

INCREDIBLE ENGLISH

Teacher's Book

1

Mary Slattery

OXFORD

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Syllabus

Unit	Main topic and core language	'Learning through English' topic and language (CLIL*)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
1	<p><u>Greetings:</u> Hello, Goodbye</p> <p><u>Characters:</u> Flo, Fred, Titch, Bing, Poppy, Mr Fixit, Norton</p> <p><u>Colours:</u> red, blue, yellow, green, black, white, orange, purple, pink, grey, brown</p> <p><u>Numbers:</u> 1-12 (figures only)</p> <p><u>Structures:</u> What's your name? I'm (name). My favourite colour's ...</p>	<p><u>Maths:</u> <u>Shapes:</u> big/small triangle, square, rectangle, circle</p> <p>How many triangles can you see?</p>	<p>Open the kit. What's in the kit today?</p> <p>It's me, Fred. Sorry!</p> <p>What colour's your bag? It's green.</p> <p>Look, Mr Fixit's here. What's this? It's my fixit kit. children Now I've finished. tap (v) clap</p> <p>stand up sit down line up Are you ready? now</p>	<p><u>Reading (optional):</u></p> <ul style="list-style-type: none"> Read a story Read the colour words Recognize initial letters of colour words <p><u>Listening:</u></p> <ul style="list-style-type: none"> Listen to a story Recognize the characters, greetings, numbers, and colours Do a colour dictation Follow a maze Match words that start with the same sound <p><u>Speaking:</u></p> <ul style="list-style-type: none"> Say a chant Say a rhyme (from the story) Sing a song Talk about your favourite colour Act out your own story 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> Create your own version of a story Learn some classroom instructions Count and classify shapes Identify shapes within a picture Order a series of pictures Continue repeated sequences by drawing the next shape (optional) Solve a 'what's missing?' puzzle <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> Following instructions <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> A picture made up of shapes
2	<p><u>Family members:</u> Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousin</p> <p><u>Structures:</u> How old are you? I'm (age).</p>	<p><u>Art:</u> <u>People:</u> man, woman, boy, girl</p> <p>Who can you see in this picture? I can see a man.</p> <p><u>Extension vocabulary (optional):</u> men, women, boys, girls</p>	<p><u>Who's this?</u> This is ... Pleased to meet you. In row one. his / her family</p> <p>That's not polite! Oh dear! Watch this trick! Mr Fixit's got an idea. bird photo Well done! Good luck! All night long.</p>	<p><u>Reading (optional):</u></p> <ul style="list-style-type: none"> Read a story Read the words for family members Recognize initial letters of family member words <p><u>Writing (optional):</u></p> <ul style="list-style-type: none"> Write the family member and people words <p><u>Listening:</u></p> <ul style="list-style-type: none"> Listen to a story Recognize words for colours, family members, and people Do a colour dictation Match words that start with the same sound <p><u>Speaking:</u></p> <ul style="list-style-type: none"> Sing two songs Say a rhyme (from the story) Ask and answer about names and ages Talk about your family Act out your own story 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> Sing a song as a two-part round (optional) Create your own version of a story Talk about paintings of people Colour a picture using a key Recreate part of a painting by colouring (optional) Find answers to an odd one out puzzle <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> Encouraging and supporting your friends <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> A picture of someone important to you, and a frame

* 'CLIL' = Content and Language Integrated Learning

Unit	Main topic and core language	'Learning' topic and language (CLIL)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
3	<p><u>Food and drink:</u> apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yoghurt, chocolate bar</p> <p><u>Structure:</u> I've got ...</p>	<p><u>Science:</u> Sugar content: How many spoons of sugar? Three spoons of sugar.</p> <p><u>Food and drink:</u> sugar, cereal bar, bread roll, carrot, milk</p> <p>Good for you. / Bad for you.</p>	<p>Pass me a sandwich, please. Here you are. Thank you. / Thanks.</p> <p>My favourite! lunch</p> <p>park, picnic, naughty What have you got? Can I have a banana, too?</p> <p>It's time for tea. Wash your hands. Show me your hands. What clean / dirty hands!</p>	<p><u>Reading (optional):</u></p> <ul style="list-style-type: none"> • Read a story • Read the food and drink words • Recognize initial letters of words • Match words with their shapes <p><u>Writing (optional):</u></p> <ul style="list-style-type: none"> • Write the food and drink words <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Listen to a story • Recognize food and drink words • Match words that start with the same sound <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Say a chant • Say a rhyme (from the story) • Sing a song • Talk about what you've got • Agree to swap something with someone else • Act out your own story 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> • Create your own version of a story • Talk about the sugar content of food and drink • Choose healthy foods for snacks • Add small numbers together mentally • Solve a 'what's missing?' puzzle <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> • Washing your hands before meals <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> • a paper spoon showing healthy and unhealthy food • a 'healthy snacks' mobile (optional)
4	<p><u>Toys:</u> car, doll, ball, robot, teddy, train, bike, plane, computer, puppet</p> <p><u>Structures:</u> Where's my ...? It's here. It isn't here.</p> <p>Plus regular plural forms</p>	<p><u>Science:</u> <u>Materials:</u> plastic, wooden, metal, fabric</p> <p>This is my doll. It's made of fabric.</p>	<p>What a mess! Put the robot away.</p> <p>What colour's the ball?</p> <p>Here's your car. Here's a ball. Can you see my teddy? I want my doll!</p> <p>Come and share a toy with me. Your turn./My turn.</p> <p>sing a song read a book play a game</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Read a story • Read the toy words • Recognize initial letters of words <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write the words for toys and materials • Complete a crossword (optional) <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Listen to a story • Recognize words for toys and materials • Match words that start with the same sound <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Sing two songs • Say a rhyme (from the story) • Ask where things are, and answer • Say what things are made of • Act out your own story 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> • Create your own version of a story • Add small numbers together mentally • Identify what materials some toys are made of • Play a game with a spinner • Play a dominoes game matching toys and materials (optional) • Find answers to an odd one out puzzle <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> • Sharing things and playing together <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> • A spinner showing the four materials

Unit	Main topic and core language	'Learning through English' topic and language (CLIL)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
5	<p>Parts of the body: head, body, arms, legs, hands, feet, fingers, toes</p> <p><u>Structure:</u> It's got ...</p>	<p><u>Maths:</u> <u>Block graphs:</u> Count the blocks. How many children have got blonde hair?</p> <p><u>Parts of the face:</u> hair, eyes, nose, mouth, ears, face blonde</p> <p>What colour hair / eyes have you got? I've got red hair and green eyes.</p>	<p>Move the legs. That's easy! That's impossible! Wait a minute. Don't be silly!</p> <p>Look at my puppet! What colour is his body? What colour are his hands?</p> <p>Where's the puppet box? Here it is. Fred makes a fantastic puppet.</p> <p>Clap in (twos). Stretch up high. Touch the sky.</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Read a story • Read the words for body and face parts • Recognize initial letters of words • Match words with their shapes <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write the words for body and face parts • Complete a crossword (optional) <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Listen to a story • Recognize words for body and face parts • Match words that start with the same sound <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Sing two songs • Say a rhyme (from the story) • Talk about body parts of puppets and toys • Say what colour eyes and hair you've got • Act out your own story 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> • Identify missing pieces from jigsaw puzzle • Draw pictures using information from a key • Create your own version of a story • Play a 'Three in a row' game (optional) • Play a clapping game (song-based) • Divide numbers by 2 and 4, and find the remainder • Read information from simple block graphs • Make simple class block graphs (optional) • Solve a 'spot the differences' puzzle <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> • Cooperating and taking turns <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> • Paper people showing differences between people
6	<p><u>Animals:</u> dog, cat, hen, duck, cow, sheep, goat, horse, donkey, rabbit</p> <p><u>Structures:</u> I like ... I don't like ...</p>	<p><u>Science:</u> <u>Baby animals:</u> foal, lamb, puppy, kitten, chick</p> <p>The mother's brown and red. She's got four babies. The babies are yellow. It's a hen and four chicks.</p> <p><u>Extension vocabulary (optional):</u> farm, tractor, fence, pond, gate, field, window</p>	<p><u>Animal noises:</u> woof, miaow, quack, cluck, moo, baa, neigh, ee-aw</p> <p>Where are the ducks? Over there. What's your favourite animal?</p> <p>Titch is scared of dogs. Help! Poor Titch! I love this spider!</p> <p>Come and feed the sheep. Let's feed / brush / walk / stroke the dog.</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Read a story • Read the animal words • Recognize initial letters of words • Match halves of words (optional) <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write the animal words • Complete a crossword (optional) <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Listen to a story • Recognize the animal words • Match words that start with the same sound <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Sing two songs • Say a rhyme (from the story) • Talk about what you like and don't like • Act out your own story 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> • Learn some 'English' animal sounds • Sing an alternative version of a song, with animal sounds (optional) • Create your own version of a story • Play a Bingo game • Talk about the numbers of babies that different animals have • Complete a picture of a farm (optional) • Solve a 'what's missing?' puzzle <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> • Caring for animals <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> • An animal book showing mother and baby animals

Unit	Main topic and core language	'Learning through English' topic and language (CLIL)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
7	<p>Action verbs: run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a frisbee</p> <p>Structures: I can ... I can't ...</p>	<p>Science: <u>Growing up</u> Abilities: swim, talk, draw, read, write, walk He / she can read and write. How old is he / she?</p>	<p>Come on! Let's ride our bikes! Look at me! Stop now, please. That was fun! Are you ready? I'm stuck! I can't climb down! Can you jump? trampoline You can do it! Exercise is lots of fun. jump up and down touch your toes turn around</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Read a story • Read the action and ability words • Recognize initial letters of words • Match words with their shapes <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write the action and ability words • Complete simple sentences (optional) <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Listen to a story • Recognize the animal words • Follow a route through a park • Match words that start with the same sound <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Say a chant • Say 'a rhyme (from the story) • Sing a song • Talk about what you can and can't do • Act out your own story 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> • Create your own version of a story • Continue repeated sequences by identifying the next picture • Find out what children can do by reading a simple key with symbols • Talk about what children can do at different ages • Identify appropriate presents for children of different ages • Identify actions from parts of photos <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> • Exercising to keep fit <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> • A 'photo album' showing yourself at different ages
8	<p>Clothes: dress, T-shirt, shorts, trousers, jumper, skirt, shoes, socks, hat, jacket</p> <p>Structure: I'm wearing ...</p>	<p>Art: <u>Weather:</u> hot, cold, raining, windy, cloudy What's the weather like? It's hot. Extension vocabulary (optional): sunny, snowing, foggy scarf, umbrella, gloves</p>	<p>What have you got? I've got a pink dress. a pair of (trousers / shorts / socks / shoes) It's Poppy's birthday. Flo's got new clothes. Titch has got old clothes. What can I wear? I hate them! He's got some special clothes. I'm a clown! Perfect for a party! stamp your feet clap your hands clap your legs tap your nose ... if you're wearing something blue.</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Read a story • Read the clothes and weather words • Recognize initial letters of words <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write the clothes and weather words • Complete a crossword (optional) • Complete simple sentences (optional) <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Listen to a story • Recognize the clothes words • Match words that start with the same sound <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Sing two songs • Sing a birthday song (from the story) • Say what you're wearing • Say what the weather is like • Act out your own story 	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> • Sing a song as a two-part round (optional) • Follow a flow-chart maze • Create your own version of a story • Play an action game (song-based) • Talk about paintings of weather • Draw and colour pictures showing different weather conditions • Talk about appropriate clothes for different weather conditions • Find answers to an odd one out puzzle <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> • Playing games and obeying rules <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> • A mobile showing four different kinds of weather

Unit	Main topic and core language	'Learning through English' topic and language (CLIL)	Other language (stories, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
9	Parts of a house: living room, kitchen, bathroom, bedroom, hall, garage, garden Structures: Where's ...? He's / She's in the ...	Geography: Coordinates: What's in square B3? Where is it in map 1? Places in a town: house, bus stop, shop, school, park, cinema	Knock, knock. Run and hide. Look inside. You're in there! Mr Fixit can't find Norton. Norton's missing! Is he here? Everyone looks for Norton. They look in the bathroom. That's not Norton! I can see Norton in the garden! It's time to ... Look at that! We're washing up / tidying up / cleaning up together. Everything is tidy. Can I help?	Reading: <ul style="list-style-type: none"> • Read a story • Read the words for parts of a house and places in a town • Recognize initial letters of words • Distinguish between <i>he's</i> and <i>she's</i> Writing: <ul style="list-style-type: none"> • Write the words for parts of a house and places in a town • Complete a crossword (optional) • Complete simple sentences (optional) Listening: <ul style="list-style-type: none"> • Listen to a story • Recognize the words for parts of a house • Follow a route through a house • Match words that start with the same sound Speaking: <ul style="list-style-type: none"> • Say a chant • Say a rhyme (from the story) • Sing a song • Say what room someone is in • Say where things are on a simple map • Act out your own story 	Cognitive skills: <ul style="list-style-type: none"> • Play a finger game • Create your own version of a story • Identify pictures using sound effects • Identify missing pieces from jigsaw puzzle • Use simple coordinates (A3, B4) to describe position • Identify other words in a given vocabulary set Learning for life: <ul style="list-style-type: none"> • Helping at home Cut and make: <ul style="list-style-type: none"> • A paper house

Festivals	Language	Objectives	Children around the world	Language	Objectives
Peace Day	peace, indigo, violet	<ul style="list-style-type: none"> • Find out about 'International Day of Peace' • Learn the colours of the rainbow • Learn about colour mixing • Make a peace rainbow 	Me and my family (Units 1-3)	Australia, Malaysia, Mexico, Canada Where are you from? I'm from ... family, big / little sister	<ul style="list-style-type: none"> • Find out about the lives of children in four countries around the world • Locate countries on a map / globe • Talk about where you come from • Work on a 'Personal album'
Christmas	card, robin, star, tree, angel, bell, candle	<ul style="list-style-type: none"> • Find out about Christmas in English-speaking countries • Learn a Christmas song • Make a Christmas card 	Food and toys (Units 4-6)	tacos, pineapple, burger, rice, curry mask, snorkel, skateboard, bat	<ul style="list-style-type: none"> • Find out about the food children eat in other countries • Find out about the toys children play with in other countries • Work on a 'Personal album'
Mother's Day	plant, picture, book	<ul style="list-style-type: none"> • Find out about Mother's Day in English-speaking countries • Make a Mother's Day card 	Pets and clothes (Units 7-9)	parrot, tortoise sandals, blouse, shirt	<ul style="list-style-type: none"> • Find out about children and their pets in other countries • Find out about the clothes children wear in other countries • Work on a 'Personal album'

Introduction

Welcome to the course

This is the first level of a six-level course for pupils starting English at the age of six or seven. It can be used with children who are total beginners or who have done some English at pre-school. The course provides teachers with a very rich and flexible set of teaching materials, allowing them to expand the language syllabus into other areas of the curriculum, and providing a wide range of optional additional materials to cater for different timetabling needs. The context is fresh, light-hearted, and fun while the underlying methodology is sound and well-established.

