board and repeat the process, e.g. He's eating a cake. I'm cooking the food. They're sleeping.
- Ask children to look at the exercise in their Class Books. Allow time for them to circle the ing in each sentence.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

ANSWERS
1 We're singing songs together.
2 He's talking to his friend.
3 They're listening to the music.
4 She's watching the band.
5 She's writing the invitations.

Optional activity
- Ask children to look at the email on page 84 and find three sentences containing ing. They should copy them down and then circle the ing in each one.

NOTE: Now go to Workbook page 85 for children to practise writing about a party.

Review 4  CB PAGES 86–87
REVIEW ANSWER KEY, TB PAGE 116

Further practice
Workbook page 85
- Values worksheet, PMB page 25
- Testing and Evaluation Book
  - Unit 12 test, page 30
  - Summative test 4, page 31
  - Skills test 4, page 33
- Student MultiROM: Unit 12 • Listen at home
  - Track 37 (Words and phrases), Track 38 (Song), Track 39 (Phonics)

Unit 12  97
Lesson One  (CB PAGE 88)

Oxford Tools  Digital classroom • Unit 13 • Words/Story

Words

Lesson objectives
To identify different animals
To understand a short story

Language
Core: cow, goat, horse, sheep, donkey, goose
Extra: than, mummy, daddy, other

Materials
CD 120, 126–128: Story posters 12 and 13; Farm animals flashcards 127–132

Warmer  120
- Energize the class by singing We're getting ready for the wedding! from page 82.
- Ask children to tell you what they can remember about the story from the previous unit.
- Use Story poster 12 to retell the story with the class. Ask What are Mum and Dad doing? What happens in the video?

Lead-in
- Use flashcards 127–132 to elicit the vocabulary for this lesson. Hold them up one at a time for children to name the farm animals. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat.  126
- Ask children to look at the pictures of the different farm animals.
- Play the first part of the recording for children to listen and point to pictures. Hold up the appropriate flashcard as each word is said.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Transcript
Listen and point.
cow, goat, horse, sheep, donkey, goose
horse, goose, cow, sheep, goat, donkey

Listen and repeat.
cow, goat, horse, sheep, donkey, goose

2 Listen and chant.  127
- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant.
- Repeat (more than once if necessary).
- Children say the chant as a class, without the recording.

Transcript
cow, cow, cow
goose, goose, goose
two, two, two

Optional activity
- Play What's the picture? (see page 21) with the class. One child comes to the front and draws an animal from the vocabulary set. The other children try to be the first to guess what the animal is.

Optional activity
- Play What have I got? (see page 20) using flashcards 127–132 to practise the farm animal words.

3 Listen and read.  128
- Use Story poster 13 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. Where is the family? What animals do they see? Do they see big animals and small animals?
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice
Workbook page 88
Picture dictionary, Workbook page 115
Lesson Two

Grammar

Lesson objectives
- To compare the size of animals and the height of people.
- To write comparative sentences.
- To act out a story.

Language
Core: This cow is bigger than that cow. The girl is taller than the boy.
Extra: hen

Materials
CD 128; Story poster 13; Farm animals flashcards 127–132

Warmer
- Play Order the letters (see page 20) to revise the farm animals vocabulary from the previous lesson.

Lead-in
- Ask children if they can remember what happened in the story. Show Story poster 13 to encourage ideas.
- Cover the poster and ask children which animals were mentioned in the story.

1 Listen to the story again and repeat. Act. 128
- Ask children to turn to the story on page 88 and check how many of the animals they remembered.
- Play the recording, pausing after each line of text for children to repeat.
- Ask children to look at the different actions that the people do in the story. As a class, decide on the actions for the story (see suggestions below).
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy, and Grandad. If you would like some of the children to pretend to be animals, add parts for two cows, two sheep, two donkeys, and three goats.
- Play the recording a second time for children to mime the actions as they listen.
- Ask children to practise acting the story in their groups. Monitor the activity, checking for correct pronunciation.
- Ask some of the group to come to the front of the class to act out the story.

Story actions
Picture 1: Grandpa points to the animals.
Picture 2: Billy leans over the fence and points to the cow. (One cow stands proudly taller than the other cow.)
Picture 3: Billy points to the sheep. (The two sheep can pretend to be munching on grass.)
Picture 4: Billy points to the donkey. (The two donkeys move their heads.)
Picture 5: Rosy points to the goat. (Two goats eat grass; another goat stands up tall and eats from the top of a bush.)
Picture 6: The children and Grandpa laugh at the naughty baby goat.

2 Look and say.
- Ask children to look at the pictures in the Let’s learn! box. Ask What can you see?
- Read the comparative sentences, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, using gestures to show that something is big or small to reinforce meaning. Children repeat again.
- Rub out the animal words in each sentence and replace with different farm animals flashcards to elicit sentences with the same pattern, e.g. This horse is bigger than that horse. This goose is smaller than that goose. Say the new sentences for children to repeat.
- Invite children to change the words to make new sentences.

Optional activity
- Write the beginnings of comparative sentences on the board for children to suggest different endings, e.g. A cow is bigger than… Rosy is taller than… A goose is smaller than… Billy is shorter than…

3 Write.
- Ask children to look at the words in the word pool. Read them together. Use gestures to demonstrate the relative sizes. Ask a tall and a short child to come to the front of the class and say, e.g. Julia is taller than Miranda. Miranda is shorter than Julia. Make sure that children understand that we use tall and short for people.
- Put the flashcards of the horse and the goat on the board. Ask children to look at the first sentence. Read the sentence with the class, pointing first to the horse and then to the goat. Show with your arms that the horse is big and that the goat is small.
- Allow time for children to read the rest of the sentences, then complete them with the correct words.
- Monitor and help where necessary.
- Go through the answers with the class.

ANSWERS
1 The horse is bigger than the goat.
2 The girl is taller than the boy.
3 The boy is shorter than the girl.
4 The sheep is smaller than the cow.

4 Point and say.
- Ask the class to look at the pictures. Elicit the word hen. Draw attention to the speech bubbles. Ask a child to stand up and read the first sentence to the class.
- Ask children to work in pairs. They take turns to make comparisons between the girl and the boy and the goose and the hen.
- Monitor the activity and help where necessary.

Further practice
Workbook page 89
Grammar reference, Class Book page 111
Student MultiROM - Unit 13 - Grammar
Optional activity
- Put flashcards 133-136 on the board. Point to each one in turn, ask children to say the words, in the way they describe e.g. say loud, say quiet, say fast, say slow. Listen and repeat.

Listen and point.
- Play the recording, all the way through for children to listen and follow the words. Then play the second part of the recording for children to repeat the words. Hold up flashcards 133-136 one at a time for individual children to say the words and then repeat.

Lead-in
- Use flashcards 1-15 to introduce the new vocabulary. Children to look at the pictures in their Class Books and say the words. Play the first part of the recording for children to repeat.

Culture note: Farms in Britain
- Every year 90 million farm animals are killed in Britain.
- The most common farm animals are sheep and cows. Every year 90 million farm animals are killed in Britain. The most common farm animals are sheep and cows. Every year 90 million farm animals are killed in Britain. The most common farm animals are sheep and cows.

Optional activity
- Children to look at the pictures in their Class Books and say the words. Play the first part of the recording for children to repeat.

Verse 1 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Warmer
- Play Along (see page 21) with the farm animals that children have learned in this unit, and any other animals they know in English. Begin by saying: On the farm there is a ...(androg.e.g. farm animals) children could do each verse of the song (see below) with the farms.

Verse 2 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 3 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 4 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 5 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 6 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Optional activity
- Children to look at the pictures in their Class Books and say the words. Play the first part of the recording for children to repeat.

Verse 1 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 2 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 3 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 4 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 5 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 6 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Optional activity
- Children to look at the pictures in their Class Books and say the words. Play the first part of the recording for children to repeat.

Verse 1 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 2 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 3 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 4 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 5 - children repeat the actions for their animal and say the animal, the verb and the adjectives.

Verse 6 - children repeat the actions for their animal and say the animal, the verb and the adjectives.
Lesson Four  

Phonics

Lesson objectives
To pronounce the sound /t/ at the end and in the middle of words

Language
Core: cheese, feet, green, three, tree
Extra: piece

Materials
CD 122, 131–133; Phonics cards 43–47 (tree, green, three, cheese, feet)

Warmer 122
Ask children which sound they looked at in their last phonics lesson /t/. Do the chant from Class Book page 83 to energize the class and revise the sound /t/.

Lead-in
Teach the sound and letters for this lesson using the phonics cards.

Hold up phonics card 44 (green). Ask What are the sounds? to elicit gr-ee-n. Practise the sounds several times together. Then say green for children to repeat. Do the same with the other cards.

1 Listen, point and repeat. 131
Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.

Play the first part of the recording for children to listen and point to the pictures.

Play the second part of the recording for children to repeat the sounds and words.

Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.

/t/ tree /t/ green /t/ three /t/ cheese /t/ feet

Listen and repeat.

/t/ tree /t/ green /t/ three /t/ cheese /t/ feet

2 Listen and chant. 132
Play the recording for children to listen to the chant.

Play the chant once more, stopping the CD after each line for children to repeat.

Repeat, and encourage children to follow the chant in their books.

Optional activity
Play the recording again. Children chant the words. Every time they hear an /t/ sound, they stamp their feet.

3 Read the chant again. Circle the sound ee.

Write the first line of the chant on the board. Ask two children to come to the front and each find an example of the ee sound. Children find and circle the ee in green and tree.

Allow time for children to read the rest of the chant and circle the other examples in their books.

Monitor the activity and help where necessary.

Go through the answers with the class.

ANSWERS
Look up at the green tree.
What can you see?
Two feet and a tail.
Count them: one, two, three!
What's in the green tree?
What's hiding there?
A monkey with a piece of cheese,
That's what's hiding there!

NOTE: If children notice the /t/ sound in monkey and piece, congratulate them and explain that these are other ways of spelling the same sound. They will see other spellings for this sound in later levels.

4 Listen and complete the words. 133
Ask children to look at the pictures and identify the things they can see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.

Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters gr and n.

Play the rest of recording for children to complete the remaining words.

Play the recording again for children to complete their answers.

Go through the answers with the class.

Transcript
1 green 2 tree 3 feet 4 cheese 5 three

ANSWERS
1 green 2 tree 3 feet 4 cheese 5 three

Optional activity
Teach the 'tongue twisters' below to the class and practise them together, one at a time:

Three green trees, three green trees.
See the cheese, eat the cheese.
I see three green feet.

Further practice
Workbook page 91

Student MultiROM - Unit 13 - Phonics

Unit 13  101
Lesson Five

Skills Time!

Skills development
Reading: read and understand an information leaflet; find specific information in a text.

Language
Recycled: vocabulary and structures seen previously
Extra: trip (n), leave, bring, rule, run away, finally

Materials
CD 130, 134; a piece of plain paper for each child (optional); a set of coloured pencils for each group of six children; PMB page 40 (Cut and make 5) page and materials (see Teacher's Book page 125).

Warmer 130
- Energize the class by singing On the farm from page 90.
- Talk about farms with the class. Ask What animals live on a farm? Are there any farms near here? Do you ever visit farms?

Lead-in
- Ask children to look at the pictures and guess what kind of text it is (a leaflet about a school trip to a farm).
- Encourage children to make predictions about what they are going to read about, e.g. It's about a farm. There are animals and fruit trees.

1 Look at the pictures. Where are the children? What animals can you see?
- Ask children to look at the pictures. Ask Where are the children? What animals can you see? Encourage children to tell you about anything else they can see.

NOTE: Children may want to use the plurals for the animal names, in which case they may wish to explain that for. sheep have irregular plurals (geese and sheep) which they will have to learn. Irregular plurals will be studied in more depth later on in Family and Friends.

ANSWERS
The children are on a school trip to a farm. You can see a sheep, a horse, a hen, a cow, and a goat.

2 Listen and read. 134
- Tell children that they are going to hear a recording of the text in the leaflet.
- Play the recording for children to listen and follow silently in their books.
- Teach the word rules. Explain that there are rules in many places – at school (e.g. don't run in the corridor, don't speak while the teacher is speaking), on the roads (e.g. always drive on the left/right), at home (e.g. tidy your bedroom before bedtime), etc. There are also rules at the farm.
- Play the recording a second time. Answer any questions children have.

- Ask questions to check comprehension, e.g. What must the children wear? What must they bring? What are the rules?

Optional activity
- Ask the questions below for children to scan the text and find the answers: Which animals can the children see? (sheep, cows, goats, hens, horses)
Which trees can the children see? (figs, oranges, pears)
What time does the bus leave? (nine o'clock)
Can the children bring food? (Yes)
Can the children touch the animals? (No)
Can the children eat the fruit? (Yes)

3 Read again. Circle the correct word.
- Ask children to close their books. Copy the example sentence from the Class Book onto the board.
- Invite a child to come to the front of the class to circle the correct word from the three options.
- Write some of your own sentences on the board, each containing different options for children to choose from, e.g. There are elephants/cows/cats. Don't be late for school/lunch/math. Don't open the gates/windows/doors.

- Ask children to look at the exercise in their Class Books. Allow time for them to re-read the text and circle the correct word in each sentence.
- Go through the answers with the class. Read each sentence for children to tell you which is the correct word.

ANSWERS
1 The school trip is on Wednesday.
2 The trip is to a farm.
3 There are fig trees.
4 They go to the farm at nine o'clock.
5 They can wear a sun hat.
6 They can bring a drink.

Optional activity
- Give a piece of plain paper to each child and a set of coloured pencils to each group of six. Ask children to draw their favourite thing at the farm, e.g. the sheep in the field, the fig trees, the picnic area, etc.
- Children take turns to tell each other about their pictures, e.g. These are the horses. This horse is black and this horse is white. They are big and fast.

Optional activity
- See instructions on carrying out PMB Cut and make activity 5 on Teacher's Book page 125.
- Children make their masks in small groups. If you wish, you can sing the unit song again, with children wearing their masks.

Further practice
Workbook page 92
Cut and make 5, PMB page 40
Skills Time!

Skills development
Listening: match pictures to rules
Speaking: give positive and negative rules
Writing: write sentences with or without and, write about a farm visit (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: bite (v), scare, friendly, sink (n)

Materials
CD 135

Warmer
- Make true / false statements about the animals children have come across, e.g. A cow is faster than a horse. / A goose is louder than a chick.
- If the statement is correct, children wave their hands. If it isn’t, they remain quiet.

Lead-in
- Ask children what they can remember about the leaflet from the previous lesson. Ask Where is the school trip going to? Which animals are at the farm? What are the farm rules?
- Allow children to check the text on page 92 of their Class Books to see how much they remembered correctly.
- Ask children to look at the top picture in Exercise 1 and tell you what they can see (a farmer saying something important).

1 Listen and number. 135
- Tell children that they are going to hear a recording of a farmer explaining the rules for his farm.
- Play the recording the whole way through for children to listen and point to the pictures as they hear rules about them.
- Play the recording, stopping after the first item. Ask which picture the rule is about (the second picture) and show them the example answer in the box.
- Play the recording again for children to number the pictures in the order that the rules are mentioned.
- Play once more for children to check their answers.
- Go through the answers with the class.

Transcript
This is my farm. Please listen to the rules.
1. Don’t feed the chicks. They are not hungry.
2. Don’t touch this horse. It’s angry today. It can bite you.
3. The sheep are scared of children. Don’t scare them.

2 Look and say.
- Ask children to look at the rules. Point out the cross at the end of the first rule. Explain that when they see a cross, they should say Don’t at the beginning of the sentence.
- Ask a child to stand up and read the sentence in the speech bubble. Children repeat the sentence in chorus.
- Ask children to work in pairs. They take turns to look at the rules, decide whether or not they need Don’t, and say them to their partner.
- Monitor the activity and model the words where necessary.
- Ask some of the pairs to say the rules for the class.

Optional activity
- Copy the rules from the leaflet on page 92 onto the board, leaving out the Don’t wherever it occurs.
- Put a cross next to each negative rule and a tick next to the positive rule.
- Point to each rule for children to say it in chorus, including Don’t where necessary.

3 Write and to connect the sentences.
- Ask children to close their books. Copy the first two example sentences from the Class Book onto the board, leaving a small space between them.
- Invite a child to come to the front of the class to rub out the full stop and write and in its place to connect the two sentences. Ask the child to change the upper-case T on This in the middle of the sentence to a lower-case t, explaining that it is no longer the beginning of a sentence.
- Write some of your own sentences on the board and repeat the process, e.g. This is Amy. This is Toby; I like eggs. My brother likes apples; Wash your hands. Eat your lunch.
- Ask children to look at the exercise in their Class Books. Allow time for them to read the sentences and connect them with the word and.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

ANSWERS
1. I am seven and my sister is nine.
2. There is a sheep and there are chicks.
3. We play football and they go swimming.

Optional activity
- Practise joining sentences. Ask, What colour is a goose? (A goose is white.) Ask What colour is a sheep? (A sheep is white / brown.) Ask children to join the sentences using and to elicit A goose is white and a sheep is white / brown.
- Repeat with other pairs of questions, e.g. What is Khai wearing? + What is Madu wearing? Where is the pen? + Where is the book?

NOTE: Now go to Workbook page 93 for children to practise writing about a farm visit.
Lesson One

**Lesson objectives**
To identify adjectives for describing people
To understand a short story

**Language**
Core: kind, naughty, wet, dry, fridge, photo
Extra: just, duck

**Materials**
CD 130, 136–138; Story posters 13 and 14; Memories flashcards 137–142; four pieces of plain paper (optional)

**Warmer** 130
- Energize the class by singing *On the farm* from page 90.
- Ask children to tell you what they can remember about the story from the previous unit.
- Use Story poster 14 to retell the story with the class. Ask *Where do the children go? What different animals do they see? Do they see a dodgy goat?*

**Lead-in**
- Use flashcards 137–142 to elicit the vocabulary for this lesson. Hold them up one at a time for children to say the words. Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.
- Say the words again. Children repeat.

**1 Listen, point and repeat.** 136
- Ask children to look at the pictures.
- Play the first part of the recording for children to listen and point to the pictures. Hold up the appropriate flashcard as each word is said.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.
- Ask children if they can remember what nouns are (things) and what adjectives are (describing words). Ask which four words are adjectives (kind, naughty, wet, dry) and which two words are nouns (fridge, photo).

**Transcript**

Listen and point.
kid, naughty, wet, dry, fridge, photo
wet, kind, dry, naughty, photo, fridge

Listen and repeat.
kid, naughty, wet, dry, fridge, photo

2 Listen and chant. 137
- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant.
- Repeat (more than once if necessary).
- Children say the chant as a class, without the recording.

**Transcript**
kind, kind, kind
naughty, naughty, naughty
wet, wet, wet
dry, dry, dry
fridge, fridge, fridge
photo, photo, photo

**Optional activity**
- Put flashcards 137–140 in different places around the room, making sure that everyone can see them.
- Play the recording again. Children point to the adjectives as they hear them mentioned. Alternatively, they could say where the flashcard is, e.g. *It's next to the door.*

3 Listen and read. 138
- Use Story poster 14 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. *Why are the children looking at the fridge? What is Tim/Mum/Billy doing in the photo? Is Billy naughty now?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

**Optional activity**
- Ask children to look at the story again and find four more adjectives (sad, hungry, big, good – pictures 2 and 6).

**Optional activity**
- Play a memory game. Tell the class that they have to listen carefully and remember what you tell them.
- Hold up four pieces of plain paper. Say *These are my photos.*
- Hold up the first 'photo' and describe it to the class. Say, e.g. *This is a photo of a naughty dog. It's black and white. Put the paper on the board.*
- Continue in this way with the other pieces of paper. Use an adjective from the lesson for each description.
- When you have finished all of the descriptions, ask questions, e.g. *Where's the naughty dog? Children point to the correct photo.*

**Further practice**
Workbook page 94
Picture dictionary, Workbook page 116
Lesson Two  
Oxford iTools  
Digital classroom - Unit 14 - Grammar

Grammar

Lesson objectives
To talk about people in the past
To use adjectives to describe people
To act out a story

Language
Core: I was happy. She wasn’t happy, She was tired. You were kind. They weren’t sad.

Materials
CD 138; Story poster 14; Memories flashcards 137–142

Warmer
- Play Slow reveal (see page 20) with flashcards 137–142 to revise the vocabulary children learned in the previous lesson.

Lead-in
- Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 14 to encourage ideas.
- Cover the poster and ask children which adjectives were used in the story (kind, sad, hungry, wet, dry, naughty, big, good).

1 Listen to the story again and repeat. Act. 138
- Ask children to turn to the story on page 94 of their Class Books. They check how many of the adjectives they remembered in the lead-in activity.
- Play the recording, pausing after each line of text for children to repeat.
- Ask children to look at the different actions that the people do in the story. As a class, decide on the actions for the story (see suggestions below).
- Divide the class into groups of three to play the parts of Rosy, Tim, and Billy.
- Play the recording a second time for children to mime the actions as they listen.
- If you wish, ask children to practice acting out the story in their groups. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

Story actions
In pictures 2–5, children act out the scenes in the photos.
Picture 1: Rosy points to photos on the fridge.
Picture 2: (in the photo) Tim offers some apples to the babies.
Picture 3: (in the photo) Tim and Rosy shelter from the rain.
Picture 4: (in the photo) Billy opens his presents.

Picture 5: (in the photo) Billy cries, pointing to his sandwiches.
Picture 6: Billy measures his height against the wall.

2 Look and say.
- Ask children to look at the pictures in the Let’s learn! box. Ask What can you see?
- Read the sentences, pausing after each one for children to point to the picture and repeat.
- Write the sentences on the board. Read them again, nodding or shaking your head each time to reinforce meaning. Children repeat again.
- Rub out the adjectives in each sentence and replace them with flashcards to elicit sentences with the same pattern, e.g. I was naughty. She wasn’t dry. You were wet. They weren’t kind. Say the new sentences for children to repeat.
- Invite different children to change the words to make new sentences.

Optional activity
- Read the sentences from the box in Exercise 2 in a different order for children to listen and point to the correct pictures.

3 Look and circle.
- Look at the first picture together. Ask the class what adjective they think is being described (kind). Ask She was or She were? (was). Show children how was has been circled.
- Allow time for children to look at the rest of the sentences and circle the correct words.
- Monitor and help where necessary.
- Go through the answers with the class.

ANSWERS
1 She was kind.
2 They weren’t wet.
3 He was naughty.
4 You weren’t dry.
5 I was tired.
6 She wasn’t cold.

4 Point and say.
- Draw attention to the speech bubbles. Ask a child to stand up. He / She points to the first picture and reads the sentence.
- Ask children to work in pairs. They take turns to point to the pictures and the sentences.
- Monitor the activity. Help with pronunciation and model words and phrases where necessary.
- If you wish, ask individual children to say sentences for the class.

Optional activity
- Hold up Story poster 14. Point to the pictures one at a time. Say Tell me about Tim, the babies, Billy, etc. Elicit sentences such as He was kind. They were hungry. He was naughty.
- Write the sentences on the board and act out saying them together.

Further practice
Workbook page 95
Grammar reference, Class Book page 111
Student MultiROM - Unit 14 - Grammar
Lesson Three  
Oxford iTools Digital classroom • Unit 14 • Words/Song

Song

Lesson objectives
To identify words for describing rooms
To use these words in the context of a song

Language
Core: tidy, untidy, floor, rubbish
Extra: each, tidy up
Recycled: special days words

Materials
CD 139–140; Tidying up flashcards 143–146; Special days flashcards 67–72 (optional)

Warmer
- Tell the class Today you’re having a party. What do you need? Write children’s suggestions on the board as they say them. If necessary, use Special days flashcards 67–72 from Unit 7 to help generate ideas.

Lead-in
- Use flashcards 143–146 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

1 Listen, point and repeat.  139
- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 143–146 one at a time for individual children to say the words.

Transcript
Listen and point.
tidy, untidy, floor, rubbish
untidy, tidy, rubbish, floor

Listen and repeat.
tidy, untidy, floor, rubbish

2 Listen and sing.  140
- Ask children to look at the pictures. Point to the different things for children to say the words they know. Ask children to predict what the song is about (tidying up after a party).
- Play the song the whole way through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording for children to sing along.

Optional activity
- Play Musical cards (see page 19) with Tidying up flashcards 143–146.

3 Sing and do.
- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions
Divide the class into four groups. Each group will act out a different verse.
Verse 1 – talk, eat, and dance as if at a party
Verse 2 – point to imaginary balloons, cards and food
Verse 3 – tidy things away, and open a door
Verse 4 – cover eyes then open them, looking happy and surprised

Optional activity
- Draw a simple picture of the classroom on the board. Include the board, your desk, and some of the children’s chairs and tables.
- Tell children that there was a big party in the classroom last night. Explain that they are going to help you complete the picture to show what the room looked like after the party.
- Give Special days flashcards 67–72 to six different children. Say, e.g., The cake was on the floor. The child with the cake flashcard puts it in an appropriate place on the board. Repeat with the rest of the flashcards.
- Point to the different things on the board for the class to tell you about them, e.g., The cards were on the table. The sweets were on the chair.