Level 1 components

Class Book

This is an 88-page colour book containing all the presentation material you will need for your lessons, including stories, songs, games, and other activities. The nine main units of the book are eight pages long and are based on topics familiar to children of this age-group.

After the main units are three festivals sections (on Peace Day, Christmas, and Mother's Day), and three culture sections focusing on the lives of four children from around the world.

At the back of the book you will find the words for the songs, and a syllabus summary.

Activity Book

This is a 96-page black-and-white book full of challenging and entertaining puzzle-type tasks to practise the language. The activities include matching, sorting, labelling, crosswords, and mazes, and are designed to motivate and challenge the pupils.

A key feature of this course is the 'parallel stories'. In each unit, pupils use their imagination to draw elements into a set of framework pictures in the Activity Book which parallel the story they have encountered in the Class Book, so producing a personalized alternative version. This allows pupils to make the story language 'their own' and to practise, explore, and personalize the language at different ability levels.

To offer the teacher maximum flexibility, an extra page of writing practice for each unit is provided at the back of the book (this is the optional Lesson 5a – see page 14 for further details).

The course structure integrates the Activity Book fully with the Class Book in the lessons, and in this level it is intended that the Activity Book should be used in class rather than for homework. However, some activities are appropriate for completion at home, e.g. completing the colouring for a listening activity.

The Activity Book includes a self-evaluation exercise at the end of each unit, designed to make pupils aware of their own learning (see the Lesson 10 section on page 16 for further details).

A further feature of the Activity Book is a nine-page *Picture Dictionary* with stickers, designed to help pupils organize and memorize key vocabulary.

Picture Dictionary

The *Picture Dictionary* pages are found at back of the Activity Book, along with the accompanying stickers which cover the core vocabulary of each unit. There is one dictionary page for each of the nine units. Each dictionary page has two separate areas for the unit's two vocabulary sets (vocabulary input from Lesson 1 and Lesson 7). At the end of each unit pupils stick in the vocabulary stickers, matching them with the words on the page.

Pupils can either leave the *Picture Dictionary* pages in the Activity Book or cut out the pages to make a separate *Picture Dictionary* (in which case they can put the pages in a folder, or make a cover). Such-dictionaries can be displayed and could form part of any portfolio work to show pupils' achievements (see p182).

Teacher's Book

The *Teacher's Book* serves as a clear and flexible guide for the teacher in all aspects of the course. It contains the following:

- The course syllabus;
- This introduction, which sets out the overall objectives and principles that underlie the course, as well as giving an outline of how the course works;
- A resource bank of games and activities (pp18–20);
- A list of sample classroom language (pp21–22);
- Step-by-step teaching notes for every lesson in the book, including 'Teaching tip' boxes with extra teaching ideas or suggestions for classroom management;
- Transcripts for all the recordings;
- Answers for all activities (unless these are included in the transcripts);
- Teaching notes for the three festivals, including cultural information;
- Photocopiable test pages (see below);
- Photocopiable portfolio pages (see below);
- A wordlist containing the core vocabulary and other key language;
- Tests CD (packaged with the *Teacher's Book*) containing all the listening material for the unit tests.

Test / Portfolio section

This section in the *Teacher's Book* includes flexible test material that reflects the objectives of the course. It contains nine end-of-unit tests that review what pupils have done in each unit and three end-of-term tests that can be used after Units 3, 6, and 9. These tests use similar exercise formats to the activities pupils have become familiar with in their Activity Books. For flexibility, there are two parallel tests (Tests A and B) for each end-of-term test. Teachers can set both tests at the same time to avoid cheating, i.e. in pairs one pupil has Test A and the other has Test B. Alternatively, the teacher can set just one test, and save the other test to use as a remedial test, or a follow-up test later in the year.

Photocopiable record cards are included to allow you to keep a continuous record of pupils' attitudes and behaviour, and a unit-by-unit record of their achievements in reaching linguistic objectives.

In addition to the test material there are six photocopiable pages which allow pupils to create the framework for their own *Language Portfolio*, to which they can add examples of their work, exam certificates, material from trips abroad, etc., in accordance with the recommendations of the Council of Europe. (For further information on portfolios, see page 182.)

CDs

For level 1 of the course there are two CDs to support teaching in class. These contain recordings of all the songs, chants, stories, and other listening activities. Songs and chants can be used to change the pace of the lesson and to help manage the transition from one stage to another. In level 1 the songs also carry the 'Learning for life' message (see list of topics on page 11). There is also a Tests CD for level 1, which is packaged with the Teacher's Book.

Teacher's Resource Pack

The Teacher's Resource Pack contains material for levels 1 and 2 of the course. The level 1 components are described below.

Flashcards

There are 147 picture cards for level 1. These include the main unit vocabulary for Units 1–9 (10 words in most units, plus eleven colours) as well as numerals 1–12, the course characters, and the additional vocabulary input from the 'Learning through English' lessons (see page 11).

Flashcard list

The flashcards are double-sided, so each card (except the last one) has two images.

1 Fred / wood	29 11 / chick
2 Flo / fabric	30 12 / puppy
3 Titch / hands	31 circle / kitten
4 Poppy / feet	32 triangle / run
5 Bing / fingers	33 square / walk
6 Norton / toes	34 rectangle / hop
7 Mr Fixit / head	35 Mum / fly
8 red / body	36 Dad / jump
9 blue / arms	37 Grandma / juggle
10 green / legs	38 Grandpa / ride a bike
11 yellow / face	39 aunt / kick a ball
12 black / hair	40 uncle / climb a tree
13 white / eyes	41 cousin (Dan) / throw a frisbee
14 brown / nose	42 cousin (Rosa) / swim
15 grey / mouth	43 man / draw
16 pink / ears	44 woman / talk
17 purple / dog	45 boy / write
18 orange / cat	46 girl / read
19 1 / hen	47 orange / trousers
20 2 / duck	48 apple / T-shirt
21 3 / cow	49 banana / skirt
22 4 / sheep	50 yoghurt / shoes
23 5 / goat	51 biscuit / jacket
24 6 / rabbit	52 juice / dress
25 7 / horse	53 sandwich / shorts
26 8 / donkey	54 cake / jumper
27 9 / lamb	55 fizzy drink / hat
28 10 / foal	

56 chocolate / socks	66 bike / hall
57 cereal bar / hot	67 plane / garden
58 bread roll / cloudy	68 computer / garage
59 carrot / cold	69 puppet / house
60 milk / raining	70 doll / school
61 sugar / windy	71 ball / shop
62 car / living room	72 metal / bus stop
63 robot / bathroom	73 plastic / park
64 teddy / bedroom	74 cinema
65 train / kitchen	

Text cards

There are 138 text cards for level 1. These include the main unit vocabulary for Units 1–9, the 'Learning through English' vocabulary, and the character names. The text cards can be used in combination with the flashcards to increase language exposure and provide support for reading. Their use is optional in Units 1–3, to provide flexibility for teachers who do not wish to introduce the written word until later in the school year. The text cards are contained in a photocopiable booklet. Photocopying onto card or stiff paper is recommended. Teachers with large classes may like to enlarge the cards when photocopying, so that they can be seen more easily from the back of the classroom.

Photocopy Masters Book (PMB)

The PMB has 48 pages of material:

- pupil word and picture cards for each unit
- the course 'bookmark' (see below)
- a cut-out for the 'Learning through English' section of each unit (see below)
- an optional extra lesson for each unit ('Learning through English' extension)
- 'Children around the world' pages that pupils can use to personalize their Culture lessons

Word and picture cards

The cards for the main vocabulary input are prepared by the pupils in Lessons 1 and 2 and used by them in activities and games throughout the unit. The cards for the 'Learning through English' section (additional vocabulary input) are prepared in Lesson 7 and used in activities in Lessons 7–10.

Photocopying onto card rather than paper is recommended in order to make the cards last longer.

If timing is an issue when preparing the cards, pupils could take the picture cards home and colour them in preparation for the next lesson.

Once the cards are prepared they should be kept in the classroom in separate sets, e.g. in envelopes (with the pupils' names on) so that pupils can use them many times for games and revision.

As with the text cards, use of the word cards is optional in Units 1–3.

The bookmark

The bookmark on page 3 of the PMB is made in Unit 1, Lesson 2, and then used regularly in each unit. It has an opening to allow pupils to isolate what they are looking for on the page. This supports concentration by limiting the pupils' focus to individual pictures, words or letters. Pupils can personalize their bookmark by colouring it and writing in their name and class.

Photocopying onto card or stiff paper will help the bookmark last longer. Pupils can make a pocket in the front of their Class Book or Activity Book in which to keep their bookmark (by sticking down three sides of a piece of cardboard 22cm x 10cm or by sticking in an envelope or plastic wallet).

Lesson 8 cut-outs

A key feature of this course is 'Learning through English'. Each unit contains a specific section which aims to connect with other areas of the curriculum (including additional vocabulary input). This section covers two lessons in the Class Book and Activity Book, of which the second lesson (Lesson 8) always involves making a cut-out. All the Lesson 8 cut-outs are provided in the PMB.

Lesson 8a pages (optional extra lessons)

These pages offer extra material which follows on from the main 'Learning through English' topic, giving you the opportunity to further develop the themes explored in the content areas of each unit. The activities aim to extend the pupils' interest in the topic, and add to their enjoyment of learning through active participation.

Children around the world

These pages (PMB pp43–47) form the 'Personal album' part of the Culture lessons. They allow pupils to describe their lives in the context of children around the world, and highlight similarities and differences in children's lifestyles in different countries.

Story Frames Book

This 144-page book reproduces the Class Book stories, giving each frame a whole page, for story-telling at the front of the class. This enables you to retell the nine unit stories in a different way, e.g. with pupils seated in a semi-circle away from their desks.

The Story Frames Book can either be used as a flop-over book, or alternatively teachers can cut out and laminate the pages to use as storycards (this will allow you to do sequencing activities, such as jumbling up the cards and asking pupils to reorder them).

The lesson notes suggest that the Story Frames Book is used in Lesson 5 for revision of the story, but it may also be used in Lesson 3 for story presentation.

Puppet

There is a Norton glove puppet for the teacher. Norton the bird is one of the story characters in the book, and so acts as a link between the classroom and the imaginary world of the course. His main role in class is to assist the teacher in presenting vocabulary and revising it throughout the unit, but he also has a 'kit box' of lesson materials (see below) which is kept in the classroom. With this he helps to make the pupils aware of their learning objectives as he reveals the materials they will be working with at the beginning of each lesson.

To start your English lesson it is useful to have a routine that pupils are familiar with and look forward to. As Norton welcomes the pupils and presents the materials you will use, you can interact with him in English. This is a marker of the change from lessons in the pupils' mother tongue to English lessons.

In flashcard presentations, by asking Norton to handle the flashcards you have the first opportunity to say what is on each card and to naturally repeat the word as Norton gives you the card. Norton can also be used

to model activities, e.g. you can ask him to point to or find a flashcard. Allow Norton to make mistakes sometimes, so that pupils feel more comfortable with their own mistakes.

Norton can also act as your partner while you model dialogues or pair-work activities for the class, e.g.

Norton: *Where's my (ball)?*

Teacher: *It's here.* (Teacher gives Norton the card.) OR *It isn't here.* (Teacher shrugs.)

Norton: *Thank you.*

If you have never used a glove puppet before you may find it useful to practise turning and moving the puppet as 'he' speaks. When Norton is speaking he should look at the children, and should open and shut his beak in time to what he says.

Norton's kit box

This is a box in your Teacher's Resource Pack (you will need to make it up from a flat template into a box). It is where you can keep the A5 lesson materials which will be needed for any particular lesson (flashcards, text cards, CDs, completed cut-outs, PMB picture / word cards, etc.). In the lesson notes you will see that Norton's kit box is used as the starting point for your lessons. Pupils say a kit rhyme, asking Norton to look in the kit and show them what is in it for today. As you and Norton take the materials out of the box you can mark the transition to English by interacting with the puppet, and telling the pupils what activities they will be doing. Similarly when you are finishing your lesson and putting away the materials you can use the box to review the lesson content.

In addition to the course materials, use realia wherever possible to give a flavour of the coming lesson and to keep pupils curious about what might be in the box. For example, when introducing a new unit topic, try to find small items to put in the kit which could represent it – a biscuit for the food topic, a small plastic animal for the animals unit, a toy boomerang for the 'Children round the world' section, etc.

The Fixit Game poster

This poster is used to make pupils aware of their learning throughout the unit, and to play a game at the end of the unit. It is used in three specific lessons (though it can be kept on the wall and referred to at any point):

Lesson 1 – Unit overview

In Lesson 1 the poster is used to give an overview of what is to come. Pupils are asked to look through the new unit in the Class Book, and to tell the teacher what activities they think they will be doing.

Lesson 6 – Mid-unit review

In Lesson 6 the poster is used to review the language of the unit so far. At this mid-point in the unit there is the opportunity for reflection and re-evaluation. When you take out the poster you can ask the pupils to recall the vocabulary and talk to them about the activities they have been doing. This can encourage and motivate the pupils to continue to participate in the lessons as they recognize and remember what they have done.

Lesson 10 – End-of-unit review

In Lesson 10 the poster is used to recall the activities and related language and to prepare pupils for self-evaluation. As in Lesson 6 there is opportunity for reflection. Pupils can discuss their personal learning,

saying what they like, and what they find difficult / easy. Pupils then use the poster to play a game in groups, to see how much they have remembered.

The Fixit Game

The Fixit Game is played in groups. Each group has a story character counter (see the sheet in the Resource Pack) which is moved around the poster as the group completes each task. The groups take turns to move. The game is finished when all characters have arrived at the Finish.