Further practice
Workbook page 96
Extra writing worksheet, PMB page 28
Student MultiROM • Unit 14 • Words, Song
Lesson Four

Phonics

Lesson objectives
To understand how magic e at the end of words changes the vowel sound
To recognize the sounds of long and short vowels

Language
Core: cub, cube, pip, pipe, tap, tape

Materials
CD 132, 141–143; Phonics cards 42, 48–52 (cub, cube, tap, tape, pip, pipe)

Warmer 132
- Do the chant from page 91 with the class to revise the /t/ sound from the previous lesson.
- Tell children that today's lesson is about long vowels with magic e and short vowels without magic e. Ask children to name as many magic e words from previous lessons as they can. Write the words on the board.
- Say the words with the class. Move your finger back from the magic e to the middle vowel as you say each one. Ask the class What does magic e do?

Lead-in
- Teach the sounds and letters for this lesson using the phonics cards. Hold up the cub card and say the word for children to repeat. Say Is this a magic e word? (No).
- Next hold up the cube card and say the word. Say Is this a magic e word? (Yes). Say the sound and the word, moving your finger back from the magic e to the middle vowel as you do so. Children repeat.
- Repeat with the other phonics cards.

1 Listen, point and repeat. 141
- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words.
- Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.
/i:/ cub /i:/ cube /æ/ tap /æ/ tape /æ/ pip /æ/ pipe
Listen and repeat.
/i:/ cub /i:/ cube /æ/ tap /æ/ tape /æ/ pip /æ/ pipe

2 Listen and chant. 142
- Play the recording for children to listen to the chant.
- Play the chant once more, stopping the CD after each line for children to repeat.

- Repeat, and encourage children to follow the chant in their books.

Optional activity
- Divide the class in half down the middle. Assign short vowel sounds to the children on the left and long vowel sounds to the children on the right.
- Play the chant again. When children hear their vowel sound, they stand up and sit down again.

3 Circle the short vowels. Underline the long vowels.
- Ask children to tell you which five letters of the alphabet are vowels (a, e, i, o, and u).
- Explain that words with a magic e are long vowels and words without a magic e are short vowels.
- Ask children to look at the list of words. Point to the first word (Tim) for children to say it aloud. Ask Long vowel or short vowel? (short vowel). Do the same with the second word (cube – long vowel).
- Show children how the short vowel in Tim is circled and the long vowel in cube is underlined.
- Allow time for children to read the rest of the words, circle the short vowels, and underline the long vowels.
- Go through the answers with the class.

ANSWERS
1 Tim 2 cube 3 tap 4 pip 5 tape 6 time 7 cub 8 pipe

4 Listen and circle the correct word. 143
- Ask children to look at the pictures and identify the things they can see. Tell them they are going to hear a recording of each word. They must listen and circle the correct word from the two options.
- Play the beginning of the recording and pause after the first word. Show children how the word cube has been circled as an example.
- Play the rest of recording for children to complete the remaining words.
- Play the recording again for children to complete their answers.
- Go through the answers.

Transcript
1 cube 2 pip 3 tap 4 cub 5 pipe

ANSWERS
1 cube 2 pip 3 tap 4 cub 5 pipe

Optional activity
- Tell children that you are going to read a list of words, some containing the magic e sounds that children have looked at in Units 9–12. When they hear a word containing a magic e, they must raise their hands.
- Read the following list: cake, bike, cat, flute, fig, cut, white, stone, stop, tube, lake, big, man, home.

Further practice
Workbook page 97

© Student MultiROM • Unit 14 • Phonics

Unit 14 107
Lesson Five  (CB PAGE 98)

Skills Time!

Skills development
Reading: read and understand a school newspaper article; read for specific details

Language
Recycled: vocabulary and structures seen previously
Extra: play (n), year, wolf, hood, costume, scary, proud, act (v), hard work, brilliant, ready

Materials
CD 144

Warmer
• Sing The house was so untidy! from page 96 to warm up the class.
• Talk about school plays with the class. If your school or class organizes plays, ask What was the play last term/year? Were you in the play? Who were you in the play?

Lead-in
• Ask children what kind of text they think this is (a newspaper article, perhaps from a school magazine). Explain that this article was written by a girl called Katie, who is describing her school play.
• Ask children to look at the pictures of the school play. Ask Do you know this story? Ask if they know the name of the story in English (Little Red Riding Hood).

Optional activity
• If children know the story of Little Red Riding Hood, encourage them to tell you what happens (they do not have to use the past tense). If not, use the culture note below and the PMB playscript to tell them the story.

1 Look at the pictures. What are the children wearing?
• Ask children to look at the pictures again. Point to the different children and ask What's he/she wearing?
• If you wish, ask children to point to the different children in the pictures and say what they are wearing.

ANSWERS
One girl is wearing a red jumper, skirt, socks, shoes, and coat. Another girl is wearing a purple dress and green slippers. A boy is wearing a wolf's costume.

2 Listen and read. 144
• Tell children that they are going to hear a recording of the text.
• Play the recording for children to listen and follow silently in their books.
• Play the recording a second time. Answer any questions they have.

• Ask questions to check comprehension, e.g. Who was Katie in the school play? What did she wear? Does she like her English class?

3 Read again. Circle the false word and write the correct word.
• Ask children to close their books. Copy the example sentence from the Class Book onto the board.
• Ask children is the sentence correct? Invite a child to come to the front of the class to circle the incorrect word. A second child writes the correct word next to the sentence.
• Write some of your own sentences on the board, each containing one incorrect word, and repeat the process, e.g. Katie was the wolf. The families were kind and proud of the children. Katie loves acting Spanish stories.
• Ask children to look at the exercise in their Class Books. Allow time for them to re-read the text, circle the incorrect word in each sentence, and write the correct word next to it.
• Go through the answers with the class. Read each sentence for children to tell you which word is wrong and tell you the correct word.

ANSWERS
1 The play was on Tuesday. (Thursday)
2 The play was in the morning. (afternoon)
3 The play was in the playground. (classroom)
4 Sidney was the cat. (wolf)
5 Katie's costume was blue. (red)
6 Mrs Hope is the art teacher. (English)

Optional activity
• Read the sentences below, pausing for children to say the missing words:
The school play was Little Red Riding (Hood).
Katie's costume was a red... (coat).
Zoe was the... (grandma).
We love... (English).

Culture note: Little Red Riding Hood
Little Red Riding Hood is a traditional fairy tale which was passed down orally from generation to generation until it was recorded as Le Petit Chaperon Rouge by the Frenchman Charles Perrault in the 17th century. The best-known version, however, comes from the Brothers Grimm tale Rotkäppchen, written in German in 1812. Slightly different versions of the story exist in many different countries.

In the story, Little Red Riding Hood travels through a wood to visit her grandmother. A wolf asks where she is going and tricks the little girl into stopping to pick flowers, while he rushes to the grandmother's house, eats the grandmother, puts on her clothes and waits for Red Riding Hood to arrive. The wolf's disguise fools Red Riding Hood, but she is saved by a woodcutter, who kills the wolf and cuts open its stomach to free the grandmother.

A less violent version of the story is used as one of the PMB playscripts.

Further practice
Workbook page 98
Lesson Six  (CB PAGE 99)

Skills Time!

Skills development
Listening: listen for specific detail
Speaking: talk about people's costumes
Writing: identify and write and and or in positive and negative sentences; write about yourself and your friends (Workbook)

Language
Recycled: vocabulary and structures seen previously

Materials
CD 145

Warmer
• Play Smiley face (see page 21) using the new words from this unit.

Lead-in
• Ask children what they can remember about the text from the previous lesson. Ask What was the play? Who was in it? What were the costumes?
• Allow children to check the article on page 98 of their Class Books to see how much they remembered correctly.
• Ask children to look at the pictures of the children in their costumes in Exercise 1 and tell you what they can see. Ask them to predict what they are going to hear.

1 Listen and write T (true) or F (false).  CD 145
• Tell children that they are going to hear a recording of a girl talking about her school play.
• Play the recording for children to listen and point to the pictures.
• Play the recording a second time for children to decide whether the pictures contain the correct information. If they do, children write T in the box. If they don't, they write F.
• Stop the recording after the first sentence. Show children the first picture and ask Is this true? (Yes). Point out the letter T in the box.
• Play the recording again for children to complete their answers.
• Go through the answers with the class.

ANSWERS
1 T 2 F 3 F 4 T 5 T

2 Look and say.
• Children look at the pictures and name the 'animals' in each one.
• Read the words in the word pool aloud with the class.
• Focus attention on the three speech bubbles. Point to the first picture and ask a child to begin the sentence using the appropriate speech bubble, finishing it with the correct animal.
• Ask children to work in pairs. They take turns to point to the pictures and make sentences about what the children were in the play.
• Monitor the activity and model the words where necessary.
• Ask individual children to point to pictures and say sentences for the class.

3 Read. Circle and. Underline or.
• Ask children to close their Class Books. Copy the two example sentences onto the board.
• Invite a child to come to the front of the class to circle the word and in the first sentence.
• Invite a second child to come and underline the word or in the second sentence.
• Ask children which sentence is positive (a 'yes' sentence) and which is negative (a 'no' sentence). Explain that the word or goes with positive sentences, and and goes with negative sentences.
• Write some of your own sentences on the board, and repeat the process, e.g. I've got a sandwich and a cake. I can't draw or sing. I like music and art. I don't like maths or science.
• Ask children to look at the exercise in their Class Books. Allow time for them to circle the word and and underline the word or in each sentence.
• Monitor the activity and help where necessary.
• Go through the answers with the class.

ANSWERS
1 I don't like tennis or football.
2 I like cakes and bananas.
3 I can't swim or ride a bike.
4 I can skate and ride a horse.
5 Today we've got English and maths.
6 We haven't got science or PE.

Optional activity
• Write the following pairs of sentences on the board for children to copy and link with and or or.
  I like English. I like PE. / I like English. I like PE. / I don't like carrots. I don't like fish. / I can run. I can climb. / I can fly. I can sing.

NOTE: Now go to Workbook page 99 for children to practise writing about themselves and their friends.

Further practice
Workbook page 99
Values worksheet, PMB page 29
Unit 14 test, Testing and Evaluation Book page 36
CD Student MultiROM - Unit 14 - Listen at home -
Track 43 (Words and phrases), Track 44 (Song), Track 45 (Phonics)
Lesson One

Lesson objectives
To use singular and plural forms of man, woman, and child
To understand a short story

Language
Core: man, man, woman, women, child, children
Extra: prize-giving, prize, winner, some, any

Materials
CD 140, 146–148; Story posters 8–15; People flashcards 147–152; magazines (optional)

Warm-up
• Sing The house was so untidy! from page 96 to warm up the class.
• Ask children to tell you what they can remember about the story from the previous unit.
• Use Story poster 14 to retell the story with the class. Ask What are the children looking at? Who are the people in the photos? What are they doing?

Lead-in
• Use flashcards 147–152 to elicit the vocabulary for this lesson. Hold them up one at a time for children to say the words for people. Model any words that children do not know.
• Hold the flashcards up in a different order and repeat.
• Say the words again.

NOTE: Make sure that children understand that the words man, woman, and child have irregular plurals. They need to learn these carefully as they will use them often in English.

Optional activity
• Show children pictures of men, women, and children from magazines and ask them to say the groups.

1 Listen, point and repeat. 146
• Ask children to look at the pictures in their Class Books.
• Play the first part of the recording for children to listen and point to the pictures. Hold up the appropriate flashcard as each word is said.
• Play the second part of the recording, pausing after each word for children to repeat.
• Play the recording all the way through for children to listen and point and then repeat the words.
• Hold up the flashcards in a random order and ask the class to say the words.

Transcript
Listen and point.
man, men, woman, women, child, children
woman, man, child, men, children, women
Listen and repeat.
man, men, woman, women, child, children

2 Listen and chant. 147
• Play the recording and teach the chant.
• Play the recording a second time for children to repeat the words in the gaps in the chant.
• Repeat (more than once if necessary).
• Children say the chant as a class, without the recording.

Transcript
man, man, man
men, men, men
woman, woman, woman
women, women, women
child, child, child
children, children, children

Optional activity
• Play the CD and say the chant again as children hold up their hands. They wiggle one finger when they hear a singular word and wiggle all ten fingers when they hear a plural word.

3 Listen and read. 148
• Use Story poster 15 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
• Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
• Ask questions to check comprehension, e.g. Where were Rosy and Tim and their families? Where was the prize-giving? Who were the winners of the English prize?
• Ask children to look at the story again. They find and point to words from Exercise 1.

Optional activity
• If you wish, you could revise the stories from the previous units with the class.
• Put the Story posters on the board in the correct order to show the stories from Units 8 to 15.
• Talk about the stories with the class. Point to each poster in turn for children to tell you what happened.

Further practice
Workbook page 100
Picture dictionary, Workbook page 116
Lesson Two

Oxford Tools Digital classroom • Unit 15 • Grammar

Grammar

Lesson objectives
To talk about situations in the past
To use some and any in positive and negative sentences
To ask and answer questions with How many...
To act out a story

Language
Core: There were some teachers. There weren't any children. How many men were there?

Materials
CD 148; Story poster 15; People flashcards 147–152

Warmer
- Play Snap! (see page 19) using flashcards 147–152 to revise the vocabulary from the previous lesson.

Lead-in
- Ask children if they can remember what happened in the story in the previous lesson. Show Story poster 15 to encourage ideas.
- Cover the poster and ask children which flashcards words were mentioned in the story.

1 Listen to the story again and repeat. Act. 148
- Ask children to turn to the story on page 100 of their Class Books. They check how many of the flashcards words they remembered in the lead-in activity.
- Play the recording, pausing after each line of text for children to repeat.
- Ask children to look at the different actions that the people do in the story. As a class, decide on the actions for the story (see suggestions below).
- Play the recording a second time for children to mime the actions as they listen.
- Divide the class into groups of nine to play the parts of Grandma, Rosy, Tim, Billy, Rosy’s mum and dad, Tim’s mum and dad, and the man giving the prizes.
- Children practise acting out the story in their groups. Monitor the activity, checking for correct pronunciation. (Note that Tim, Rosy’s mum, and Tim’s dad don’t have speaking parts.)
- Ask some of the groups to come to the front of the class to act out the story.

NOTE: If you wish, the whole class could act out the story together, with nine children playing the character parts and all the remaining children being the audience.

Story actions
Picture 1: Grandma asks Rosy a question. Rosy punches the air with happiness.
Picture 2: Rosy’s dad beckons with his hand. Everyone hurries after him.

Picture 3: Tim’s mum holds out her hands to show confusion.
Picture 4: Billy points to the audience at the prize-giving.
Picture 5: The man speaks into a microphone.
Picture 6: Rosy and Tim hold up their prize, looking very excited.

2 Look and say.
- Ask children to look at the pictures in the Let’s learn! box. Ask What can you see?
- Read the sentences, pausing after each one for children to point to the pictures and repeat.
- Write the sentences on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the last word in each sentence and replace with flashcards (of plural groups) to elicit sentences with the same pattern, for children to repeat, e.g. There weren’t any men. There were some women.

3 Write.
- Ask children to read the words in the word pool.
- Look at the first sentence together. Ask weren’t some or weren’t any? to elicit any. Read the complete sentence.
- Allow time for children to read the rest of the sentences and complete each of them with some or any.
- Monitor and help where necessary.
- Go through the answers with the class.

ANSWERS

1 There weren’t any men.
There weren’t any children.
There were some women.

2 There weren’t any men.
There weren’t any women.
There were some children.

Optional activity
- Read the sentences from Exercise 3 in a random order for children to point to the correct pictures.

4 Point, ask and answer.
- Ask children to look at the pictures and tell you what they can see.
- Draw attention to the speech bubbles. Ask a child to stand up. Ask the question for him/her to answer while the class listens.
- Children work in pairs, taking turns to ask and answer questions about how many men / women / children were in each of the pictures.
- Monitor the activity. Help with pronunciation and model words and phrases where necessary.

Optional activity
- Tell children that they are going to play a memory game. Ask them to look at the small picture on page 98. After a few moments, they close their books.
- Ask How many men / women / children were there? After children have answered the questions, allow them to open their books again and check their answers.

Further practice
Workbook page 101
Grammar reference, Class Book page 111
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Lesson Three  
Oxford iTools  
Digital classroom • Unit 15 • Words/Song

Song

Lesson objectives
To identify ordinal numbers
To use ordinal numbers in the context of a song

Language
Core: first, second, third, fourth
Extra: race, heavy, late, runner

Materials
CD 149–150; Ordinal numbers flashcards 153–156

Warmer
- Revise numbers by playing Forwards and backwards with the class (see page 21).
- Draw a circle on the board and write the comparative adjective faster inside it. Around the circle, write the words bus, car, train, bike, and horse.
- Point to the words bus and bike and say A bus is faster than a bike. Then point to other combinations of words to elicit more comparative sentences from the class.
- Rub out the word in the circle and change it to other comparative adjectives they know, e.g. louder, bigger.

Lead-in
- Use flashcards 153–156 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

1 Listen, point and repeat. 149
- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 153–156 one at a time for individual children to say the words.

Transcript
Listen and point.
first, second, third, fourth
third, first, fourth, second
Listen and repeat.
first, second, third, fourth

Optional activity
- Give flashcards 153–156 to four children. Ask them to come and stand in the correct order, holding their flashcards up so that the class can see them.
- Ask Who's the first/second/third/fourth child? Ask the questions again, with the numbers in a different order.

2 Listen and sing. 150
- Ask children to look at the pictures. Teach the word race, using the pictures on the page.
- Ask them to predict what the song is about (children are running in a race).
- Play the recording the whole way through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat after you.
- Play the recording for children to sing along.

3 Sing and do.
- Ask children to look at the pictures and tell you which action they should do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions
Children jog on the spot in the manner of the child described in each verse: Joe jogs very slowly, as if carrying a heavy bag; Emily hops along without one of her shoes; Oscar jogs quite fast; Kim jogs very fast.

Optional activity
- Point to the children in the picture one after the other for children to tell you about them, e.g. point to the first child to elicit That's Kim. She was first. She was faster than Oscar.

Culture note: Sports days and school awards
Most schools in Britain hold a sports day every year, usually just before the summer break. Children take part in a number of team events. The teams contain a mixture of abilities and sometimes ages. The emphasis is on working as a team, rather than individual competition. Many schools give awards to children for good progress. There is a very strong tendency in schools for children to win awards for effort rather than academic achievement. This usually happens during school assembly, and can take place throughout the year, or in a special event at the end of the year.

Further practice
Workbook page 102
Extra writing worksheet, PMB page 30
Student MultiROM • Unit 15 • Words, Song

112  Unit 15
Lesson Four  (8 PAGE 103)

Phonics

Lesson objectives
To pronounce the sounds /ŋ/ and /ŋk/ at the end of words.
To differentiate between the sounds /ŋ/ and /ŋk/.

Language
Core: king, ring, swing, bank, pink, sink

Materials
CD 142, 151–153; Phonics cards 53–56 (ring, king, bank, sink)

Warmer  142
- Ask children which words they looked at in the previous phonics lesson (cut, cube, tap, tape, pip, and pipe). Write the words on the board. Point to each word for children to say the word and then tell you the vowel sound.
- Do the chant from Class Book page 97 to energize the class and revise the sounds.

Lead-in
- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say, Letters n and k make the sound /ŋ/. Say the sound again for children to repeat several times. Repeat with the second phonics card.
- Hold up the third card and say, Letters n and k make the sound /ŋk/. Say the sound again for children to repeat several times. Repeat with the final phonics card.
- Hold up the cards again and say the words for children to repeat.

1 Listen, point and repeat.  151
- Ask children to look at the pictures in their Class Books. Tell them that they are going to hear a recording of the different sounds.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words.
- Play the recording all the way through for children to point and then repeat.

Transcript
Listen and point.
/ŋ/ ring  /ŋ/ king  /ŋ/ swing
/ŋk/ bank  /ŋk/ sink  /ŋ/ pink
Listen and repeat.
/ŋ/ ring  /ŋ/ king  /ŋ/ swing
/ŋk/ bank  /ŋk/ sink  /ŋ/ pink

2 Listen and chant.  152
- Play the recording for children to listen to the chant.
- Play the chant once more, stopping the CD after each line for children to repeat.

Optional activity
- Repeat, and encourage children to follow the chant in their books.

Optional activity
- Write the letters ng and nk at opposite sides of the board.
- Play the chant again. Children point to the appropriate letters as they hear and chant the sounds.

3 Read the chant again. Circle the sounds ng and nk.
- Write the first line of the chant on the board. Ask a child to come to the front and find an example of the sound ng or nk. He/ she circles the ng in sing and song.
- Allow time for children to read the rest of the chant and circle the other examples of ng and nk.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

Answers
Sing a song while you swing, swing, swing. Look at the king with his ring, ring, ring. Wash your hands at the sink, sink, sink. Now you’re thirsty, have a drink, drink, drink.

4 Listen and complete the words.  153
- Ask children to look at the pictures and identify the things they can see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters ng.
- Play the rest of the recording for children to complete the words.
- Play the recording again for children to complete their answers.
- Go through the answers.

Transcript
1 ring  2 bank  3 swing  4 king  5 pink

Answers
1 ring  2 bank  3 swing  4 king  5 pink

Optional activity
- Play a game of What’s the picture? (see page 21) with some of the words from this lesson. Each time children guess the word, ask What’s the sound? for children to respond with /ŋ/ or /ŋk/.

Further practice
Workbook page 103

Student MultiROM  Unit 15  Phonics

Unit 15  113
Lesson Five  **(CB** PAGE 104)**

**Skills Time!**

**Skills development**
Reading: read and understand a fairytale; develop reading comprehension skills

**Language**
Recycled: vocabulary and structures seen previously
Extra: fairground, round and round, field, move, hurrah!, real, fresh, miss (v), go back

**Materials**
CD 154; pictures of fairgrounds taken from the Internet (optional)

**Warmer**
- Sing *The race* from page 102 to warm up the class.

**Lead-in**
- Teach the word *fairground* to the class, using pictures of fairgrounds to help.
- Talk about fairgrounds together. Ask Do you ever go to fairgrounds? Who do you go with? What can you do at a fairground?
- Teach the word *carousel* and point to the pictures on the Class Book page to demonstrate. Ask What is on the carousel? (horses). What happens? (You hear music). What do the horses do? (They go round and round).
- Ask children to look at the pictures in their books and make predictions about what they are going to read, e.g. It's a story about a fairground. The horse is from a carousel. There is a red, a yellow, and a blue horse.

**1 Look at the pictures. What is the horse doing?**
- Ask children to look at the pictures again. Explain that the horse is called Suzy. Point to each picture and ask What is Suzy doing?
- If you wish, ask children to work in pairs. They take turns to point to the pictures and say what the horse is doing in each one.
- Extend the activity by asking How does Suzy feel in picture 2? (sad); In pictures 3 and 4? (happy); In picture 5? (sad, lonely); In picture 6? (happy).

**ANSWERS**
Picture 2 – she is thinking
Picture 3 – she is smiling
Picture 4 – she is running

**2 Listen and read.  **154
- Tell children that they are going to hear a recording of the story about Suzy.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.

- Ask questions to check comprehension, e.g. What does Suzy do every day? Where does she go? Is she happy in the field?

**Optional activity**
- Read the following sentences about the story to the class. Children listen and decide whether they are true or false. They write the answers in their notebooks. When they have finished, go through the answers with the class.
  - Sally is a fairground horse. (F)
  - She goes up and down every day. (F)
  - She wants to be a real horse. (T)
  - Suzy runs to the field. (T)
  - She eats sandwiches. (F)
  - At night she is happy. (F)
  - She misses the children. (F)
  - She goes back to the fairground. (T)

**Optional activity**
- Ask children to read the story again. They copy two sentences from the story, changing one word in each sentence, e.g. She is behind a red horse and in front of a yellow horse. The next day Suzy moves her ears.
- Ask children to work in pairs. They swap sentences with their partners and find the incorrect words in each others' sentences, then write the correct words.

**Culture note: Fairgrounds**
Many seaside resorts in Britain have fairgrounds that operate all year round. Some other towns have fairs that visit for a few days each year, sometimes as part of a local festival. There are usually stands where children can win prizes by successfully completing a task such as throwing a hoop around the prize, and stalls where people can buy food such as hot dogs and candyfloss. The rides usually include whirlers (where children sit in compartments that spin rapidly), dodgems (little cars with big rubber bumpers that children drive, bumping into other cars), and a big wheel.

In the story, Suzy is a horse from a carousel, also known as a merry-go-round. Children sit on model horses on top of a platform which rotates as music is played.

**Further practice**
Workbook page 104
Lesson Six  CB PAGE 105
Skills Time!

Skills development

- Listening: put events into chronological order
- Speaking: describe what something is doing; ask and answer questions about feelings
- Writing: differentiate between plural forms s and ies; write about a school open day (Workbook)

Language

- Recycled: vocabulary and structures seen previously

Materials

CD 155

Warmer

- Play Freeze with the class using action words from the course (see page 20).