Each station has a task. If a group completes the task, their character is moved directly to the next station. If they can't complete the task, their character is moved to the book icon, and the pupils chant *Look in the book, look in the book!* Pupils then look in the Class Book to help them complete the task. They then continue to the next station.

- **Words station 1** – pupils say three words from page 1 of the unit.
- **Song / chant station 1** – pupils say or sing a line from the song / chant on page 1 of the unit.
- **Story station** – pupils remember a line of dialogue from the story, or retell part of the story in L1.
- **Sentences station** – pupils remember a sentence from page 4 of each unit (the grammar structure).
- **Song / chant station 2** – pupils say or sing a line from the song / chant on page 5 of each unit.
- **Words station 2** – pupils remember one word from the 'Learning through English' section on pages 6–7 of each unit.

How to play the Fixit Game

- Tell the pupils they are going to play a game where they remember what they've done in the unit.
- Divide the class into small groups of 3–6.
- Each group chooses a character counter. The teacher places each counter under the first **Words** station.
- The teacher reminds the pupils of the topic of the unit, e.g. toys, and asks group 1 to remember the words for three toys. If group 1 completes the task, their character progresses to the next station. If the group can't think of three words, the character is moved to the book icon, and pupils chant *Look in the book, look in the book!*, and group 1 looks up more words on page 1 of the unit. The group then progresses to the next station.
- Each group takes turns on each station. The teacher can accept the same answers once pupils start to run out of vocabulary / song lines!
- The game is complete when all the groups have reached the Finish.

DVD and DVD Activity Book (Levels 1 and 2)

An optional DVD (covering Levels 1 and 2) and an accompanying Activity Book are available to support the 'Learning through English' aspect of the course, which aims to connect English with other areas of the curriculum. The DVD provides exciting reports on cultural and educational topics, linked with the 'Learning through English' strand of the course syllabus, and featuring a distinctive interactive format. The DVD Activity Book provides activities for pupils and notes for teachers so that these components form a stand-alone easy-to-teach thinking skills course as well as offering an extension of the book material.

Course metaphor

The metaphor for this course is a toolbox or 'kit' which represents the multiple nature of language learning and teaching. In the compartments of our metaphorical box teachers find what they need to teach and children discover what they need to learn and function in English. The kit concept is represented by Mr Fixit's tool kit in the stories (this also appears on the poster and in the self-evaluation activity) and in Norton's kit box which is used in the classroom to reveal teaching materials.

Course principles

The learning objectives

The learning objectives of this course are based on fundamental educational aims. They recognize the importance of helping pupils to apply their learning and develop interpersonal and intrapersonal skills. Six threads run through the course:

- 1 Language
- 2 Strategies for learning
- 3 Learning for life
- 4 Understanding myself and others
- 5 Learning through English
- 6 Assessment

These strands are further explained below.

1 Language

Language in context

Children are likely to learn a second language more effectively if they hear and see the language used in meaningful contexts before they use it and if they are involved in enjoyable activities. In line with this approach it is hoped that the teacher will:

- make connections with the pupils' developing understanding of the world;
- use the pupils' mother tongue as a bridge to their learning of English;
- take as many opportunities as possible to speak in English;
- be aware of the potential for absorbing English when organizing and preparing activities and talking to pupils about their immediate surroundings.

In Level 1, language (initially primarily oral language) is presented and practised in a clear context through the four skills and is not analysed into its component parts. The vocabulary and structures listed in the 'Language summary' on Class Book p87 are the 'core' language from Units 1–9. This is what pupils should be able to understand and use by the end of the book. In addition to this language, pupils will also absorb language from a range of sources such as:

- the festivals and culture sections;
- language for setting up and doing activities;
- the off-page narrator's lines in stories (on the CD);
- the interaction between Norton and the teacher;
- the many classroom situations that offer opportunities for meaningful use of English.

The language focus

In level 1 the focus is on the acquisition of vocabulary and structures in the form of chunks of language, e.g. *car, It's red, Pass me ...* Pupils are encouraged to add

vocabulary to the chunks they know in order to form phrases of their own, e.g. *Pass me a (food or drink), please.*

The skills-based syllabus

Language is practised through the four skills – moving from listening and showing understanding of single words (e.g. Teacher: *Show me yellow*) to speaking and showing understanding by responding (e.g. Teacher: *Where is it?* Pupils: *It's in C4*).

Optional reading and writing

For the first three units reading and writing are optional. This allows the teacher to choose the language skills practice most suited to the pupils' ongoing general development in reading and writing. In Units 1–3 of the Activity Book the optional reading and writing activities are part of a two-stage activity. The first part of the activity is a listening task. The second part is reading / writing, which can be omitted if preferred. (The first three unit tests also contain similar optional reading / writing sections.)

The additional lesson 5a at the back of the Activity Book provides extra writing for all units including the first three.

In the Class Book all text is optional reading throughout Level 1. Text is included in the form of vocabulary labels, the story text, the speech bubbles on song pages, etc. but these are additional to the visuals which support the central listening and speaking focus.

2 Strategies for learning

Pupils need to:

- become effective and independent learners;
- develop an awareness of their own learning strategies;
- do activities to suit their diverse learning styles;
- have opportunities to reflect on how they learn best.

This course upholds these objectives by providing material to support a range of different types of intelligence:

- Linguistic: stories, teacher talk
- Musical: songs and chants
- Kinaesthetic: action games, tracing and joining activities, 'make and do' activities
- Visual: artwork, diagrams, flashcards, 'cutting and sticking', observation such as 'look and find' activities
- Mathematical: activities that call on the pupils to sequence and order items
- Natural: activities based on the natural world, including observation, categorizing, cycles
- Interpersonal: circle games, pair and group work
- Intrapersonal: personal word collection (Picture Dictionary), reflecting on and talking about own styles and abilities, target and goal setting

The course also offers a rich visual and auditory context which encourages pupils to become visually and aurally literate through:

- predicting, listening to, and reading stories;
- meeting familiar characters in pre- and post-story activities;
- interacting with the puppet;
- using visual supports (Class Book / Activity Book pictures, flashcards, PMB picture cards, the poster, and

all the visual material that individual pupils make in class).

3 Learning for life

A focus on personal, social, and health education is introduced in songs and through stories, chants, and follow-up activities.

Song topics

Unit 1 – Following instructions

Unit 2 – Supporting our friends

Unit 3 – Washing our hands before meals

Unit 4 – Sharing and playing together

Unit 5 – Cooperating and taking turns

Unit 6 – Caring for animals

Unit 7 – Exercising to keep fit

Unit 8 – Playing games and obeying rules

Unit 9 – Helping at home

Elsewhere in the course every opportunity is taken to encourage appropriate behaviour, community feeling, caring for others and developing good relationships.

4 Understanding myself and others

Cultural awareness and intercultural learning are part of language education.

It is important for children to:

- develop an awareness of the people around them;
- learn about people who live in other countries;
- understand and reflect on the differences and similarities between their own and other cultures.

The intercultural learning objectives are based on pupils' immediate experiences, and include:

learning about celebrations around the world and comparing them to their own

- Peace Day, Christmas, Mother's Day (see pp75–77 of the Class Book)

becoming aware of children's lives in other countries

- 'Children around the world' (see pp78–83 of the Class Book)

These sections include topics which allow for comparison: family, food, toys, pets, and clothes.

5 Learning through English

This key element of the course links directly to subjects such as Maths, Science, Art, and PSHE (Personal, Social, and Health Education).

All nine units contain a specific section which aims to connect with a subject topic and act as a starting point for teachers who wish to explore it further with their classes.

This section includes:

- new vocabulary;
- listening and reading activities which develop the pupils' understanding of the subject and practise subject-specific skills;
- a practical activity which allows pupils to become personally involved in the topic (e.g. a cut-out);
- a photocopiable worksheet for teachers who wish to pursue the topic further (this is the extra optional lesson 8a).

In this section the focus is as much on the content as the language used to convey it.

Content topics

Unit 1 – Maths / Shapes

Unit 2 – Art / People

Unit 3 – Science / Food and drink (sugar content)

Unit 4 – Science and Technology / Materials

Unit 5 – Maths / Block graphs

Unit 6 – Science / Baby animals

Unit 7 – PSHE / Growing up

Unit 8 – Art / Weather

Unit 9 – Maths and Geography / Map co-ordinates

At this stage in children's learning, many of the class teacher's and the English teacher's objectives may coincide. The course will assist development in many of these areas and complement the work done in other subject areas, e.g. developing sound / letter recognition which is supported by activities from Lesson 9 in any unit. The optional DVD and accompanying Activity Book (see page 10 and page 20) can be used to support these lessons and really bring the subject to life.

6 Assessment

Three lessons in every unit have specific sections that are part of ongoing assessment (see the notes on the Fixit Game poster on pages 9–10). These aim to:

- raise pupils' awareness of their own potential (Lesson 1);
- help pupils understand the purpose and aim of the lessons and their own learning (Lesson 6);
- increase their feelings of achievement (Lesson 10).

There is a very simple self-assessment activity in Lesson 10 (in the Activity Book). The focus is on joining in and making an effort to do an activity, not on 'how well' the pupils do.

To support teacher observation and to help teachers chart what pupils can do there are **two photocopiable record cards** (see pages 180 and 181) which can be used to keep a continuous record of pupils' attitudes and behaviour, and a unit-by-unit record of their achievements in reaching linguistic objectives. The criteria listed on the record card for attitudes and behaviour are suggestions and there are some spaces for adding your own specific assessment criteria.

The **Test section** in this Teacher's Book includes flexible test material that reflects the objectives of the course. It contains nine end-of-unit tests that review what pupils have done in each unit and three end-of-term tests (parallel tests A and B) that can be used after Units 3, 6, and 9.

Teaching and learning a new language

Children learn a new language when they have sufficient exposure to it and they experience the new language in meaningful situations which engage their attention. They need to see that English is a normal means of communication, like their own language, and they will begin to use it when they can.

Exposure

The main task for a teacher of English is to provide learners with a lot of exposure to the language by talking about what pupils can see and understand. Whatever you say in English has to be understandable for the pupils by:

- building on routines they already know;
- giving instructions to them in simple English;
- using gesture and body language;
- modelling what they are going to do.

When pupils see that you enjoy speaking and reading in English and that you encourage and praise their efforts they will develop confidence and be motivated to do the same. There are many situations in class when we have opportunities to vary what we say and increase pupils' exposure. Some suggestions arising from basic classroom situations are given in the language grid on pages 21–22 of this Teacher's Book.

Mother tongue

Mother tongue (L1) plays a very important role in the language learning process. Children need:

- to be understood;
- to be able to respond freely and naturally in their mother tongue.

It will be a long time before they can do this in English (L2). When they respond in their mother tongue they are showing their understanding and this should be acknowledged. The teacher can:

- respond in English while making the meaning clear to the pupils;
- 'recast' (what the child has said) in English (see below).

Recasting is a very useful technique to develop and you can start by recasting single words and short phrases into English. In this way the mother tongue can be used as a bridge to learning English. Recasting shows pupils that they are understood and that all languages have the same communicative function. Throughout the lesson notes opportunities for recasting have been mentioned. When recasting, use gesture and mime to support your meaning, e.g. *Yes, it's big!* (open your arms wide).

The abbreviations L1 and L2 stand for 'first language' and 'second language' and are sometimes used in the teaching notes to refer to the pupils' mother tongue (L1) and English (L2).

Course structure

There are nine main units. Each unit is made up of ten core lessons and two optional lessons (for teachers with more time). The lessons are split between the Class Book, Activity Book, and Photocopy Masters Book. Activities consist of presentation, practice, and practical activities to give pupils the variety of activity types they need to keep them engaged.

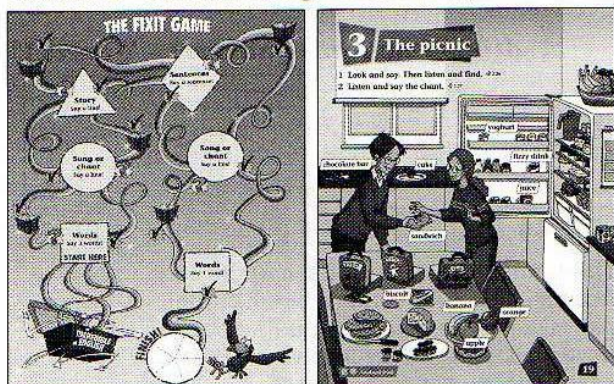
In addition to the nine main units, there is a Festivals section comprising four lessons, and a Culture section ('Children around the world') comprising three mini-units (two lessons per unit).

The core material provides approximately 100 hours of material for the year. Teachers with more teaching time than this may choose to teach the optional lessons 5a (extra writing practice) and 8a (extension of the 'Learning through English' topic), which, together with the tests, provide a total of approximately 30 extra teaching hours.

Unit structure

Each unit in level 1 follows the same sequence, which make it easier for both the pupils and the teacher to use the book (see the grid on page 17 for an overview of the unit structure and the components used in each lesson).

Lesson 1 – Introducing vocabulary



The Fixit Game poster

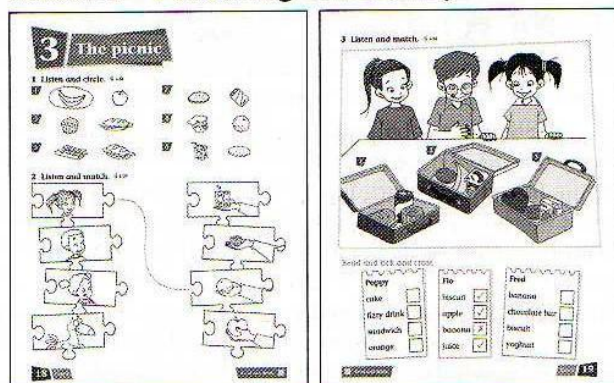
Class Book page 19

This lesson introduces the topic and the first set of new vocabulary.

At the start of this lesson the Fixit Game poster is used to give pupils an overview of what they are going to learn in the unit. Pupils look through the unit in their Class Books and the teacher quickly writes the topics and activities they will be doing on the board, relating to the relevant sections of the Fixit Game poster (which pupils will use again in Lessons 6 and 10).

The new vocabulary is first presented by the teacher (with Norton's help) using the flashcards. The unit-opener page in the Class Book is then used to introduce the new vocabulary in context, via a listening activity. The unit-opener picture always links with the story, but is not part of it. There then follows a chant, rhyme, or song focusing on the new vocabulary.

Lesson 2 – Practising vocabulary



Activity Book pages 18 and 19

This lesson provides:

- an opportunity to review the new vocabulary through active involvement;
- two listening activities to establish good pronunciation and recognition.

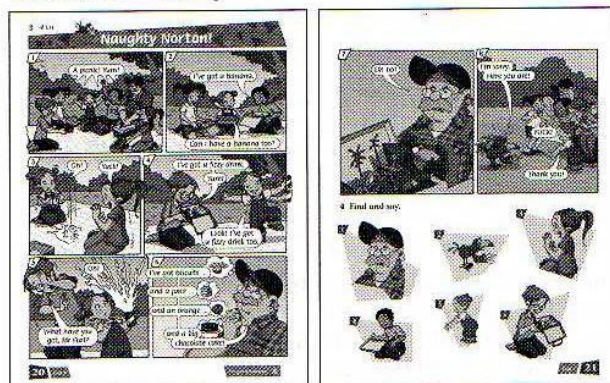
Good listening

Pupils often need to develop useful classroom habits such as 'good listening', which will remain with them throughout their education. Through discussion you can

decide what 'good listening' means to your class, e.g. looking at the speaker, being quiet, thinking about what you hear.

You could also use an attention signal such as an instrument (e.g. a triangle or a bell) or a countdown chant. Teach the pupils some actions that they can do when they hear the instrument or say the chant. They could have a list of actions to follow, e.g. *Count down from five – face the board – clap your hands twice – don't speak!* It's important to end with an action that has pupils ready to start the new activity. So for listening you could make a silent sign, e.g. putting your finger over your lips.

Lesson 3 – Story



Class Book pages 20 and 21

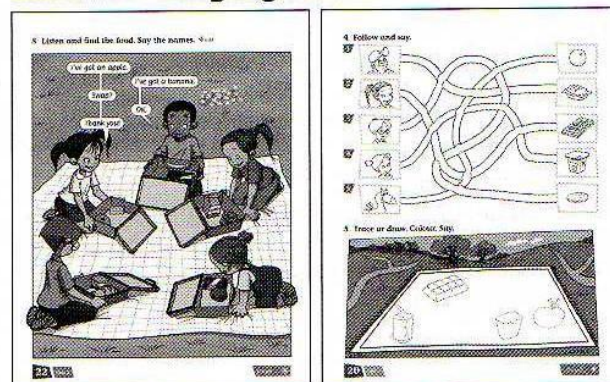
This is the story lesson. The pupils will:

- look at the story pictures and predict the storyline;
- listen to the story and follow it in their Class Books;
- meet a new language structure;
- learn a short rhyme, chant, or refrain that they can join in with when retelling the story.

This is one of the key opportunities for extending teacher talk in English. As the pupils talk about their interpretation of the story in their mother tongue (L1) you can provide the language learning support they need by 'recasting' (repeating the main point of) what they say in their mother tongue in English (L2).

After listening to the story there is an activity which is based on reviewing parts of the story, and encourages visual literacy and role play.

Lesson 4 – Language focus



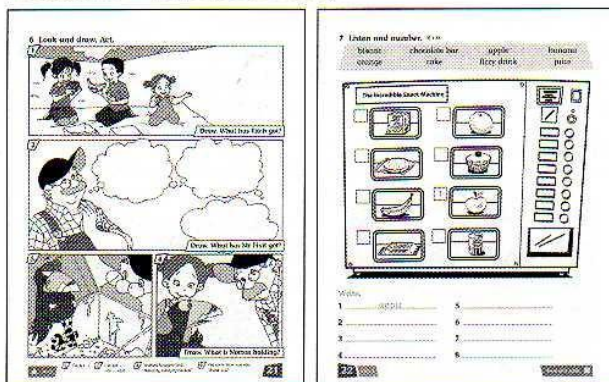
Class Book page 22

Activity Book page 20

This lesson gives the pupils the opportunity to practise the language point that was introduced in the story. In the early units the pupils are listening and doing, i.e. simply responding to this language. In later units the

pupils sometimes practise a dialogue from the story. The dialogue is practised as a whole-class activity then in pair work. The pupils can then use the language of the dialogue to make a meaningful personal connection, e.g. a personal choice or opinion or judgement.

Lesson 5 – Parallel story



Activity Book pages 21 and 22

The focus of this lesson is on the retelling of the story using the Story Frames Book, and the creation of a parallel alternative story. Using the Story Frames Book allows you to retell the story in a different way, e.g. with the pupils sitting in a semi-circle away from their desks. As you retell the story, encourage the pupils to tell you:

- what they know and remember;
- who and what they see in each picture;
- what the characters say.

Use cues and prompts as well as questions to encourage the pupils to join in: *So, Flo jumps on the ...* (pause, and look to the pupils for a response) *Yes, the trampoline.* Prompting and pausing as you wait for a missing word or phrase gives pupils the opportunity to recall from their listening to the story.

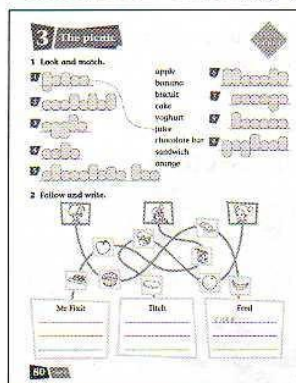
When pupils are engaged in a story they naturally want to comment. Be ready to 'recast' (i.e. use English to repeat the main point of) words or chunks of language that the pupils contribute in their mother tongue (L1). This shows that their interest and participation is valued.

When the pupils have finished retelling the original story they are asked to create their own parallel alternative story. This story is based on the original but allows pupils to create their own alternative version. They can:

- be 'a character' in the story;
- add extra elements;
- change some elements.

The pupils are then encouraged to act out their story in groups. This strong personal involvement in a story means that the pupils are engaged meaningfully in the language they are using.

Lesson 5a – Writing (optional lesson)



Activity Book page 80

This is an optional extra lesson at the back of the Activity Book. It is mainly a writing lesson where the pupils are asked to copy words and phrases that they have used. This usually involves reading so that pupils:

- know the meaning and sound of a word before they write it;
- are encouraged to make connections between familiar sounds and the written words or phrases.

Before writing the pupils usually do activities that will help them associate letters and words with visual patterns, e.g. matching word shapes.

Lesson 6 – Learning for life (song)



Class Book page 23

Activity Book page 23

Lesson 6 is the mid-unit reassessment point and the 'Learning for life' lesson.

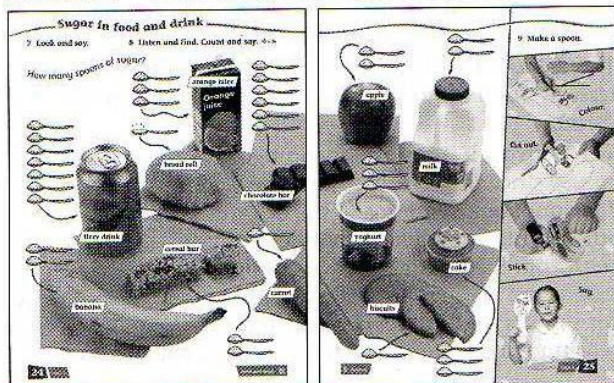
At the beginning of this lesson in each unit pupils are given the opportunity (via the poster) to look back over what they have learnt, and look forward to what is to come.

This mid-unit review offers the opportunity for revision in different and meaningful ways, e.g. categorizing vocabulary pupils are now familiar with under different headings. Categorizing vocabulary into different sub-divisions, and illustrating these with flashcard or text card groupings on the board, taps into different learning styles (e.g. visual / mathematical learning) and can help pupils to use different strategies for remembering vocabulary.

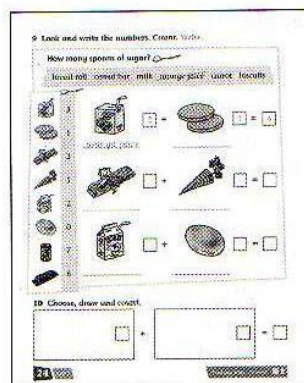
Throughout the nine units the 'Learning for life' section extends the main unit topics dealing with civic education and personal and social development (see the song topic list on page 11 for the areas this lesson covers).

Because of the topic extension this lesson often includes language that is not the main focus of the unit. This is another opportunity for the mother tongue to act as a bridge for pupils as they talk about the topics of these lessons. Pupils always learn an action song that sums up the message of the lesson. The final activity in this lesson (in the Activity Book) aims to be cognitively challenging and contains a puzzle element to make pupils think.

Lesson 7 – Learning through English



Class Book pages 24 and 25



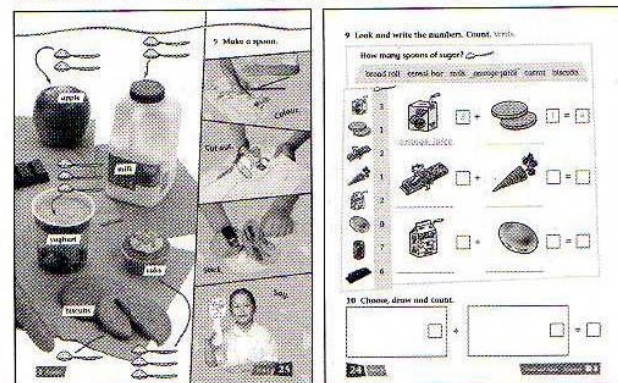
Activity Book page 24

This lesson introduces the 'Learning through English' topic and the second related set of new vocabulary. The content introduced in this lesson relates to the unit topic. The new vocabulary is a smaller set of words and like the first set it can be introduced with flashcards.

Photos or paintings are used to connect with the previous material and vocabulary, and to introduce the new extended vocabulary in context.

This lesson offers opportunities for content discussion beyond the language level of the unit.

Lesson 8 – Learning through English

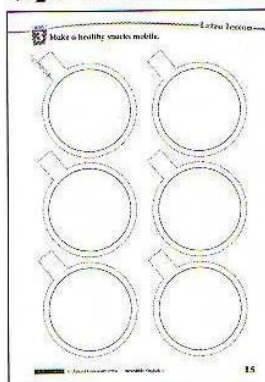


Class Book page 25

Activity Book page 24

This lesson continues the 'Learning through English' topic. It starts with discussion and recall of the last lesson, but the main focus of this lesson is the 'make' activity (PMB cut-out) that is linked to the content topic. This activity is always supported by photos of children making the same item in the Class Book, so the pupils in your class can see children like them doing the same thing and work through the stages step by step. The end product of this 'make' activity is very suitable material for pupils' portfolios if portfolio assessment is part of your class plan.

Lesson 8a – Learning through English (optional extension lesson)



PMB page 15

Like Lesson 5a this is an optional additional lesson, although it is provided in the Photocopy Masters Book rather than at the back of the Activity Book.

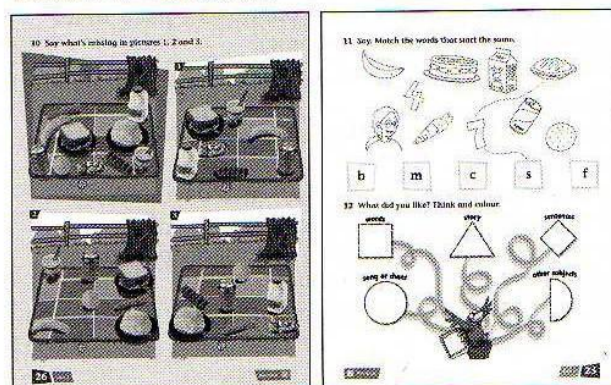
It is an extension of the 'Learning through English' lessons and offers the opportunity to:

- further develop the content and language the pupils are now familiar with;
- encourage collaboration and display for learning.

Displaying pupils' work aids recall and motivates pupils to further achievement.

This lesson looks for active involvement through exploration, completion of a task, or making something. It may include some additional new vocabulary.

Lesson 9 – Revision



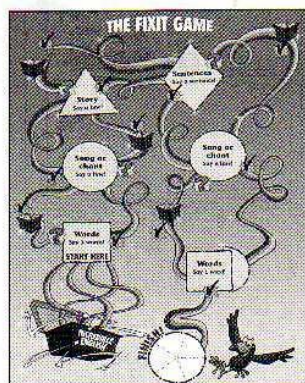
Class Book page 26

Activity Book page 25





This is the first of the two revision lessons drawing on all the vocabulary in the unit. There is always a focus on pronunciation of initial sounds and activities that ask pupils to look for differences or matching pairs.





- a starting point for pupils' awareness of the sound and spelling patterns in English;
- firmly based on language pupils are familiar with from the work done in each unit.






Lesson 10 – Review and self-evaluation






11 Say. Match the words that start the same.




   



    

12 What do you like? Think and colour.

easy or hard *story* *autumn*
when unhappy

  25

orange

apple

juice

lemon

fizzy drink

banana

yoghurt

chocolate bar

sugar

carrot

milk

potato

bread roll

3 The Picture

Read, find and stick.

36

- return to the visible reminder of what they did in this unit – the poster;
- recall together what was in the unit (through discussion and a game played with the poster – see page 10 for further details of the Fixit Game).

- are asked for their opinions about their own participation;
- can express their feelings about their own work.

Pupils also work on their Picture Dictionary in this lesson (see page 7).

- One lesson for Peace Day (the United Nations' designated date for this celebration is 21st September, although some countries celebrate it on a different day – you can choose whether to cover this material in September, or at the time of your country's Peace Day if this is different);
- Two lessons on the celebration of Christmas;
- One lesson for Mother's Day which is traditionally celebrated on the 4th Sunday of Lent.

The festivals lessons are integrated with the rest of the course since they feature the central story characters. The language demands of the activities are based on what pupils are already familiar with. In addition to recycling, these four lessons offer opportunities for extension, e.g. the Peace Day activities recycle language for colours and numbers but also extend pupils' learning about primary and secondary colours.

- focus on the lives of four children from Australia, Mexico, Malaysia, and Canada;
- deal with topics your class will already know from their main lessons (me, my family, food, toys, animals as pets, and clothes);
- have been structured to allow pupils to recycle the language they will have covered in the main units.