Lead-in

- Ask children what they can remember about the story from the previous lesson. Ask Where does Suzy live? What does she do? What happens to Suzy?
- Ask children to look at the pictures in Exercise 1 and tell you what they can see in each one. Ask them to predict what they are going to hear (the story about Suzy).

1 Listen and number.  CB 155

- Tell children that they are going to hear a short version of the story about Suzy. They have to number the pictures in the order they hear them.
- Play the recording for children to listen and point to the pictures as they hear them described. They can compare the pictures with the story on page 104 to help them.
- Play the recording a second time, pausing after the first item for children to find the correct picture. Show them the example answer 1 in their books.
- Continue the recording, pausing after each item for children to number the pictures in the correct order.
- Play the recording the whole way through once more.
- Go through the answers with the class.

Transcript

1 Suzy is behind a red horse and in front of a blue horse.
2 Suzy isn’t happy. She wants to run in the fields.
3 She can move her head and her tail. Now she is a real horse.
4 Suzy runs to the field. She eats and drinks.
5 Suzy is scared. She’s cold and she’s wet.
6 Now Suzy is happy. She is with her friends.

2 Point, ask and answer.

- Ask children to look at the pictures and the words in both of the boxes.
- Ask a child to stand up. Point to picture 1 and ask the question in the first speech bubble for the child to answer. Children repeat the question and answer in chorus.
- Ask children to work in pairs. They take turns to point to the top row of pictures (1–3) and ask and answer questions using the words in the first word pool.
- Point to the first picture in the second row and ask the child the question in the next speech bubble. Then ask and answer questions about the second row of pictures in the same way, using the words in the second word pool.
- Monitor the activity and model the words where necessary.
- Ask some of the pairs to ask and answer questions for the class.

3 Circle the ies endings. Underline the s endings.

- Ask children to close their books. Explain that they are going to look at words ending in y and that there are two different spellings for these words when you are talking about more than one of them.
- Copy the two example sentences from the Class Book onto the board. Invite a child to come to the front to circle the ies ending. Invite a second child to come and underline the s ending.
- Write some of your own sentences on the board, and repeat the process, e.g. There are seven days in a week. How many donkeys are there? Where are the lollies?
- Ask children to look at the exercise in their Class Books. Allow time for them to circle the ies endings and underline the s endings.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

ANSWERS

1 There are lots of toys in my bedroom.
2 She likes lollies.
3 Look at the funny monkeys.

Optional activity

- Do an exercise with the class to practise writing plural forms. Write the following words on the board for children to write the plurals: teacher, lolly, horse, friend, man, monkey, teddy, child, hen, woman, day.

NOTE: Now go to Workbook page 105 for children to practise writing about a school open day.

Review 5  CB PAGES 106–107

Further practice

Workbook page 105
- Values worksheet, PMB page 31
- Testing and Evaluation Book
  - Unit 15 test, page 37
  - Summative test 5, page 38
  - Skills test 5, page 40
- Student MultiROM • Unit 15 • Listen at home
  - Track 46 (Words and phrases), Track 47 (Song), Track 48 (Phonics)
Review 1

Class Book pages 26–27

1 Circle the odd-one-out. Write.
   1 skateboard 2 computer 3 thirsty 4 hungry 5 cupboard
2 Look and match. Ask and answer.
   1 e 2 d 3 a 4 b 5 c
3 Tick (√) the picture that contains the sound.
   1 b 2 a 3 b 4 a 5 b
4 Write.
   1 ride 2 play 3 ride 4 fly 5 play 6 ride
5 Tick (√) or cross (X).

6 Ask and answer.
   Children ask and answer questions.

Review 2

Class Book pages 46–47

1 Circle the odd-one-out. Write.
   1 maths 2 salad 3 English 4 seventy 5 read
2 Look and match.
   1 c 2 f 3 a 4 e 5 b 6 d
3 Ask and answer.
   Children ask and answer questions.
4 Tick (√) the two pictures that start with the same sound. Write the letters.
   1 grapes, grass (gr) 2 plum, plate (pl) 3 dress, drum (dr)
4 flat, flower (fl)
5 Look and circle.
   1 Thursday 2 Tuesday 3 Saturday 4 Friday
   5 Tuesday 6 Wednesday

Review 3

Class Book pages 66–67

1 Circle the odd-one-out. Write.
   1 night 2 shop 3 bank 4 balloon 5 nuts
2 Read and circle.
   1 like 2 don't like 3 doesn't like 4 likes
5 likes 6 doesn't like
3 Ask and answer.
   Children ask and answer questions.
4 Look and match.
   1 c 2 b 3 d 4 a
5 Say and point.
   Children talk about the pictures.
6 Look and circle the beginning sound.
   1 gl 2 st 3 sl 4 sk 5 cl 6 sn

Review 4

Class Book pages 86–87

1 Circle the odd-one-out. Write.
   1 jeans 2 sunny 3 band 4 scarf 5 cake
2 Write.
   1 It's quarter to eight. It's cold.
   2 It's nine o'clock. It's raining.
   3 It's quarter to nine. It's snowing.
   4 It's half past eleven. It's windy.
   5 It's quarter to four. It's sunny.
   6 It's quarter past five. It's hot.
3 Point, ask and answer.
   Children ask and answer questions.
4 Say the word and circle the correct sound.
   1 bike, i_e 2 flute, u_e 3 rope, o_e 4 gate, a_e
   5 kite, i_e
5 Look and match.
   1 c 2 a 3 f 4 b 5 e 6 d

Review 5

Class Book pages 106–107

1 Circle the odd-one-out. Write.
   1 man 2 fridge 3 donkey 4 photo 5 first
2 Look and circle the correct word.
   1 taller 2 bigger 3 slower 4 faster
3 Say.
   Children make comparative sentences.
4 Tick (√) the picture that contains the sound.
   1 flute 2 bike 3 bus 4 stone 5 bin 6 dog
5 Read and circle the correct word.
   1 was 2 weren't 3 were 4 were 5 wasn't
6 was 7 were
**Workbook answer key**

**Starter Unit**
Page 4
1 1 Rosy, long, brown  
2 Tim, short, green  
3 Billy, curly  
4 brother, cousin, grandma, mum, grandpa, dad  

Page 5
1 Children's own answers  
2 1 This is Rosy's mum. c  
3 This is Rosy's dad. b  
4 Tim is Rosy's cousin. a  

Page 6
1 1 b 2 d 3 e 4 a 5 c  
2 This is my sister. Her name's Jasmin. She's seven. This is my friend. His name's Sam. He's nine.  

Page 7
1 There are two cars.  
2 There is a train.  
3 There are three balls.  
4 There is a puzzle.  
5 There is a teddy.  
6 There are two kites.  
1 11 2 twelve 3 13 4 fourteen 5 15 6 sixteen 7 17 8 eighteen 9 19 10 twenty  

**Unit 1**
Page 8
1 classroom 2 table 3 pegs 4 computers 5 pencil cases 6 board  
2 1 classroom 2 table 3 pegs 4 computers 5 pencil cases 6 board  

Page 9
1 1 d 2 c 3 b 4 a  
2 That is, This is, These are, Those are  
3 1 These are tables and chairs.  
2 Those are pegs.  
3 This is a computer.  
4 That is a board.  

**Page 10**
1 cupboard, picture, poster, drawers  
2 picture 2 pencil case 3 computer 4 chair 5 ruler 6 drawers 7 pegs 8 books 9 board 10 cupboard 11 poster  

**Page 11**
1 b, c, f, g, h, j, m, n, o, q, r, u, v, x, z  
2 h 2 k 3 g 4 a 5 p 6 u 7 t 8 y 9 s 10 o  
3 Bb Ee Gg Hh Rr Tt  

**Page 12**
1 Children read the text.  
2 Children circle the following: table, whiteboard, computer, poster, picture  
3 1 The girl's name is Tina. (Layla)  
2 She's in class 4B. (2A)  
3 The tables are short. (long)  
4 There's a blackboard. (whiteboard)  
5 There are four computers. (two)  
6 Layla's picture is of her friends. (family)  
7 The teacher's name is Miss White. (Green)  

**Page 13**
1 1 This is Layla.  
2 Layla's teacher is Miss Green.  
3 His name's Tim.  
4 Rosy is Tim's cousin.  
5 Billy is her little brother.  
6 They're a happy family.  
2 Children's own answers  
3 Children's own answers  

**Unit 2**
Page 14
1 b 2 a 3 f 4 c 5 e 6 d  
2 1 He's happy.  
2 She's hungry.  
3 He's sad.  
4 He's cold.  
5 She's hot.  
6 She's thirsty.  

**Page 15**
1 1 I'm cold.  
2 She's happy.  
3 He's thirsty.  
4 They're sad.  
5 We're hungry.  
2 1 Are, aren't 2 they 3 they're 4 They're, we're  

**Page 16**
1 This boy is tired. d  
2 These girls are hungry. c  
3 Are they angry? e  
4 These boys aren't cold. a  
5 We aren't tired. b  

**Page 19**
1 1 I'm happy.  
2 She's tired.  
3 They are sad.  
4 We're scared.  
5 You are hungry.  
6 I'm thirsty.  
7 He is cold.  
8 They're hot.  
2 Children's own answers  
3 Children's own answers  

**Unit 3**
Page 20
1 ride a horse 2 skate 3 play tennis 4 ride a bike 5 play football 6 skateboard  
2 ride a bike, skateboard, skate  play tennis, play football  

**Page 21**
1 Yes, he can.  
2 No, she can't.  
3 Yes, they can.  
4 No, they can't.  
5 Yes, she can.  
6 No, he can't.  
2 He can ride a bike.  
2 She can't skate.  
3 They can play tennis.  
4 They can't skateboard.  
5 She can swim.  
6 He can't ride a horse.
Page 22
1 1 a 2 d 3 e 4 c 5 f 6 b
2 1 The book is next to the teddy.
   2 The teddy is on the bed.
   3 The ball is under the chair.
   4 The kite is behind the chair.
   5 The skateboard is in front of the bed.
   6 The toy box is between the bed and the chair.
   (clockwise from left) 2, 1, 6, 4, 3, 5
Page 23
1 1 cat 2 bed 3 fig 4 dog 5 bus
2 1 jug 2 cat 3 dog 4 fig 5 van 6 bin 7 bus 8 peg
3 1 jug 2 van 3 peg 4 fig 5 bin 6 dog
Page 24
1 Children read the text.
2 1 It's got two wheels.
   2 It's got one seat.
3 1 Bike A: It's got one wheel. / It's got two wheels.
   2 Bike B: It's got a little wheel. / It's got a big wheel.
   3 Bike A: Four people can ride this bike. / Two people can ride this bike.
   4 Bike B: It's got two seat. / It's got one seat.
   5 Bike A: You can sit between. / You can sit behind.
   6 Bike B: The man can't ride this bike. / The man can ride this bike.
Page 25
1 1 This is an orange.
   2 I've got a bike.
   3 He's got a bicycle.
   4 This is an umbrella.
   5 It's an apple.
   6 She's got an egg.
   7 I've got a teddy.
   8 My sister's got an ice cream.
2 Children's own answers
3 Children's own answers
Review 1
Pages 26 & 27
1 1 This is my bedroom. This is my bed.
   2 That is my cupboard.
   3 Those are my pictures.
   4 And these are my toys.
   2 school: computer, board, pegs, posters
   feelings: hungry, scared, tired, hot
   toys: bike, skateboard, skates, football
3 1 sh 2 ch 3 th 4 sh
Page 28
4 1 No, he isn't.
   2 Yes, she is.
   3 Yes, he is.
   4 No, she isn't.
   5 Yes, they are.
   6 No, they aren't.
Unit 4
Page 28
1 (clockwise from left) 5, 1, 6, 4, 3, 2
2 1 salad 2 sandwich
   3 chicken 4 milkshake
   5 pizza 6 fries
Page 29
1 1 Yes, he has. 2 Yes, she has.
   3 No, he hasn't. 4 No, she hasn't.
2 1 Have you got a pizza? d
   2 They like the sandwiches. c
   3 He has got his fries. b
   4 I'm not hungry. a
Page 30
1 30, 50, 100, 70, 20, 40, 90, 80, 60
   2 ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred
   3 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
Page 31
1 1 grapes 2 brush 3 frog
   4 grass
   2 1 gr 2 br 3 fr 4 fr
   3 1 grapes 2 bread 3 juice
   4 grass 5 frisbee 6 friends
Page 32
1 Children read the text.
2