- demand natural recycling of the vocabulary and language that the pupils are already familiar with;
- are personalized, as pupils are asked to make a 'Personal album' (see PMB pp43–47).

To make these pages pupils ideally need to bring in appropriate photos / pictures from magazines before the lessons. A note with a list could be sent to parents asking for their help with photos. Alternatively pupils could draw pictures at home or in class.

Unit structure overview

Lesson	Focus	Description	CB	AB	Other materials
1	Introducing vocabulary	<ul style="list-style-type: none"> Presenting new core vocabulary for this unit's topic 	Page 1 of unit: Vocabulary presentation page		Poster (unit overview)
2	Practising vocabulary	<ul style="list-style-type: none"> Practising the core vocabulary from Lesson 1 		Pages 1 and 2 of unit: Three activities practising the core vocabulary, including reading (optional up to Unit 4)	Children's PMB picture / word cards (sometimes used in Lesson 1 rather than Lesson 2)
3	Story	<ul style="list-style-type: none"> Listening to and working with the story 	Pages 2 and 3 of unit: Story		
4	Language focus	<ul style="list-style-type: none"> Practising the structure introduced in the story 	Page 4 of unit: Practice of new structure	Page 3 of unit: Practice of new structure	
5	Parallel story	<ul style="list-style-type: none"> Making the story language 'their own' Writing core vocabulary 		Page 4 of unit: Parallel story Page 5 of unit: Writing activity (for Unit 1, optional reading activity)	Story Frames Book
5a	Writing (optional)	<ul style="list-style-type: none"> Writing core vocabulary (extra practice) 		Pages 78–86 (one page per unit): Optional extra writing practice	
6	Learning for life	<ul style="list-style-type: none"> Personal, social and health education 	Page 5 of unit: Song (with the PSHE message)	Page 6 of unit: Song activity	Poster (mid-unit review)
7	Learning through English	<ul style="list-style-type: none"> Introducing a related vocabulary set, linked to another curriculum area 	Pages 6 and 7 of unit: Presentation of new vocabulary	Page 7 of unit: Practice of new vocabulary (first activity)	Children's PMB picture / word cards (new vocabulary set)
8	Learning through English	<ul style="list-style-type: none"> 'Make' activity 	Page 7 of unit: Model of how to make the item	Page 7 of unit: Practice of new vocabulary (second activity)	PMB Photocopiable sheet for the 'Make' activity
8a	Learning through English (optional)	<ul style="list-style-type: none"> Extension of the 'Learning through English' topic 			PMB Photocopiable sheet for extension work
9	Revision	<ul style="list-style-type: none"> Pronunciation focus Revising language from the unit or previous units 	Page 8 of unit: Revision activity	Page 8 of unit: Revision / pronunciation focus (initial sounds)	
10	Review	<ul style="list-style-type: none"> Reviewing the unit Making the Picture Dictionary 		Page 8 of unit: Self-evaluation activity	Poster (end-of unit review and game)

Activities and games

The following activities and games are suggested in the lesson notes. As with all material it is up to you to choose what best suits your teaching situation. These games all have a linguistic focus but are also active and enjoyable. Some of the games mention *Total Physical Response* (TPR) which is deservedly popular. At its simplest TPR looks for a response from the child that shows an understanding of language and as such is of constant use in the classroom. Some of the activities require the flashcards to be turned over so that the image is hidden. The flashcards in this course are double-sided, and so it is recommended that when you start to work with a new flashcard set, you temporarily cover the back of each card with paper (e.g. using a reusable adhesive such as Blu-Tack) to hide the other image on the reverse. Alternatively you can slot the flashcards into A5 plastic wallets with paper or cardboard at the back to hide the image you are not using.

Introducing new vocabulary

There can be up to 10 words in the first lesson of a unit. Many teachers have a routine when using flashcards to introduce new vocabulary. For example you could:

- show the pupils two or three flashcards and say what each one is;
- continue to show them new flashcards in groups of two or three;
- repeat earlier words as you continue to show them new words (this will help them remember all the words);
- give the flashcards to 10 pupils (use different pupils each time you do this);
- ask the pupils to help you put the 10 flashcards on the board;
- call out different words and ask the whole class to point to the cards (every time you say and identify a new word the meaning becomes more established and the pupils absorb more pronunciation);
- ask pupils to point and repeat the words.

True or not true? (TPR)

This is a useful early activity when new vocabulary has just been introduced. It helps remind pupils of the vocabulary and focuses on listening, understanding and responding.

You can use a set of flashcards and text cards or realia that the pupils are familiar with.

Explain that you are going to:

- hold up each card / real item so that they can see;
- call out all the vocabulary they are working on.

When they hear you say the word that matches what is on the flashcard they can respond by:

- doing an agreed action, e.g. standing up / putting up their hands / clapping once;
- saying an agreed word, e.g. Yes;
- repeating the name of the item on the card.

Norton says ... (TPR)

This is the same as the traditional game 'Simon says' but using Norton as the key word. The pupils can stand up or sit down. Explain that they:

- have to listen very carefully;
- have to do the movements;
- should only move when you say *Norton says*

If you don't say *Norton says* ..., they must keep still.

As young children often move, it's a good idea to let them stay in the group and continue to do the actions saying something like *Never mind ... Just try again*. The aim is not to exclude pupils from the activity. Norton is too kind-hearted to put anyone out of a game!

When you are calling out the instructions you could hold Norton close to your ear so that he seems to be telling you what to say.

Uncovering a card

Explain to the pupils that they are going to see parts of a picture and should guess what it is using all the visual clues as support.

- Hold a piece of plain card in front of the flashcard.
- Slowly drag the paper covering down / up so that the picture appears bit by bit.

OR

- Cut a hole / several holes in a piece of plain card.
- Put this perforated paper in front of the flashcard and move it around so that the pupils can see small parts of the picture underneath.

Reversing cards

- Code the backs of flashcards or text cards using coloured dots or numbers.
- Turn the cards around.
- Put them in a line where the pupils can see them.
- Check if the pupils can remember the identity of the card by the colour or the number.

Flashing a card

- Hold the flashcard or text card facing you so that the pupils cannot see it.
- Flash / turn the card quickly so that the pupils see it for a second.
- The first person to put up their hand tells you what they think was on the card.

Pronunciation circle

This is a repetition activity using single words or phrases.

- Ask the pupils to stand in a big circle or stay in their places.
- Hold up the first flashcard and say what it is: *a car*.
- Pass the flashcard to the first child in the circle or in the first line.
- He / she passes on the flashcard saying *a car* to the next child who has to say the same word as he / she passes the card to the next child.
- Everyone in the circle has to repeat the word / phrase when they get the flashcard.
- When a flashcard has gone around three or four learners give the first child another flashcard and so on until all the flashcards are moving around the circle or down the lines.
- When the first flashcard comes around the circle or reaches the end of the lines, hold it until the last card has been given out.
- Repeat the activity with all the flashcards again but change the order.
- Encourage the pupils to do this activity slowly until they feel confident.

A very long sentence

- Use flashcards the pupils are familiar with.
- Give each child a flashcard and ask them to stand in a line.

- Use a starting phrase that the pupils know, e.g. *I've got ...*
- Help the first child say *I've got ...* (whatever is on his / her card), e.g. *I've got a teddy*.
- The second child then says *I've got* (what is on the first pupil's card) *and* (what is on his / her card...), e.g. *I've got a teddy and a bike*.
- Continue in this way until everyone has added what he or she has got.

Memory

This simple game (known traditionally as 'Pairs') is one of the most enjoyable language games.

- Use one or two sets of flashcards and matching text cards.
- Pupils can work in pairs or small groups.
- Put the cards back to front on the board or face down on the floor, ensuring the flashcards and text cards are clearly separate.
- The pupils can stand around the board or in a circle with floor space in the middle.
- One child from each small group or pair takes a turn to turn over any two cards.
- If the flashcard and the text card match they keep the two matching cards.
- If they don't match they are turned over again and left in place.
- Continue until all the cards have been matched.
- The pupils can then display their pairs and say what they are.

Whispers

- Use some of the pupils' picture and word cards that they are already familiar with (or you can use flashcards and text cards).
- You need to have a matching picture card and a word card for each child in the class.
- Make lines with at least three pupils in each line.
- Put a set of picture cards in a pile on a table or on the floor in front of each line.
- Put the matching set of word cards on a table or on the floor behind the lines.
- The first person in each line picks up the first picture card in their set.
- Then he / she puts it back on the table or floor and whispers the word / phrase to the next person in the line.
- Each child whispers the description to the next person until the last person in the line hears it.
- The last person in each line has to look at the word cards laid out on the table or floor to find the word that matches what he / she heard.
- This last child then brings this word card to the front and puts it beside its matching picture card.
- This child stays at the front and takes the next picture card and the whole process begins again.

Variations: As there are several sets of the same picture and word cards in each unit you could play this by matching pictures to pictures or words to words.

Pass the ball

- Ask the pupils to make a big circle.
- Play some music.
- Pass around a ball.

- When the music stops the child with the ball has to choose a flashcard (e.g. from a fan held in your hand so that the pupils cannot see the pictures) and say what it is.
- If any pupils are worried about doing this, let the child who has the ball ask the rest of the class to say what is on the flashcard.

What's missing? / Who's missing?

- Use flashcards or text cards (or both) that pupils are familiar with.
- Ask the pupils to get into groups.
- Put a number of flashcards or text cards on the board.
- Tell the pupils to turn around and close their eyes!
- Remove one card.
- When the pupils turn around they can put up their hands if they know what is missing.
- Let them work in groups so that they can all take turns at answering.
- When they are very familiar with the activity let different pupils take turns to remove a card.
- This game can also be played in pairs using the pupils' PMB picture and word cards.

Three in a row!

This is a game for pupils to play with their PMB picture and word cards.

You can use a single vocabulary set providing you have nine cards or you can mix the sets from other units. Play the game once on the board so that all the pupils see what they have to do.

Use either the picture cards or the word cards.

Ask the pupils to:

- put their cards in any order in a square 3 cards by 3 cards;
- listen to Norton calling out the cards;
- turn each card upside down as they hear it.

When they have a row of cards turned upside down they call out *Three in row!*

Continue calling out until all the cards are upside down. When they are confident let different pupils call out different cards.

Active Bingo

You can play this game using the PMB picture / word cards or extra picture / word cards made by the pupils (to allow for vocabulary extension).

If you are using the pupils' own material then you will need to make a note of the words on the cards.

- Divide the class into two or three groups.
- Let the groups stand up in a line.
- Give each child a picture card or a word card.
- Call out the words you have in your list.
- When a child hears his / her word he / she can sit down.
- When the entire group is sitting they can shout *Bingo!*

Snap – whole class

This game is a variation on conventional *Snap* adapted to suit vocabulary work in the classroom.

Use the PMB picture or word cards and the matching class flashcards or text cards to play classroom *Snap*.

It is usually played with the teacher and the class but Norton can also stand in for the teacher.

- Ask the pupils to choose any five of their PMB picture cards or word cards from a particular vocabulary set, e.g. *Choose five clothes picture cards*.
- Tell the pupils to turn the five cards upside down on their desk.
- Let Norton use all the flashcards or text cards in the set. Norton should take a card out of the kit and call out what is on his card, e.g. *a hat*.
- The pupils should then turn over any card they like.
- If the card is the same they say *Snap!*, show the card and say the word, e.g. *a hat*. They can then leave this card turned up.
- If the card is not the same they have to turn it upside down again.
- As pupils finish and have their five cards turned up they can stand up.
- Norton should keep taking out cards from the kit until a certain number of pupils (e.g. five) have all the cards turned up.
- When this happens the pupils that are standing all shout *Snap Norton!*

This game is based on chance so it is not a question of skill. It is more enjoyable if the game is played quickly and more pupils have a chance to be 'winners'.

Snap – pairs

When pupils are playing in pairs they should play conventional *Snap*.

Each child should:

- arrange a pile of their PMB picture or word cards upside down on their desk or table;
- turn over one card at a time from their own pile;
- say *Snap* and the word when two cards match: *Snap – a rabbit!*

The child who says this first can take all the cards which have been turned over so far.

The child who has all the cards at the end wins!

I hear with my little ear ...

This game is very similar to the game *I spy with my little eye ...* except that the pupils should say the *sound* at the beginning of the word rather than the letter.

- Use vocabulary the pupils are familiar with in their classroom or from the Class Book.
- Let pupils work together in pairs or small groups.
- The pair or group should choose something they can see in the classroom or on a page in their Class Book, their Picture Dictionaries, or on their PMB picture cards.
- They think of the name in English and say the sound at the beginning of the word.
- If you like you can teach pupils the rhyme *I hear with my little ear something beginning with (sound)*.
- Encourage the pupils to check with you if they find it difficult to think of words.
- The rest of the class has to listen carefully and guess what the word is. They put up their hands to answer.
- The first child to guess the word correctly chooses the next word with their partner(s).

Multimedia extension

Learning other subjects through English

The course includes an optional multimedia component (interactive DVD and accompanying Activity Book) to support the 'Learning through English' strand of the syllabus. There is one DVD per two levels. The DVD aims to support teachers who wish to extend the range of teaching materials, and give their pupils exposure to live action and dialogue, in an interactive format. The Activity Book contains creative and practical activities, linked with the content of the DVD, as well as full teaching notes.

DVD 1 & 2 is divided into eight sections: Art 1 and 2, Maths 1 and 2, Science 1 and 2, Geography, and Music. The table below shows how these sections connect with the topic areas of Levels 1 and 2 of the course, and gives a brief summary of contents:

Section	Content	Task	Topic area link
Art 1	Footage of Sydney	Completing a collage picture of Sydney	Level 1, Unit 1 (Colours and shapes) Level 1, Unit 8 (The weather)
Maths 1	Footage of family garden party, focusing on hair colour	Making a block graph	Level 1, Units 2 and 5 (Family, and Descriptions of people)
Science 1	A report on an organic farm	Finding out how cheese is made	Level 1, Unit 3 (Food) Level 2, Unit 6 (Food)
Geography	A report on a local town	Matching places with grid references	Level 1, Unit 9 (Places in a town / Using grid references)
Art 2	Footage of wild animals	Drawing and colouring animals and sticking them on a world map	Level 2, Unit 4 (Wild animals)
Maths 2	Footage of family garden party, focusing on children's toys	Making Venn diagrams	Level 2, Unit 3 (Toys)
Science 2	A report on an organic farm (continued)	Finding out where the food from a packed lunch comes from	Level 2, Unit 6 (Food)
Music	A report on a music school	Matching sounds and instruments	Level 2, Unit 7 (Musical instruments)

Classroom language

Giving instructions for moving around and helping in class	
Okay everybody, ... Now everyone, ...	stand up, please. come out here to the front, please. come and stand around the board. move a bit further apart. step back a bit, please ... that's good!
I want you to ...	make a circle. make (four) lines of five. stand in a line here. stand next to your desks / tables. move forward a bit. turn around and not look at the board. look carefully and tell me what's missing. go back to your places.
(name / names) Can you ... (name / names) Would you ...	move over here? hold this flashcard? put this text card next to the flashcard? pass Norton the card? give out the photocopies? collect the word cards / picture cards / Personal albums?
I need ... Can I have ...	four helpers, please. nine children to hold the flashcards.
Who'd like to ...	help? put away the cards? give out the sheets of paper?
Let's ...	clear everything up nicely. pick up all the papers.

Saying what you are going to do	
Norton's going to ...	take out the book. show us the picture. hold the flashcards. find the photocopies.
In this unit we're going to ...	listen to a story. play some games. make a weather mobile. talk about taking care of animals. get to know some names. learn a rhyme / chant.
Today we're going to ...	see what's in the kit. look at our poster. do some colouring / drawing / painting. listen and colour. listen and identify.
Now we're going to ... Let's ...	sing a song. play a game. draw a puppet. listen carefully. draw a circle around the picture. practise 'good listening'.

Showing pupils how to do something	
We'll ... We can ...	start like this. do it like this.
Let's do some together first so you'll see ... Norton's going to show you ...	what I mean. how to do it. how to do it.
This is ... Here's ...	one I made. what it looks like when it's finished. how you do it.
Watch carefully ...	then you can try. and try to do it the same way.

Setting up pairs and groups	
Are you ready? You're going to do this ...	in pairs / in twos. in threes / in small groups. in groups of three / four.
Here are two pictures, but ...	don't colour them now. don't show them to anyone else.
We're going to ...	play this together. divide the class in two. make four groups.
You can look at them ... You can practise it ...	now. together.

Encouraging good work / behaviour	
Well done (name), ... That's very good (name), ... Excellent (name), ... That's ...	you're really good at this. that's / it's a lovely picture. you've done a really good job. very nice / lovely! / wonderful! / fantastic! / really good!
Quiet everyone now, ...	settle down. calm down.
(name / s), could you ...	sit down like the others, please? do it the way we practised?
Okay, ...	let's practise 'good listening'. does everyone remember how to prepare ...? let's listen ... lots of hands up ... That's very good. everyone is sitting down ... That's excellent.
That was really good, now ...	let's do it again. do the actions. sing it again and do the actions at the same time.

Asking for recall of words, phrases, activities	
Now, who can ...	show me the kitten? tell me what this is?
Let's see. Can you remember ...	what Titch says? what's in Mr Fixit's kit? what comes next?
What's ...	this? his favourite (food)?
Can you ...	do the actions and sing the song? see Flo climbing the tree? find the yoghurt? count the oranges? say all the names? help me tell the story? remember six things?

Ending an activity / a lesson	
Okay, ...	we're going to stop now. that's all for now. just one more time before we finish. just one more time – and that's it.
Now let's ...	pick up all our things. put the flashcards in the kit. leave the Picture Dictionaries over here.
We've no time ...	now. for anything else. today but we'll do it tomorrow.
That's all ...	you can do now. for today.
We'll do ...	more tomorrow. it again on Monday. it first thing tomorrow.

1

Hello, Mr Fixit!

Lesson 1

■ = Words ● = Song / chant

Introducing vocabulary



CB page 3



AB page 2

Objectives

- Look at what is to come in the unit
- Get to know the characters
- Become familiar with greetings
- Join in a chant

Core language

Hello / Goodbye / Bye

Characters' names: Norton, Flo, Fred, Bing, Poppy, Titch, Mr Fixit

Other language

Open ...; kit; today; Find ...; It's me; Sorry!; Stand up; OK!; Now let me hear you say ...; I'm ...

Materials

Norton puppet; Fixit Game poster; Norton's kit box; Character flashcards (Flo, Fred, Bing, Poppy, Titch, Mr Fixit, Norton); CD 1

Welcome

- Use the Norton puppet to greet the pupils: *Hello! I'm Norton! Hello, everybody!*
- Greet individual pupils: *Hello, (name)!*
- Encourage the pupils to reply *Hello, Norton!*

Unit overview

- Put up the Fixit Game poster where pupils can see it.
- Ask the pupils to take out their Class Books and look through Unit 1. Ask them where they can see Norton. Ask them to tell you which pages they like best, and what activities they think they will be doing: *Yes, we're going to listen to a story, we're going to learn a song, and we're going to talk about colours, numbers, and shapes ...*
- As you talk, quickly write the different topics and activities on the board, relating them to the sections on the poster:
Words – colours and numbers
Chant – *Stand up, Fred!*
Story – *I'm Titch!*
Sentences – *What's your name?; I'm ...; My favourite colour is ...*
Song – *Listen children, stand up now*
Words – shapes

- Tell the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Look in the kit see p9

- Hold up the kit box. Explain that it is Norton's kit box and that you are going to look in the kit at the beginning of each lesson, to find what games and fun activities the class will be doing in that lesson. Ask the pupils if they can guess what might be in there today.
- Say *Open the kit! Open the kit! What's in the kit today?*
- Repeat this, and encourage the pupils to say it with you.
- Open the kit box and take out the character flashcards and the CD. Use Norton to help you.
- Tell the pupils what they are going to be doing in this lesson, as you hold up the items: *Today, we're going to meet the characters, and we're going to say a chant.*

Teaching tip

The kit box is contained in the Teacher's Resource Pack. When made up into a box, it can be kept in the classroom and will contain the smaller teaching items used in each lesson, such as the flashcards, text cards, CDs, PMB picture / word cards, other PMB pages (these may be folded in two), scissors and glue, and examples of completed 'make' activities. These are the items which Norton helps the teacher with in the lesson (particularly the flashcards and text cards). The aim of using the kit box at the start of each lesson is to make pupils aware of their learning (e.g. if they see new flashcards, they know they will be learning new words). NB/ As well as Norton's kit items, you will also need to present the Activity Book, Class Book, and Story Frames Book in certain lessons. In addition to being used at the start of the lesson, the kit may be used later in activities, e.g. as a container for flashcards during games.

Introduce the new characters

- Use Norton to help you introduce the characters using the flashcards (see p18).
- Ask pupils to point and repeat the names.
- Play a flashcard game to practise the names, e.g. *Uncovering a card (p18): Who's this? Is it (Flo)? No. Is it (Bing)? No, it's (Titch).*

CB p3 Activity 1 Look and say. Then listen and find.

- Talk about the picture of the school hall with the class. Who can they see? Where are they?
- Acknowledge the pupils' comments and be prepared to 'recast' them (see the note on the next page) in English: *Yes, they're at school. Here's the teacher.*
- Explain that it's the first day of term and the characters are arriving at school with their parents.
- Ask the pupils to find each character in the picture and say their name.
- Tell the pupils to listen to the CD and find the characters who are speaking.
- Play the CD, pausing after each dialogue to summarize: *So, Flo says 'Hello' to her teacher.*
- Explain that *Bye* is a short way of saying *Goodbye*.

1.1

Presenter: Find Flo.
 Teacher: Hello Flo!
 Flo: Hello!

Presenter: Find Poppy.
 Poppy: Bye, Mum.
 Poppy's Mum: Bye, Poppy.
 Poppy: Goodbye, Dad.
 Poppy's Dad: Goodbye.

Presenter: Find Fred and Mr Fixit.
 Fred: Hello, Mr Fixit.
 Mr Fixit: Who's that?
 Fred: It's me, Fred.
 Mr Fixit: Oh, Fred! Hello, Fred!

Presenter: Find Titch.
 Flo's Dad: Oh, Titch!
 Titch: Sorry, Dad!

Presenter: Find Norton.
 Norton: Squawk!

Presenter: Find Bing.
 Bing's parents: Goodbye, Bing.
 Bing: Bye, Mum. Bye, Dad.

Teaching tip: recasting

'Recasting' means to repeat in L2 (English) the main point of what children have said to you in L1 (their mother tongue). This allows you to acknowledge what children have said while at the same time increasing their exposure to English. (See page 12 of the Introduction.)

CB p3 Activity 2 Listen and say the chant.

- Before you play the chant, stick the character flashcards where the class can see them, and practise pointing to the characters.
- Play the CD and encourage the pupils to point to the characters as they listen.

1.2

Stand up, Fred,
 Stand up, Flo,
 Stand up, Bing ...
 OK!
 Stand up, Poppy,
 Stand up, Titch,
 Now let me hear you say ... hello!

- Call five pupils to the front and give them the character flashcards to hold.
- Play the chant again. Explain the meaning of *Stand up*, and encourage the five pupils to hold up their flashcard when they hear their character's name.
- Encourage the whole class to say *Hello!* at the end of the chant.
- Repeat with different groups of pupils so that as many as possible have the chance to hold a flashcard.
- Encourage pupils to join in with the chant as they become familiar with it.

AB p2 Activity 1 Listen and circle.

- Let Norton come out from under a table / behind a door and say *Hello* and go back again saying *Goodbye!*
- Encourage individual pupils to say *Hello* and *Goodbye* to Norton:

Pupil: *Hello, Norton!*

Norton: *Hello, (Carlos)!*

Pupil: *Goodbye, Norton!*

Norton: *Goodbye, (Carlos)!*

- Remind the pupils that they can also say *Bye* as a shorter form of *Goodbye*. Use Norton to model both forms.
- Ask the pupils to look at Activity 1. Explain that for each character there are two pictures – one (on the left) for hello and one (on the right) for goodbye.
- Let the pupils identify all the characters. Play the first dialogue and ask *Is Poppy saying 'Hello' or 'Goodbye'?*
- Show the pupils how the correct picture has been circled as an example: *Look, a circle around the 'goodbye' picture.*
- Play the remaining dialogues and check the answers with the class.

1.3

- Poppy: Goodbye, Mum.
Mum: Goodbye, Poppy.
- Flo: Hello, I'm Flo.
Bing: Hello, I'm Bing.
- Mr Fixit: Goodbye, Titch.
Titch: Goodbye, Mr ... Mr ...
Mr Fixit: Mr Fixit.
Titch: Goodbye, Mr Fixit!
- Bing: Hello, Dad!
Dad: Hello, Bing.
- Titch: Hello, Flo.
Flo: Hello, Titch.
- Norton: Goodbye!
Teacher: Oh, goodbye Norton!

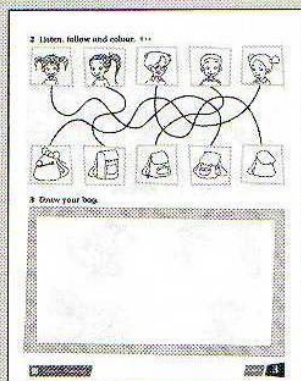
Answers: 1 right-hand picture (goodbye) 2 left-hand picture (hello) 3 right-hand picture (goodbye) 4 left-hand picture (hello) 5 left-hand picture (hello) 6 right-hand picture (goodbye)

Teaching tip

Make your own bookmark (PMB p3) for the next lesson.

Lesson 2

Practising vocabulary ■ = Words



AB page 3

Objectives

- Review vocabulary
- Become familiar with colour vocabulary
- Practise 'good listening'
- Listen and follow instructions

Core language

Colour vocabulary: *red, blue, green, yellow, black, white*
It's red; It's yellow and blue.

Review of characters' names

Other language

What colour's your bag?

Materials

Norton; CD 1; Colour flashcards x6 (*red, blue, green, yellow, black, white*); Colour text cards (optional); Bookmark (PMB p3) – one photocopy per pupil, and your own completed bookmark; Scissors; Glue; Colour picture cards (PMB p4) – one photocopied set per pupil; Colour word cards (PMB p5) – one photocopied set per pupil (optional)

Look in the kit

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant: *Open the kit! Open the kit! What's in the kit today?*
- Open the kit box and take out the CD, your completed PMB bookmark, the flashcards, text cards (optional), PMB picture cards, and PMB word cards (optional).
- Tell the pupils what they are going to be doing in this lesson, as you hold up the items: *Today, we're going to practise colour words, we're going to do some listening, and we're going to make this bookmark!*

Say a chant

- Say the *Stand up* chant again (Listening 1.2) using individual pupils' names.
- Encourage the whole class to join in with *Hello!*

Revise colours

- Use the flashcards to teach or revise the six colours *red, blue, green, yellow, black, and white*.
- Stick the flashcards on the board and ask the pupils to point to them as you say the colours. Then ask pupils to point and repeat.

- If you are using the text cards, hold up each one and read it. Then ask a pupil to stick the card next to the correct colour flashcard on the board.
- Play *What's missing?* (p19) with the flashcards, or with the text cards and the flashcards, e.g. take away either a text card or a colour card.

Teaching tip

Introducing the written form is optional in the first three units. It is up to the teacher to decide whether to use the teacher text cards and the pupils' PMB word cards.

PMB p3 Make the bookmark *see p9*

- Give the pupils the photocopies, scissors, and glue, and explain how to make the bookmark:
 - 1 Cut along the external dashed lines.
 - 2 Fold along the centre vertical line.
 - 3 Stick the two halves together.
 - 4 Cut out the internal circle.
 - 5 Colour the bookmark.
 - 6 Write your name (optional).

Teaching tip

It will help if you demonstrate the stages by quickly making another bookmark at the front of the class. NB/ If you have photocopied the bookmarks onto cardboard, the pupils may need your help cutting out the internal circle. If you have photocopied the bookmarks onto paper, you can show the pupils how to fold the circle in half and cut around the edge to make the hole. The bookmark will be used frequently throughout the course. Pupils can stick a large envelope inside the cover of their Class Book in which to keep it safely.

- Talk to individual pupils about the colours they use: *That's really nice. You've got blue and yellow.*
- Talk about the characters on the bookmark: *Who's this?*
- Show the pupils how to look through their bookmarks i.e. you move it around until you can see the thing you're looking for through the 'window'.
- Look at Class Book page 3 again and let the pupils use the bookmark to find e.g. different coloured bags.