<table>
<thead>
<tr>
<th>Simon</th>
<th>Kate</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuit ✔</td>
<td>X</td>
</tr>
<tr>
<td>egg sandwich ✔</td>
<td>✔</td>
</tr>
<tr>
<td>salad ✔</td>
<td>✔</td>
</tr>
<tr>
<td>chicken X</td>
<td>X</td>
</tr>
<tr>
<td>cheese and tomato sandwich X</td>
<td>✔</td>
</tr>
<tr>
<td>yogurt X</td>
<td>✔</td>
</tr>
<tr>
<td>1 F 2 T 3 F 4 F 5 T 6 T</td>
<td></td>
</tr>
</tbody>
</table>
Page 33
1 1 Can you skateboard?
   2 I've got an apple.
   3 Have you got a sandwich?
   4 No, I haven't.
   5 Do you like yogurt?
   6 Has he got a pizza?
2 Children's own answers
3 Children's own answers
Unit 5
Page 34
1 art, maths, English, science, PE, music
2 1 art 2 music 3 PE
4 English 5 maths 6 science
3 I've got music and science. / I've got English and maths.
Page 35
1 1 These are our PE bags.
   2 Those are their PE bags.
   3 Those are their lunch boxes.
   4 These are our lunch boxes.
   2 b 2 d 3 a 4 c
3 1 We've got English on Tuesday.
   2 We've got art on Monday.
   3 We've got science on Thursday.
   4 We've got maths on Wednesday.
Page 36
1 1 art room 2 sports field
   3 playground 4 computer room
   5 classroom
   2 b 2 d 3 c 4 a 5 e
3 1 We've got a bin in the playground.
   2 We've got computers in the computer room.
   3 We've got a ball in the sports field.
   4 We've got pictures in the art room.
   5 We've got books in the classroom.
Page 37
1 1 tree, truck
   2 dress, drum
   3 crab, crayon
   2 tree 2 crab 3 drum
   4 dress 5 crayon 6 truck
   3 train 2 truck 3 crab
   4 drum 5 crayons 6 dress
   7 tree
Page 38
1 Children read the text.
2 Children circle: climbing frame, bin, squares, ball
3 1 playgrounds 2 big 3 bin
   4 squares 5 ball 6 friends
Page 39
1 1 We've got science on Tuesday.
   2 What have we got on Thursday?
   3 Have we got maths on Monday?
   4 We haven't got school on Saturday.
   5 What have we got on Wednesday?
   6 We've got art on Wednesday.
2 Children's own answers
3 Children's own answers
Unit 6
Page 40
1 1 b 2 d 3 f 4 a 5 e 6 c
2 1 go swimming 2 watch
   TV 3 help my mum 4 do my homework 5 visit my grandma
   6 have a music lesson
Page 41
1 1 I help my mum. c
   2 I visit my grandma. a
   3 I do my homework. b
4 I don't watch TV. d
2 1 I do my homework. I don't watch TV.
2 I go swimming. I don't visit my grandma.
3 I help my mum. I don't go swimming.
4 I have a music lesson. I don't watch TV.

Page 42
1 1 After school, I listen to music.
2 I read a book.
3 I play with my friends.
4 I write an email.
2 1 I listen to music.
2 I read a book.
3 I watch TV.
4 I write an email.
5 I play with my friend.
6 I help my mum.
(clockwise from left) 4, 1, 6, 5, 3, 2

Page 43
1
2 1 bl 2 fl 3 pl 4 pl 5 fl
3 1 Plums 2 plate 3 blanket 4 flower

Page 44
1 Children read the text.
2 1 I'm Tony. (Alex)
2 After school, I help my sister. (mum)
3 Every Tuesday, I play basketball. (football)
4 Every Wednesday, I visit my cousins. (Thursday)
5 Zac and Abby are my friends. (cousins)
6 I've got four cousins. (two)
7 Zac is six. (ten)
8 Abby is a boy. (girl)

Page 45
1 1 I visit my cousins. a
2 I play football. d
3 I help my mum. f
4 I have a music lesson. e
5 We play with our toys. b
6 We watch TV. c
2 Children's own answers
3 Children's own answers

Review 2
Pages 46 & 47
1 1 our 2 their 3 my 4 your
2 numbers: twenty, forty, thirty, eighty
food: chicken, salad, fries, pizza
subjects: maths, English, science, music
3 (from left) 81, 24, 37, 79, 46
4 1 What 2 When 3 When 4 What 5 What 6 When
5 1 fr 2 dr 3 fl 4 br 5 tr 6 cr

Unit 7
Page 48
1 cake, balloon, present, chocolate, sweets, card
2 1 b, sweets 2 d, balloon 3 a, chocolate 4 e, cake 5 c, card 6 f, present

Page 49
1 1 I like chocolate.
2 I don't like sweets.
3 She likes balloons.
4 She doesn't like chocolate.
2 1 Billy likes trains and cars.
2 And he likes chocolate.
3 I like these balloons.
4 Billy doesn't like balloons.

Page 50
1 1 pastries 2 nuts 3 tie
4 neighbour
2 1 card 2 tie 3 neighbour
4 sweets 5 nuts 6 chocolate
7 pastries 8 cake 9 balloon

Page 51
1 1 clock 2 cloud 3 glue
4 slide 5 glue
2 1 gl 2 cl 3 sl 4 cl 5 sl 6 gl
3 1 slippers 2 gloves 3 slide
4 clock 5 clouds

Page 52
1 Children read the text.
2 a 6 b 2 c 5 d 1 e 7 f 3 g 4

Page 53
1 1 I don't like sweets.
2 He doesn't like balloons.
3 She doesn't like eggs.
4 I do not like tigers.
5 I don't like snakes.
6 My mum does not like cats.
7 My grandpa doesn't like cake.
2 Children's own answers
3 Children's own answers

Unit 8
Page 54
1 1 have dinner 2 have breakfast 3 go to school 4 get up 5 go to bed 6 go home
2 1 I go to school.
3 1 I go home.
6 1 I get up.
4 1 I have dinner.
5 1 I go to bed.
6 1 I have breakfast.

Page 55
1 1 It's seven o'clock.
2 It's three o'clock.
3 It's ten o'clock.
4 It's six o'clock.
5 It's one o'clock.
6 It's twelve o'clock.
2 1 c 2 a 3 d 4 b
3 1 He gets up at six o'clock.
2 He has breakfast at seven o'clock.
3 He goes to school at eight o'clock.
4 He has dinner at six o'clock.

Page 56
1 1 b 2 d 3 a 4 c
2 1 I have breakfast in the morning.
2 I go to bed at night.
3 I have dinner in the evening.
4 I have lunch in the afternoon.
5 I get up in the morning.
6 I play with my toys in the afternoon.
3 Children say the sentences.

Page 57
1 1 sky 2 snow 3 star
4 small 5 skates
2 1 stairs 2 smile 3 snake
4 star 5 sky 6 snow
7 skates 8 small
3 1 snake 2 snow 3 smile
4 stars 5 sky

Page 58
1 Children read the text.
2 1 D, H 2 H, D 3 D, H
4 D, H 5 D, H

Page 59
1 1 What's 2 Where 3 What
4 When 5 What 6 When
2 Children's own answers
3 Children's own answers

Unit 9
Page 60
1 1 school 2 police station
3 hospital 4 shop
5 airport 6 fire station
2 1 hospital 2 police station
3 airport 4 fire station
5 shop 6 school

Workbook answer key 119
Page 61
1  He works in a police station.
2  She works in a school.
3  He works in an airport.
4  He works in a fire station.
5  He works in a shop.
6  She works in a hospital.
2  b c 3 a d

Page 62
1  zoo, supermarket, station, bank
2  shop 2 police station 3 bank
4  school 5 supermarket
6  station 7 zoo 8 airport
9  hospital 10 fire station

Page 63
1  face 2 lake 3 plane
4  gate
2  gate 2 lake 3 face 4 cake
3  There is a cat next to the lake.
2  Open the gate. Here comes a van.
4  a_e: lake, gate
   a: cat, van

Page 64
1  Children read the text.
2  Children circle: shirt, trousers, tie
   Children underline: dad, mum, sister
3  Jason's dad works in a school. (office)
   2 He gets up at nine o'clock. (six)
   3 He puts on green trousers. (black)
   4 He goes to work by train. (car)
   5 There are pens and apples in the box. (pencils)
   6 He goes home at three o'clock. (five)
   7 They have lunch at seven o'clock. (dinner)

Page 65
1  I like apples, grapes and bananas.
2  There are birds, monkeys, lions and tigers.
3  We've got English, maths, science and music.
4  He likes chicken, pizza and salad.
5  I get up, have breakfast and go to school.
2  Children's own answers
3  Children's own answers

Review 3
Pages 66 & 67
1  Does your mum work?
   Yes, she does.
2  Does she work in a bank?
   No, she doesn't.
3  Does she work in a hospital?
   Yes, she does.
4  Is she a nurse?
   No, she isn't. She's a doctor.

Page 68
1  1 c 2 a 3 f 4 d 5 e 6 b
2  It's windy.
   It's cold.
   It's snowing.
   It's hot.
   It's sunny.
   It's raining.

Page 69
1  What's the weather like?
   Put on your sun hats.
   Don't put on your coat.
   We haven't got our umbrellas.
   Close the window.
   Open the door.
2  Put on 2 Don't put on
   Put on 4 Put on
   Don't put on 6 Don't put on

Page 70
1  windy 2 sunny 3 raining
   cold 5 snowing 6 hot
2  When it's windy, we fly a kite.
   When it's snowing, we make a snowman and we wear coats.
   When it's sunny, we play outside.

Page 71
1  bike 2 line 3 white
   kite 5 nine
2  bike 2 kite 3 white
   line 5 nine
3  Here are nine figs in a line.
   Don't put my kite in the bin.
4  i.e.: nine, line, kite
   i.e.: figs, bin

Page 72
1  Children read the text.
   It's (very) hot and sunny.
   It's hot.
   It's raining and windy.

Page 73
1  Don't put on your coats.
   Don't wear your hats.
   Put on your raincoats.
   Wear your sun hats.
   Don't put on your tracksuits.
   Put on your shorts and T-shirts.
   Take your umbrellas.

Page 74
1  These are gloves.
   This is a shirt.
   These are jeans.
   This is a scarf.
   This is a skirt.
   These are boots.

Page 75
1  He's wearing jeans.
   She's wearing gloves.
   She's wearing boots.
   He's wearing a shirt.
   He's wearing a scarf.
   She's wearing a skirt.
2  What are you wearing?
   I'm wearing a dress.
   And Jim? What is he wearing?
   He's wearing a T-shirt.

Page 76
1  1 5 2 6 3 4
1. It's quarter past four.
2. It's seven o'clock.
3. It's half past five.
4. It's quarter past eleven.
5. It's quarter to six.
6. It's quarter past six.

Page 77
1. home 2. nose 3. rope
4. bone 5. stone
2. rope 2. stone 3. home
4. nose 5. bone
3. A dog has got a bone.
2. There is a mop in my home.
4. o.e: bone, home
5. dog, got, mop

Page 78
1. Children read the poem.
2. clothes words: skirt, jeans, shirt, toy: cow
3. 1 station 2 friend 3 Lucy
4. train 5 cow 6 happy

Page 79
1. It's quarter to seven.
2. It's quarter past three.
3. It's quarter past nine.
4. It's quarter to eleven.
5. It's quarter to four.
6. It's quarter past two.
2. Children's own answers
3. Children's own answers

Unit 12
Page 80
1. wedding, cake, bride, band, invitation, guests
2. cake 2 invitation 3 eat
4. guests 5 wedding
6. dance 7 dress 8 bride
9. band 10 sing

Page 81
1. Are they dancing? Yes, they are.
2. Is she singing? No, she isn't.
3. Is he eating? No, he isn't.
4. Are they drinking? No, they aren't.
2. Children point to the pictures and say the sentences.

Page 82
1. b 2 d 3 a 4 c
2. Mum is making cakes.
2. Dad is washing the car.
3. My sister is taking lots of photos.
4. I'm brushing my hair.

Page 83
1. June 2 cube 3 flute 4 tube
2. June 2 cube 3 flute 4 tube
3. This mule can run.
2. I've got a flute and I'm sitting on a rug.

Page 84
1. Children read the letter.
2. 1. Hannah likes Bella's jeans, (dress)
2. Hannah's aunt has got a new car, (baby)
3. The baby is very big. (small)
4. The baby is a girl. (boy)
5. His name is Max. (James)
6. He's got brown eyes. (blue)
7. He's wearing a scarf. (hat)
8. His boots are red. (white)

Page 85
1. He's wearing white boots.
2. We're watching TV.
3. My sister is doing her homework.
4. She's eating her dinner.
5. We're listening to music.
6. We're looking at cakes.
2. eating, drinking, dancing, listening to music, talking, singing
3. Children's own answers

Review 4
Pages 86 & 87
1. I'm wearing jeans and a shirt.
2. I'm wearing boots and a hat.
3. I'm wearing gloves and a scarf.
2. weather: windy, raining, sunny, hot
wedding: cake, invitation, present, bride
3. clothes: jeans, skirt, boots, scarf
3. 1. tube, cube
2. stone, bone
3. line, nine
4. (clockwise from left) 3, 2, 1, 5, 6, 4
1. He's drinking.
2. She's eating.
3. They're talking.
4. She's singing.
5. They're dancing.
6. He's playing.