Talk about 'good listening' and a 'silence signal' *see p13*

- Talk to the pupils about what 'good listening' means.
- Introduce your 'silence signal' and practise it.

AB p3 Activity 2 Listen, follow and colour.

- Talk about the pictures of the characters: *Can you see (Flo)? Point to (Bing).*
- Explain to the pupils that they have to listen to the CD, follow the lines, and colour in each of the characters' bags according to what they say.
- Pause the CD after each answer so that the pupils have time to colour in each bag.

Teaching tip

If you prefer you can ask pupils to just put a spot of colour while they listen, then complete the colouring afterwards.

1.4

- Adult: What colour's your bag, Poppy?
 Poppy: It's blue.
 Adult: What colour's your bag, Flo?
 Flo: It's red.
 Adult: What colour's your bag, Fred?
 Fred: It's black and white.
 Adult: What colour's your bag, Bing?
 Bing: It's green.
 Adult: What colour's your bag, Titch?
 Titch: It's yellow and green and red and white!

Answers: (from left to right) Titch's bag (yellow, green, red, and white), Flo's bag (red), Bing's bag (green), Poppy's bag (blue), Fred's bag (black and white)

- When the pupils finish talk to them about the colours they've used. Encourage them by noticing good points about their colouring.
- Talk about the colour of their bags and other objects in your classroom: *What colour's (Bing's) bag? What colour's your bag?*

AB p3 Activity 3 Draw your bag.

- Ask the pupils to draw their own schoolbag.
- They could also write their name on their drawing (optional).
- Talk to individual pupils about their drawings while they work.
- Recognize and praise their efforts: *That zip looks really good!*

PMB pp4-5 Make the picture / word cards

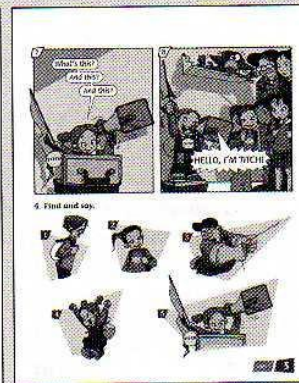
- Give out the photocopies of the colour picture cards (pupils will need six blank colour 'splashes' at this stage – save the rest of the cards for later).
- Explain that they should colour them *red, blue, green, yellow, black, and white*. Check that they have the correct crayons / pencils.
- Let the pupils colour and cut out the cards.
- Ask the pupils to hold up a colour when Norton says it: *Show me (yellow)*.
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.

Lesson 3 = Story

Story



CB page 4



CB page 5

Objectives

- Practise 'good listening'
- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Practise story language

Core language

What's your name?; I'm (name).

Review of characters' names

Other language

children; Look ...; Mr Fixit's here; What's this?; Fix it; Now I've finished; clap

Materials

Norton; Character flashcards (x7); CD 1; A soft ball

Look in the kit

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant: *Open the kit! Open the kit! What's in the kit today?*
- Open the kit box and take out the CD and the character flashcards.
- Tell the pupils what they are going to be doing in this lesson: *We're going to listen to a story about Mr Fixit and the children.*

Say a chant

- Say the *Stand up* chant again (Listening 1.2) using individual pupils' names.
- Encourage the whole class to join in with *Hello!*

Review vocabulary

- Use the flashcards to review the characters' names by playing a game, e.g. *Uncovering a card* (p18).

CB pp4-5 Activity 3 Story

- Talk about the pictures with the pupils.
- Ask them to name all the characters they know: *Who's this? What's his / her name?*
- Ask them to predict what the story is about.
- Acknowledge their contributions and recast their comments in English (L2): *Norton's stuck in the blind. Titch is shouting.*
- Ask the pupils to listen and follow the story in the Class Book.

- Play the CD. Practise 'good listening' and use your 'silence signal'.

1.5

- [1] Narrator: School starts today. Here are the children: Flo, Bing and Titch.
- Flo: Hello, I'm Flo. What's your name?
 Bing: I'm Bing.
 Titch: I'm Titch.
- [2] Narrator: Here's Fred and here's Poppy.
 Fred: I'm Fred.
 Poppy: And I'm Poppy.
 Titch: I'm Titch! I'm Titch!
- [3] Narrator: And here's Mr Fixit.
 Teacher: Hello children. Look, Mr Fixit's here.
 Mr Fixit: Hello!
 Titch: I'm Titch.
- [4] Narrator: Mr Fixit fixes things.
 Poppy: What's this?
 Mr Fixit: It's my fixit kit.
- [5] Narrator: Mr Fixit fixes lots of things.
 Children: Fix it, fix it,
 Tap, tap, tap.
- [6] Mr Fixit: Now I've finished!
 Children: Clap, clap, clap!
 Titch: I'm Titch!
- [7] Titch: What's this? And this? And this?
- [8] Narrator: Mr Fixit fixes everything!
 Titch: HELLO, I'M TITCH!

- Talk about the story and the pupils' predictions. Ask them what Titch finds in the kit (a flag, a badge, and a megaphone).
- Teach the rhyme from the story: *Fix it, fix it, tap, tap, tap. Now I've finished! Clap, clap, clap!*
- Do actions with the pupils to accompany the rhyme, e.g. *tap, tap, tap* make two fists and tap one on top of the other; *clap, clap, clap* clap your hands.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

CB p5 Activity 4 Find and say.

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story? That's right, it's here – frame (2).*
- Explain that they have to look back through the story, find the same pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.
- Encourage the whole class to join in and practise in chorus.

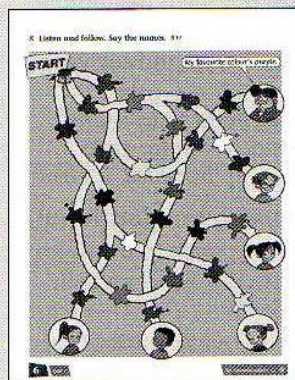
Answers: 1 Fred (frame 2): 'I'm Fred.' 2 Flo (frame 1): 'Hello, I'm Flo. What's your name?' 3 Mr Fixit (frame 4): 'It's my fixit kit.' 4 Titch (frame 2): 'I'm Titch! I'm Titch!' 5 Titch (frame 7): 'What's this? And this? And this?'

Play a game

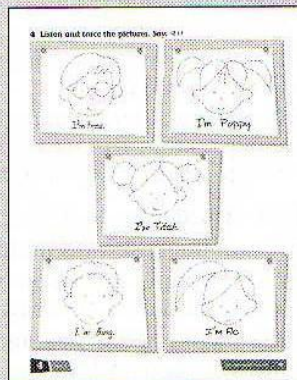
- Ask the pupils to stand in a circle (or stay seated if there isn't enough space). Take a soft ball. Say *I'm (name). What's your name?* Throw the ball to a child. He / she says *I'm (name). What's your name?* and throws the ball to another child. Continue until all pupils have spoken.

Lesson 4 = Sentences

Language focus



CB page 6



AB page 4

Objectives

- Review colour vocabulary
- Become familiar with new colour vocabulary
- Listen and follow through a maze
- Personalize familiar language

Core language

Colours: *orange, purple, brown, grey, pink*

My favourite colour's ...

Review of

- characters' names
- first six colours from the colour set

Other language

Start; Who am I?

Materials

Norton; CD 1; Colour flashcards (x11 – to include the new colours *orange, purple, brown, grey, and pink*); Colour text cards x11 (optional); Colour picture cards (x5) for the new colours (PMB p4) – one photocopied set per pupil; Colour word cards for the new colours (PMB p5) – one photocopied set per pupil (optional); PMB colour picture and word cards from Lesson 2

Look in the kit

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant: *Open the kit! Open the kit! What's in the kit today?*
- Open the kit box and take out the colour flashcards and the PMB cards.
- Tell the pupils what they are going to be doing in this lesson: *We're going to learn some new colour words.*

Say the story rhyme

- Encourage the pupils to say Mr Fixit's rhyme from the story and do the actions: *Fix it, fix it, tap, tap, tap. Now I've finished! Clap, clap, clap!*
- Tell the pupils that Mr Fixit's kit is full of useful things, just as Norton's classroom kit is full of useful things.

Introduce new vocabulary see p18

- Use Norton and the flashcards to revise the six colours the pupils already know, e.g. Norton could hold the cards and nod his head when the pupils know the colour.

- Then teach *orange, purple, brown, grey, and pink*, e.g. Norton can point to the colours on the board as you say them.
- If you are using the text cards, put them next to the flashcards.
- Put all eleven flashcards on the board and say each colour. Pupils repeat.
- Then ask the pupils to find and point to as many things as they can see in the classroom for each colour: *Blue. Yes, Norton's blue. And the pencil, it's blue.*

TPR (Total Physical Response) game (optional)

- Put all the flashcards in different places in the room.
- Ask the pupils to take out their crayons, close their eyes, and choose one crayon.
- Ask them to stand next to the colour flashcard that matches their crayon.
- Let Norton ask them the colours.

CB p6 Activity 5 Listen and follow. Say the names.

- Look at the maze with the pupils.
- Explain that the characters are going to say colours to show a path through the maze, ending with their favourite colour.
- Ask the pupils to look and say what the characters' favourite colours are: *Let's see. What's Fred's favourite colour? (Blue.)*
- Practise 'good listening' and do your 'silence signal'. Play the CD.
- Encourage the pupils to follow the route through the maze with their finger or a pencil as they listen, and to call out the character's name after each route.

1.6

- Mr Fixit: Start, brown, yellow, green, purple.
My favourite colour's purple! Who am I?
- Bing: Start, red, grey, pink, orange, purple, green.
My favourite colour's green! Who am I?
- Flo: Start, blue, black, brown, red.
My favourite colour's red! Who am I?
- Poppy: Start, brown, green, purple, grey, orange, black, pink.
My favourite colour's pink! Who am I?
- Titch: Start, blue, black, white, red, yellow.
My favourite colour's yellow! Who am I?
- Fred: Start, red, grey, brown, white, blue.
My favourite colour's blue! Who am I?

- When the pupils finish the maze personalize this language by asking pupils to hold up a crayon / pencil in their favourite colour. They take it in turns to say *My favourite colour's (red).*

AB p4 Activity 4 Listen and trace the pictures. Say.

- Ask the pupils to take out their crayons / pencils.
- Explain that they have to listen to the CD, and trace over each face in that character's favourite colour.
- Tell them not to look at the Class Book to remind themselves of the colours!
- Pause the CD after each character so that the pupils have time to trace.

1.7

- Fred: Hello! I'm Fred. My favourite colour's blue.
Flo: Hello! I'm Flo. My favourite colour's red.
Bing: Hello! I'm Bing. My favourite colour's green.
Poppy: Hello! I'm Poppy. My favourite colour's pink.
Titch: Hello! I'm Titch. My favourite colour's yellow.

- Ask the pupils to pretend to be each character and to say quietly to themselves *I'm (Fred). My favourite colour's (blue).*
- Ask more confident pupils to say the sentences for the class.

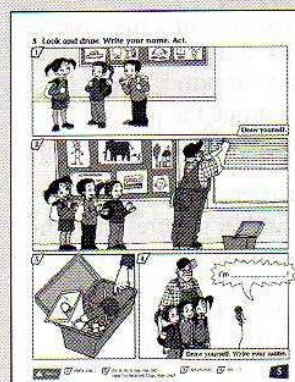
PMB pp4-5 Make the picture / word cards

- Give out the remaining picture cards (blank 'splashes') for the five new colours.
- Explain that the pupils have to colour them *orange, purple, brown, grey, and pink*. Check that they have the correct crayons / pencils.
- Let the pupils colour and cut out the cards.
- Ask the pupils to hold up a colour when Norton says it: *Show me (pink).*
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.
- Let pupils combine the new colour cards with the previous cards.
- If you have time, they could play a game of *What's missing?* (p19) in pairs.

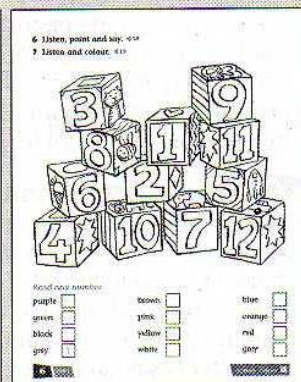
Lesson 5

▲ = Story ■ = Words

Parallel story



AB page 5



AB page 6

Objectives

- Review colour and number vocabulary
- Join in retelling the story
- Create an alternative story
- Listen and identify colours and numbers

Core language

Numbers 1-12

Review of characters' names

Other language

How many ...?; What colour is ...?

Materials

Norton; Story Frames Book; Character flashcards (x7); Colour flashcards (x11); Number flashcards 1-12

Look in the kit

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant: *Open the kit! Open the kit! What's in the kit today?*
- Open the kit box and take out all the flashcards (also show pupils the Story Frames Book).
- Tell the pupils what they are going to be doing in this lesson, as you hold up the items: *Today, we're going to learn some number words, we're going to look at the story again, and we're going to make our own story.*

Review vocabulary

- Use Norton to pick up the 11 colour flashcards (or take them out of the kit) one at a time and ask the pupils to guess each one.

Say the story rhyme

- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions: *Fix it, fix it, Tap, tap, tap. Now I've finished! Clap, clap, clap!*

Teaching tip

In order to do extra activities with the story frames (e.g. sequencing activities) you can laminate each page of the Story Frames Book to make individual story cards.

Retell the story

- Use the Story Frames Book to retell the story. (If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.)
- Encourage the pupils to join in and tell you what they remember. When retelling the story,
 - start with questions about what the pupils know: *Who's this?*
 - continue with a summary of each picture, prompting and encouraging the pupils to join in: *So Bing says ...*
 - be ready to recast words and short phrases that the pupils contribute in L1, e.g. *Yes, Mr Fixit's pulling the blind!*

AB p5 Activity 5 Look and draw. Write your name. Act.

- Look at the pictures with the pupils.
- Explain that they are going to complete the pictures to make their own version of the story – starring themselves!
- Ask the pupils to tell you the differences they can see between this version and the Class Book story (there is a microphone instead of a megaphone, Mr Fixit is mending a venetian blind instead of a shelf, etc.)
- Ask them to tell you who they can see in each picture, and what the characters might be saying.
- Ask them what they could draw in each picture to complete the story to make it about themselves instead of Titch.