Unit 13
Page 88
1. (clockwise from left) 1, 5, 6, 4, 2, 3
2. There's a cow behind the gate.
2. There's a goat next to the gate.
3. There's a horse in front of the house.
4. There's a sheep between the horse and the van.
5. There's a donkey behind the tree.
6. There's a goose on the van.

Page 89
1. 1. bigger than 2 smaller than 3 shorter than 4 taller than
2. bigger - smaller, taller - shorter
1. A horse is bigger than a goose. / A goose is smaller than a horse.
2. Rosy is taller than Billy. / Billy is shorter than Rosy.
3. A pizza is bigger than a sandwich. / A sandwich is smaller than a pizza.

Page 90
1. fast, loud, quiet, slow
2. 1 louder 2 faster 3 slower
4. quieter
1. The goose is louder than the hen.
2. The sheep is faster than the cow.
3. The cow is slower than the sheep.
4. The hen is quieter than the goose.

Page 91
1. foot, 2 tree 3 three
4. cheese
2. tree 2 feet 3 three
4. cheese
3. This pen is green.
2. There are three monkeys in the tree.
3. There is a peg by my bed.
4. e.e: green, tree, e: pen, peg, bed

Page 92
1. Children read the text.
2. 1 carrots 2 potatoes 3 figs, plums
3. cows 4 goats 5 four

Page 93
1. 1. Harry is seven and Katie is nine. Harry is seven. Katie is nine.
2. This is a donkey and these are hens. / This is a donkey. These are hens.
3. I like bananas and he likes apples. / I like bananas. He likes apples.
4. There is a slide and there are swings. / There is a slide. There are swings.
2. cow, sheep, donkey, horse, hen, chick, goat, goose
3. Children's own answers

Unit 14
Page 94
1. 1. kind 2. wet 3 dry
4. photo 5. naughty 6. fridge
2. 1. There are some photos on the fridge.
2. This boy is kind.
3. This duck is very naughty.
4. Her hands are wet.
5. His hands are dry.

Page 95
1. The ducks were naughty.
2. This boy was kind.
3. The babies weren't sad.
Mum was dry.
She wasn't wet.
Rosy and Tim were in the park.
Tom was very kind. The babies weren't cold. They were hungry.
It was raining. Rosy and Tim were very wet. Mum wasn't wet. She
was dry.
The ducks were very naughty. The
goat was naughty too.
Bill was a naughty boy. But he's a
good boy now.

Page 96
floor, untidy, rubbish, tidy
hungry, happy, photo, party, wet, dry, tidy, rubbish

Page 97
tape, cube, pipe

Page 98
Children read the text.
Robin is in class 2L.
Robin and his friends were farm
animals.
Charles was the sheep.
Nicola's costume was a hen's head
and body.
Everyone was very happy.
The teacher was proud.

Page 99
I've got a teddy and a doll.
He hasn't got a kite or a bike.
I am cold and tired.
She isn't scared or angry.
He doesn't like sweets or chocolate.
She doesn't play football or
tennis.
I do my homework and watch TV.
I like apples and pears.
Children's own answers

Unit 15
Page 100
child, man, woman
woman, children, men
There are two men.
There are three children.
There are two boys.
There is one woman.

Page 101
There were some chairs in the
classroom.
There weren't any tables in the
playground.

Page 102
1 c 2 d 3 a 4 b
1 first, second, third, fourth
The hen was fourth.
The rabbit was third.
The cow was second.
The horse was first.

Page 103
swing, ring, sink
pink, sink
She's behind a green horse. (red)
She's in front of a blue goat.
She drinks milk in the field.
She eats ice cream in the field.
At night she's hot. (cold)

Page 104
families, boys, teddies
turkey, lollies, monkeys
Tick: men, women, children,
teachers
Cross: rabbits, lions, frogs

Children's own answers

Review 5
Pages 106 & 107
The boy is shorter than the girl.
His coat is smaller than the girl's
clothes.
But he is faster than the girl.
And he is louder than the girl.

adjectives: naughty, dry, kind, wet
animals: cow, goat, horse, sheep
numbers: fourth, first, third, second

Women: 2
Dolls 0
Men 0
Children 3
The Student MultiROM includes a Listen at home section containing target language, songs, and phonics chants for children to practise at home. It can be played on an audio CD player, or on a computer using the audio player.

Track listing

**Starter Unit**
- Track 1: target language
- Track 2: song Welcome back
- Track 3: song Monday, Tuesday, Wednesday, Jump!

**Unit 1**
- Track 4: target language
- Track 5: song What's in the classroom?
- Track 6: phonics chant (the alphabet)

**Unit 2**
- Track 7: target language
- Track 8: song If you're tired and you know it...
- Track 9: phonics chant Look at my teacher

**Unit 3**
- Track 10: target language
- Track 11: song Where is my teddy bear?
- Track 12: phonics chant A cat, cat, cat...

**Unit 4**
- Track 13: target language
- Track 14: song Let's count to one hundred!
- Track 15: phonics chant There are grapes and bread

**Unit 5**
- Track 16: target language
- Track 17: song At our school
- Track 18: phonics chant A train and a truck

**Unit 6**
- Track 19: target language
- Track 20: song After school
- Track 21: phonics chant Plums on a plate

**Unit 7**
- Track 22: target language
- Track 23: song Our neighbours
- Track 24: phonics chant I take off my slippers

**Unit 8**
- Track 25: target language
- Track 26: song What do you do in the morning?
- Track 27: phonics chant Look at the small snake

**Unit 9**
- Track 28: target language
- Track 29: song Places to go
- Track 30: phonics chant Open the gate

**Unit 10**
- Track 31: target language
- Track 32: song What's the weather like today?
- Track 33: phonics chant Ride your bike

**Unit 11**
- Track 34: target language
- Track 35: song Here comes the train!
- Track 36: phonics chant The dog has got my rope

**Unit 12**
- Track 37: target language
- Track 38: song We're getting ready for the wedding!
- Track 39: phonics chant This month is June

**Unit 13**
- Track 40: target language
- Track 41: song On the farm
- Track 42: phonics chant Look up at the green tree

**Unit 14**
- Track 43: target language
- Track 44: song The house was so untidy!
- Track 45: phonics chant A lion cub is playing with a cube

**Unit 15**
- Track 46: target language
- Track 47: song The race
- Track 48: phonics chant Sing a song
Photocopy Masters Book notes

The Photocopy Masters Book contains Extra Writing and Values worksheets for each unit, two playscripts of traditional children's stories, and five Cut and make activities.

The Extra Writing worksheets can be used after Lesson 3 in each unit, and the Values worksheets after Lesson 6. Information on the values element of this course can be found in the Introduction to this Teacher's Book.

These pages give information on how to use the two playscripts and the Cut and make activities. One play can be prepared and performed at the end of each semester. There are directions to the Cut and make activities at the relevant places in the unit notes.

Playscript 1
Goldilocks and the Three Bears

Synopsis
Goldilocks is a young girl with golden hair. One day she wanders into a forest and finds the three bears' house, but no-one is at home. She goes inside and tries the porridge, eating all of the porridge in the baby bear's bowl. She then tries the three different chairs and breaks the little one. Finally, she tries all the beds, before falling asleep on the smallest bed. The bears come home and find her lying asleep.

Cast
Goldilocks, Goldilocks' mum, Goldilocks' dad, Daddy Bear, Mummy Bear, Baby Bear, the Chorus

Setting
The play takes place in two settings: the forest and the bears' house.

Props
- For the forest, a green background (e.g. curtains or sheets); some paintings or pictures of trees
- A table with a tablecloth
- A pan, three bowls, and three spoons
- Three different size chairs
- Three different size beds (made of rugs or blankets)

Playscript 2
Little Red Riding Hood

Synopsis
Little Red Riding Hood is a young girl who sets off through the forest to visit her grandma, but strays from the path to pick flowers and meets a wolf. He runs quickly and arrives at Grandmother's house before her. Grandmother faints when she sees him, and he disguises himself by wearing her glasses, bonnet, and shawl. When Little Red Riding Hood arrives, she mistakes the wolf for her grandmother, but just as he is about to eat her, she is saved by a kind woodcutter.

Cast
Little Red Riding Hood, Mummy, Grandma, the wolf, the woodcutter, the Chorus

Setting
The play takes place in two settings: the forest and a house.

Props
- For the forest, a green background (e.g. curtains or sheets); some paintings or pictures of trees
- A red cloak which Little Red Riding Hood wears
- A grandma's bonnet, glasses, and shawl (or similar)
- A wolf's mask or outfit
- A basket and some (paper) flowers
- A bed (made of rugs or blankets)

Preparing for the performances
Read the through the play with the class as a group. Allocate the character roles to stronger children. The rest of the group take part in the chorus, singing or chanting the narration.
Read through the play several times so that the characters and the chorus get a chance to practisise their lines. Ask comprehension questions to check that children understand what is happening throughout. Encourage children to take home copies of the playscript to practise their lines at home.
Now practise the play in class, with the key characters at the front (the chorus remain in their seats). Practise the play again using the props, with the chorus joining the characters at the front to add their lines. Do this as many times as is necessary before the performance for the parents.
You may wish to hand out copies of the playscript to parents at the performance.

Cut and make 1 (Unit 1)
My classroom

Materials
One photocopy of the worksheet, a large piece of paper or card, coloured pens or pencils, scissors, and glue for each group of four to six children

Method
- Children colour the classroom items on the sheet, then cut them out.
- Go around the class asking questions, e.g. What colour are the chairs/tables in your classroom?
- Children stick their furniture items onto the large piece of paper or card to make their own classroom scene.

Activities
- Ask some of the children to show their pictures to the class and describe their classrooms, e.g. This is my classroom. There are four tables. This table is red, etc.
- Ask children to label the items in the picture and display them in the classroom.
- Children can sing the unit song from Class Book page 10 while pointing to the corresponding items on their pictures.
Cut and make 2 (Unit 4)
Numbers board game  (PMB PAGE 37)

Materials
One photocopy of the worksheet, scissors, glue, and a piece of card for each pair of children

Method
- Explain to children that they are going to make a board game about numbers. Tell them that they do not need to add up the sums on the worksheet for now.
- Show children the speech bubbles and explain that they must choose and write any number from one to 50 in each space. The numbers should not be the answers to the sums. They can then cut out the board game.
- Next, children cut out the two circled numbers. They stick one number to a piece of card, cut around it, and stick the other number to the back. This will be the coin they flip to find out how many spaces they can move.
- Each child cuts another shape out of the card, e.g. a square or a triangle. This is their counter.

Activities
- Children take turns to flip the 'coin' and move around the board. When they land on a speech bubble, they say the number inside it. When they land on a rectangle, they work out the sum and say the answer.
- If they make a mistake, they move back to their original position. The winner is the first to reach the 'Finish' square.
- When everyone has finished, hold up the game and ask individual pupils to say the answers to the sums. Go around the class and give everyone a chance to say a number.

ANSWERS TO SUMS
4, 16, 9, 80, 14, 20, 8, 11, 60, 13, 70, 100

Cut and make 3 (Unit 8)
Make a clock  (PMB PAGE 38)

Materials
One photocopy of the worksheet and a paper fastener per child; scissors for each group of six children

Method
- Children cut out the clock face and the two clock hands and fix them together with the paper fastener.

Activities
- Ask children to work with a partner. Child A asks Child B questions about his / her daily routine, e.g. What time do you get up / have breakfast / go to school?
- Child B shows the answer by moving the hands of the clock. Child A must say the time on the clock.
- When children have finished speaking, ask questions to children from different pairs, e.g. What time does Joaquín have dinner? What time does Adora go to bed?
- Alternatively, ask some pairs to come to the front and use their clocks to talk about their partner's daily routine.

Cut and make 4 (Unit 10)
A weather card  (PMB PAGE 39)

Materials
One photocopy of the worksheet, a piece of card, and a paper fastener per child; coloured pencils, scissors, and glue for each group of six children

Method
- Children colour in the weather symbols and colour the thermometer from blue at the bottom to red at the top. They cut out the weather symbols and the arrows, then cut out the thermometer along the dotted lines.
- Children mount the weather circle on a piece of card. They fix the longer arrow at the centre with a paper fastener.
- Children cut along the line below the thermometer to make a slit. They put the shorter arrow through the slit, folding it at the end to secure it. Show the children one you have prepared earlier as a model.

Activities
- Name different kinds of weather for children to show on their weather charts and thermometers, e.g. It's windy and cold.
- Ask children to use their weather cards and thermometers to present short weather reports to their groups. They position the arrows and make sentences about the weather, e.g. It's sunny and hot. It's cold and it's snowing.
- Use the weather charts with the unit song from Class Book page 70. As pupils sing each verse, they move the arrows to indicate appropriate weather.

Cut and make 5 (Unit 13)
An animal mask  (PMB PAGE 40)

Materials
One photocopy of the worksheet and a piece of elastic or string per child; coloured pencils, scissors, and glue for each group of six children; card (optional)

Method
- Read the instructions on the worksheet together. Explain that they are going to choose an animal and make eyes, ears, a nose, and hair for it.
- Children make their masks, following the instructions. Use card if you have it to make the mask a little stronger.
- Help children to make small holes on the side of the mask and show them how to thread elastic or string through and knot it at the ends.

Activities
- Sing the unit song from Class Book page 90 and get children to put on their masks at the appropriate verse.
Words in bold are words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

**Starter Unit**
- black /blek/
- bump /bamp/
- down /daun/
- end /end/
- learning /'leəniŋ/
- week /wk/
- welcome back /'welkəm bek/
- white /'weiət/

**Unit 1**
- board /bɔːd/
- bright /bræt/
- classroom /'klaʊsrm/
- computer /'kæmpjʊstə/
- cupboard /'kʌbəd/
- drawers /'drɔːz/
- feet /fɛt/
- game /gɛm/
- have a look /hæv ə 'lʊk/
- knee /'niːk/
- peg /pɛg/
- pencil case /'pensl kɛs/
- picture /'pɪktʃə(r)/
- poster /'pəʊstə(r)/
- sit /sɪt/
- swimming pool /'swimɪŋ pʊl/
- table /'teɪbl/
- that /ðæt/
- these /ðiːz/
- this /ðɪs/
- those /ðəʊz/
- touch /tʌf/
- wall /wɔːl/
- what /wɒt/
- whiteboard /'weɪtboxd/
- with /wɪθ/
- work (n) /wɜːk/
- Wow! /wɔʊ/

**Unit 2**
- always /'ɔːlwez/
- angry /'æŋgrɪ/
- baby (babies) /'beɪbi (tzi)/
- bath /bɑːθ/
- behave /brɪˈheɪv/
- brave /bræv/
- broken /'brəʊkən/
- carry on /ˈkærɪ ən/
- chair /ʃeər/
- cold /kəʊld/
- cry /kri/
- fear /fɪər/
- feel /fɪl/
- feelings /ˈfɛlɪŋz/
- fish /fɪʃ/
- fish /fɪʃ/
- go to sleep /gəʊ tuː slɪp/
- gone /ɡəʊn/
- happy /ˈheɪpi/
- hot /hɒt/
- hug /hʌɡ/
- hungry /ˈhʌŋgrɪ/
- laugh (v) /lɑːf/
- nearly /ˈniəri/
- poor /pɜːr/
- sad /sæd/
- scared /skɛəd/
- shoes /ʃuːz/
- snack /snæk(r)/
- sometimes /ˈsʌmtaɪmz/
- stamp /stæmp/
- teacher /ˈtiːtʃə(r)/
- thirsty /ˈθɜːsti/
- thumb /θʌm/
- tired /tɪəd/
- together /ˈtəːɡəðə(r)/
- twins /twɪnz/
- until /əntɪl/
- wake up /wェk ʌp/
- yourself /ˈjuːzef/

**Unit 3**
- activity /ˈæktrɪvɪti/ (n)
- aged /eɪdʒd/
- anywhere /ˈænweə(r)/ (adv)
- bed /bɛd/
- behind /bɪˈhænd/
- between /bɪˈtwɛn/
- bin /bɪn/
- bus /bʌs/
- by /bɪ/
- cat /kæt/
- children /ˈtʃɪldrən/
- dog /dɒg/
- fig /fɪɡ/
- grass /ɡrɑːs/
- hiding /ˈhɪdɪŋ/
- in front of /ɪn ˈfrɔnt əf/
- jug /dʒuːɡ/
- mop /mɒp/
- next to /ˈnɛkt ˈtuː/
- outdoor (adj) /ˈaʊtdɔː(r)/
- peg /pɛɡ/
- perfect /ˈpɜːfɪkt/
- play football /ˈpleɪ ˈfʊtbɔːl/ (v)
- play tennis /ˈpleɪ ˈtenəs/ (v)
- ride a bike /raɪd ə bɪk/
- ride a horse /raɪd ə hɔːs/
- sand /sænd/
- seat /sɪt/
- skate (v) /sket/
- skateboard (n) /ˈsketˌbɔːd/
- skateboard (v) /ˈsketˌbɔːd/ (v)
- skates (n) /ˈsketz/
- stop /stɒp/
- take /teɪk/
- van /vɛn/
- wheel /wɛl/
- young /jʌŋ/

**Unit 4**
- bread /bred/
- brush /bʁʌʃ/
- buy /bɔɪ/
- cheese sandwich /ˈtʃεɪz ˈsɛnəwif/ (n)
- chicken /ˈtʃɪkɪn/
- don’t worry /dɒnt ˈwɔːri/ (v)
- done /dʌn/
- easy /ˈezi/ (adj)
- eighty /ˈeɪtɪ/
- fifty /ˈfɪfti/
- forty /ˈfɔːrti/
- fries /fraiز/
- frisbee /ˈfrɪzbɪ/
- frog /fɹɔɡ/
- grapes /ɡreɪps/
- grass /ɡrɑːs/
- high /haɪ/ (adj)
- if /ɪf/
- late /ˈleɪt/ (adv)
- milkshake /ˈmɪlkʃeɪk/ (n)
- much /mʌtʃ/ (adj)

**Unit 5**
- art /ɑːt/
- art room /ˈɑːt rʊm/ (n)
- break time /breɪk tʌm/ (n)
- computer room /ˈkɒmpətər rʊm/ (n)
- crab /kræb/
- crayon /ˈkreɪn/ (n)
- dress /drɛs/ (n)
- drum /drʌm/ (n)
- English /ɪŋɡlɪʃ/ (n)
- headphones /ˈhedɜːfəʊnz/ (n)
- learn /liːn/ (v)
- lesson /ˈlesn/ (n)
- maths /meθs/ (n)
- music /ˈmjuːzɪk/ (n)
- our /aʊə(r)/ (adj)
- paint /peɪnt/ (n)
- PE /piː ɛ/ (n)
- playground /ˈpleɪˈɡrɔʊnd/ (n)
- primary /ˈprɪməri/ (n)
- read /reId/ (v)
- science /ˈsɛnsəs/ (n)
- speak /spiːk/ (v)
- sports field /ˈspɔːts fɪeld/ (n)
- study /ˈstʌdi/ (n)
- subject /ˈsʌbdʒekt/ (n)
- their /ðiər/ (adj)
- time /taɪm/ (n)
- tree /tri/ (n)
- truck /trak/ (n)
- wear /wɛə(r)/ (v)
Unit 6

Unit 7

Unit 8
at night /ət ˈnaɪt/  brush my teeth /bɹʌʃ mar ˈtiːθ/  cereal /ˈsɛriəl/  get dressed /ɡɛt ˈdresd/  go up /ɡo ʌp/  go home /ɡo həʊm/  go to bed /ɡo təˈbed/  go to school /ɡo tə ˈskuːl/  goodnight /ˈɡudˌnaɪt/  have breakfast /hæv ˈbrekfəst/  have dinner /hæv dɪˈnər/  in the afternoon /ɪn ˈɑːftər ˈɑːnəm/  in the evening /ɪn ˈɛvənɪŋ/  in the morning /ɪn ˈmɔrniŋ/  plane /ˈpleɪn/  skates /ˈskæ茨/  sky /ˈskiː/  small /ˈsmɔːl/  smile /ˈsmɪl/  snow /snəʊ/  snow /ˈsnəʊ/  stairs /ˈsteɪərz/  star /ˈstɑːr/  time for /ˈtaɪm fɔː/  

Unit 9

Unit 10

Unit 11

Unit 12
band /bænd/  bride /braɪd/  brush my hair /bɹʌʃ maɪ ˈhɑːr/  by my side /baɪ maɪ ˈsaɪd/  cake /keɪk/  can’t wait /kænt ˈwet/  celebration /ˈseɪlɪʃn/  clean (v) /kliːn/  cube /ˈkjuːb/  dance (v) /dɑːns/  excited /ɪkˈsɛstɪd/  flute /flʌt/  get ready /ˈget ˈredi/  guests /ɡestz/  invitation /ɪnˈvɪtəʃn/  June /dʒuːn/  letters /ˈletə(r)s/  make a cake /mɛkə ə ˈkeɪk/  make a cake /mɛkə ə ˈkeɪk/  month /ˈmʌnθ/  party /ˈpɑːtɪ/  send /send/  sleep /slɪp/  soon /sʊn/
suit /sʌt/  
summer /ˈsʌmə(r)/  
take photos /teɪk ˈfəʊtəʊ/  
think /θɪŋk/  
tube /tjuːb/  
video (n.) /ˈvɪdiəʊ/  
wash the car /wɒʃ dəˈkaʊ/  
watch (v.) /wɒtʃ/  

wedding /ˈwɛdɪŋ/  

Unit 13  
bite (v.) /bɑːt/  
bring /brɪŋ/  
cheep /fɪʃ/  
cheese /tʃiːz/  
clip /klɪp/  
clop /klɒp/  
clock /klɒk/  
cow /koʊ/  
daddy /ˈdedi/  
donkey /ˈdɔŋkɪ/  

farm /fɑːm/  
fast /fæst/  
feet /fɪt/  
finally /ˈfaɪnəli/  
friendly /ˈfrendli/  
goat /ɡɔʊt/  
goose /ɡuːs/  
green /ɡriːn/  

hen /hɛn/  
honk /ˈhɒŋk/  
horse /hɔːs/  
leave /lɛv/  

loud /lɑʊd/  
mummy /ˈmʌmi/  
other /ˈʌðə(r)/  
piece /piːs/  
quiet /ˈkwɪət/  
rule /ruːl/  
run away /rʌn aˈwaɪ/  
scare /skɪər/  

sheep /ʃiːp/  
sink (n.) /sɪŋk/  
slow /sləʊ/  
than /ðen/  
three /θriː/  

trip (n.) /trɪp/  
trip /trɪp/  

Unit 14  
act (v.) /ækt/  
brilliant /ˈbrɪljənt/  

brilliant  
costume /ˈkɒstjʊm/  
cub /kʌb/  
cube /kjuːb/  
dry /draɪ/  

clock /klɒk/  
each /ɪtʃ/  

floor /flɔː(r)/  
fridge /frɪdʒ/  
hard work /ˈhɑːd wɜːk/  
hood /hʊd/  

kind /kɪnd/  

memory /ˈmemərɪ/  

naughty /ˈnɔːti/  

photo /ˈfəʊtəʊ/  
pip /pɪp/  
pipe /paɪp/  

play (n.) /pleɪ/  


plane /ˈpleɪn/  

proud /prɔːd/  

ready /ˈredɪ/  

rubbish /ˈrʌbɪʃ/  

scary /ˈsɛkərɪ/  

tap /tæp/  

tape /teɪp/  
tidy /ˈtaɪdi/  
tidy up /ˈtaɪdi ap/  
together /ˈtəʊɡəθə/  
wet /wet/  

wolf /wʊlf/  

year /jɪə(r)/  

Unit 15  

any /ˈeni/  
bank /bæŋk/  
child /tʃɪldrən/  

fairground /ˈfeɪɡraʊnd/  

field /fɪld/  

first /fɜːst/  

fourth /fɔːθ/  

fresh /fɹɪʃ/  


go back /ɡəʊ ‘bæk/  

heavy /ˈhevi/  
hurry! /ˈhʌrɪ/  

king /kɪŋ/  

lose /luːz/  

man /mæn/  

men /mɛn/  

miss (v.) /mɪs/  

move /mʌv/  

pink /pɪŋk/  

prize /praɪz/  

prize-winning /ˈpraɪz ˈwɪnɪŋ/  

price-giving /ˈpraɪz ˈɡɪvɪŋ/  

race /rɛs/  

real /riːəl/  

ring /rɪŋ/  

round and round /rəʊnd ən rəʊnd/  

runner /ˈrʌnər/  

second /ˈsɛkənd/  

sink /sɪŋk/  

some /sʌm/  

swing /swɪŋ/  

third /θɜːd/  


winner /ˈwɪnər/  

woman /ˈwʊmən/  

women /ˈwʊmɪn/  


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