Frame 1: Pupils draw themselves.

Frame 2: (Nothing to draw.)

Frame 3: (Nothing to draw.)

Frame 4: Pupils draw themselves talking into the microphone.

- When pupils have understood what they have to do, let them complete the pictures. Fast finishers can colour them.

Practise the story language

- When the pupils have finished their pictures, practise the language that they will need in order to act out the stories.

Frame 1: Poppy: *Hello, I'm Poppy.*

Flo: *I'm Flo.*

Bing: *I'm Bing.*

Pupil: *I'm (name).*

Frame 2: Mr Fixit and the children (the rhyme): *Fix it, fix it, tap, tap, tap. Now I've finished! Clap, clap, clap!*

Frame 3: Pupil: *What's this?*

Frame 4: Pupil: *I'm (name)!*

- Say the lines and ask the pupils to repeat them after you.

- Say the rhyme together (frame 2).

Act out a story

- Choose one of the pupils' stories to act out.
- Ask five pupils to come to the front of the class (including your chosen child). Allocate the other parts (Poppy, Bing, Flo, and Mr Fixit).
- Encourage the group to act out the story for the class.
- The whole class can join in with the rhyme.
- Offer as much support as the pupils need, and let them act it out a second time if they need to. Tell them not to worry if they make mistakes.
- You might like to repeat the acting out with a different pupil's story, or with a different group of pupils.

Introduce new vocabulary see p18

- Use the number flashcards to teach or revise numbers 1–12.

AB p6 Activity 6 Listen, point and say.

- Ask the pupils to look at the number blocks. As they listen to the CD they should point to and repeat the numbers.

1.8

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve

TPR games (optional)

- Let Norton ask the pupils to count a certain number of crayons and hold them up: *Hold up seven crayons.*
- Let Norton ask the pupils to get in a line and take the number of steps he calls out: *Take five steps.*
- Let Norton ask the pupils to count different things in the classroom and say the number: *How many (windows)?*
- Use the number flashcards to support these revision activities.

AB p6 Activity 7 Listen and colour.

- Ask the pupils to count the blocks and point to the numbers.
- Explain that they are going to colour each number with a different colour. They have to listen carefully to find out what colours to use.
- Play the CD, pausing after each number for pupils to colour.

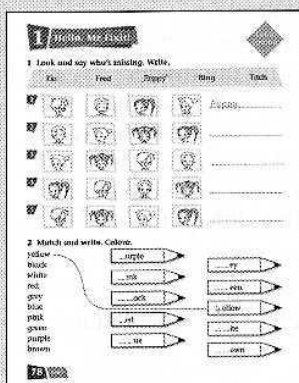
1.9

Number one is grey.
 Number two is green.
 Number three is brown.
 Number four is yellow.
 Number five is orange.
 Number six is purple.
 Number seven is red.
 Number eight is black.
 Number nine is grey.
 Number ten is blue.
 Number eleven is pink.
 Number twelve is white.

- When they finish talk about the coloured numbers:
What colour is number (three)? What number is (red)?
- Optional reading activity: Pupils can read the colour words under the picture and write the correct number for each one.

Lesson 5a (optional)

Writing = Words



AB page 78

Objectives

- Recognize and write missing words / letters
- Become familiar with sound and letter correlation

Core language

Review of

- characters' names
- colour vocabulary

Materials

Norton; Character flashcards (x7); Character text cards;
 Colour flashcards (x11); Colour text cards (optional);
 PMB colour word cards

Look in the kit

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant: *Open the kit! Open the kit! What's in the kit today?*
- Open the kit box and take out all the materials.
- Tell the pupils what they are going to be doing in this lesson, as you hold up the items: *Today we're going to play some games with the cards, and we're going to do some work in our Activity Books – we're going to do some writing.*

Play a game

- Use the character flashcards to play a game, e.g. *Pronunciation circle* (p18) using *I'm (name)*.

Review the character's names

- Use the text cards to practise reading the characters' names.
- Hold up each text card and ask the class to say the name in chorus and then individually.
- Use the flashcards to prompt pupils as necessary.

AB p78 Activity 1 Look and say who's missing. Write.

- Look at the character pictures together.
- Explain that one character is missing on each line. The pupils have to find out who's missing and say the name.
- Do the activity together orally. Remind pupils to look at the names at the top to help them work out who's missing.
- Finally the pupils can write the missing character's name at the end of each line.

Answers: 1 Poppy 2 Fred 3 Flo 4 Titch 5 Bing

Focus on initial sounds

- Put all the colour text cards on the board, grouped according to their initial (first) sounds: *blue, black; pink, purple; green, grey; red; orange; brown; yellow, and white.*
- Let Norton pick up the colour flashcards one at a time, without showing them to the pupils. Norton should say the initial sound and ask the pupils to guess the colour: *What's this colour? It's bl /bl/ ... Yes, you're right, blue!*
- As the pupils guess each colour put the flashcard on the board next to the text cards.

AB p78 Activity 2 Match and write. Colour.

- Get out the PMB colour word cards and go over the initial sounds.
- Ask the pupils to look at Activity 2. Explain that they should match the words to the crayons, write the initial letters on the crayons, and colour the crayons.

Play a game

- Use the pupils' PMB colour picture cards and word cards to play a game, e.g. *Whispers* (p19).

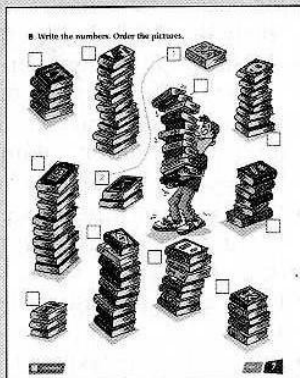
Lesson 6

● = Song / chant

Learning for life



CB page 7



AB page 7

Objectives

- Review vocabulary and language of the unit
- Learn classroom instructions
- Join in with a song

Core language

Review of numbers 1–12

Other language

Listen ...; stand up; sit down; line up; say goodbye; Are you ready?; now

Materials

Norton; Fixit Game poster; Colour flashcards (x11); Colour text cards (optional); CD 1

Look in the kit

- Use Norton to welcome the pupils: *Hello, everybody!*
- Say the kit chant: *Open the kit! Open the kit! What's in the kit today?*
- Open the kit box and take out all the materials.
- Tell the pupils what they are going to be doing in this lesson, as you hold up the items: *Today we're going to look at the poster, and we're going to sing a song.*

Mid-unit review

- Use the poster and the Class Book to remind pupils of all the activities and language done so far in this unit. Praise them for their progress so far.

Review vocabulary (categorizing)

- If possible, arrange the pupils around the board. Use the flashcards (and text cards if you are using them) to do a categorizing activity.
- Talk about different ways of organizing and categorizing words. Explain that organizing words in different ways can help us to remember them.
- Try organizing the flashcards in the following ways:
 - numbers – all jumbled up, in sequence, placed in a shape like a clock;
 - colours – all together or in colour 'families' such as red, pink, and orange, or blue, purple, and pink;
 - characters – boys and girls, hair colour.
- See if the pupils have any other ideas, and organize the flashcards according to what they say.

Play a game

- Play *What's missing?* (p19) with one of the word organizations above.
- Encourage the pupils to remember the 'picture' of the word sets in their minds (this will help them to understand how their visual memory works).

CB p7 Activity 6 Listen and sing the song.

- Talk about the activities the pupils do in their English lessons.
- Discuss how order in the classroom helps them enjoy the lessons and learn.
- Explain that they are going to learn a song with some of the instructions they hear in their English lessons.
- Before playing the song, teach some gestures and actions to go with the language, e.g. *stand up* (stand up), *sit down* (sit down), *line up* (tap a finger along the desk in a line), *say goodbye* (wave).
- Give instructions to Norton: *OK, Norton, stand up, very good. Now sit down, Norton.*
- Play the song and encourage pupils to do the actions.

1.10

(Tune: 'Here we go round the mulberry bush')

Listen children, stand up now,
Stand up now, stand up now,
Listen children, stand up now,
Are you ready? Shh shh.

Listen children, sit down now,
Sit down now, sit down now,
Listen children, sit down now,
Are you ready? Shh shh.

Listen children, line up now,
Line up now, line up now,
Listen children, line up now,
Are you ready? Shh shh.

Listen children, say goodbye,
Say goodbye, say goodbye,
Listen children, say goodbye,
Are you ready? Shh shh.

- You can make up other verses to suit your class, e.g. *look at me, quiet please, and make a circle.*

AB p7 Activity 8 Write the numbers. Order the pictures.

- Ask the pupils what kind of things they do to help in the classroom, e.g. cleaning the board, tidying up books, etc.
- Look together at the pictures of the books. Explain that the boy is picking the books up one by one.
- Ask the pupils to count the number of books in each pile, write the number in the square, and draw a line from pile to pile to show how the piles of books grow.
- As they do the activity praise individual pupils for their efforts: *Yes, so this pile has seven books and this one nine books, good. So this one has more books.*

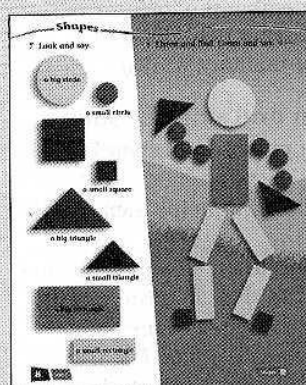
Sing the song

- Sing the song again and do the actions.
- If you have time, use the instructions from the song in a TPR game, e.g. *Norton says ...* (p18).

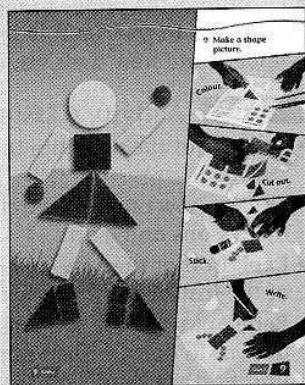
Lesson 7

■ = Words ▢ = Other subjects

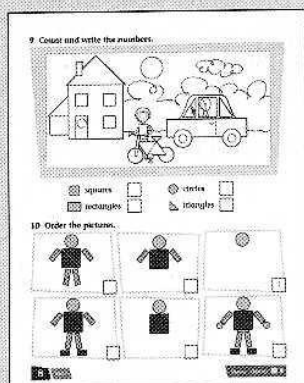
Learning through English



CB page 8



CB page 9



AB page 8

Objectives

- Review colour and number vocabulary
- Become familiar with shape and size vocabulary
- Listen and identify different shapes and sizes
- Identify similar shapes and sizes

Core language

Shapes: square, circle, triangle, rectangle
big, small

Review of

- colour vocabulary
- numbers 1-12

Other language

How many (triangles) can you see?

Materials

Norton; Colour flashcards (x11); Shape flashcards (square, circle, triangle, rectangle); Shape text cards x6 including big and small (optional); Bookmark; Shape picture cards (PMB p4) – one photocopied set per pupil; Shape word cards (PMB p5) – one photocopied set per pupil (optional)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson: *Today we're going to learn some new words – we're going to talk about shapes.*

Review vocabulary

- Use the colour flashcards to play a game, e.g. Pronunciation circle (p18).

Introduce new vocabulary see p18

- Use the shape flashcards to introduce the new vocabulary.
- Put each of the four flashcards around the room where the pupils can see them.
- Ask the pupils to stand up and point to the different shapes as you call them out.
- If you are using the text cards, put them next to the flashcards. Pupils point and repeat.
- Use gestures to teach big and small.
- Draw some pictures of big and small shapes on the board: *So this is a circle. Is it big or small? Yes, that's right, a small circle. Good.*
- Pupils could also use arm gestures to show big and small.
- You can use the text cards to make phrases on the board, e.g. 'big square' and ask a pupil to come and draw that shape next to it.

CB p8 Activity 7 Look and say.

- Ask the pupils to look at the shapes on the left side of the page. Ask some questions about them: *What's this? What colour is it? Is it big or small?*
- Remind the pupils how to look through their bookmarks at the shapes: *Let's find a circle. Can you see a circle? Is it big or small?*
- Ask the pupils to find all the shapes, using their bookmarks, and to say the words (they should just say the shape words at this point, and not worry about the size adjectives).
- Repeat the activity, asking the pupils to now use their bookmarks to find and say all the different sizes of shapes: *Can you find a (big square)? Yes? Let's say together .. A big square.*
- Ask the pupils to choose a shape to hold their bookmark over. Encourage different pupils to tell the class what they are looking at.
Teacher: *What can you see?*
Pupil: *A (small square).*

CB pp8-9 Activity 9 Listen and find. Count and say.

- Look at the picture of the shape boy and the shape girl and ask the pupils to say all the different shapes and what colour they are: *How many ...? What colour ...?*
- Use Norton to point to the shapes and tell the pupils what he sees.
Teacher: *What can you see, Norton?*
Norton: *Two big circles.*
- Norton can ask the pupils to say what he sees by continuing what he begins to say.
Norton: *I can see four small ...*
Pupils: *... triangles.*
Norton: *Yes, that's right. Four small triangles.*
- Tell the pupils to listen carefully and find the shapes that are mentioned on the CD.
- Play the CD and pause after each instruction to let the pupils find the shapes and count them. Check the answers with the class.

1.11

Find a small triangle. How many small triangles can you see?

Find a big circle. How many big circles can you see?

Find a small rectangle. How many small rectangles can you see?

Find a big triangle. How many big triangles can you see?
Find a small circle. How many small circles can you see?
Find a small square. How many small squares can you see?

Answers: 4 small triangles, 2 big circles, 8 small rectangles,
2 big triangles, 8 small circles, 6 small squares

AB p8 Activity 9 Count and write the numbers.

- Talk about the picture and the four shapes the pupils are going to look for: *Can you see a triangle? Yes, the roof, very good. Yes, and the car windows.*
- Tell the pupils to look at the picture very carefully, count the number of each shape they can see, and write the numbers in the boxes under the picture.
- Pupils can colour the picture in class or at home.

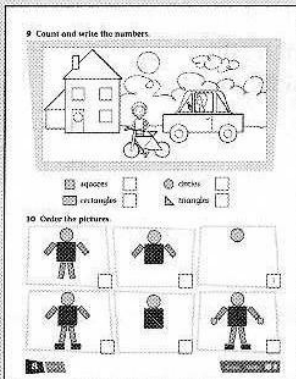
Answers: 6 squares, 6 rectangles, 9 circles, 7 triangles

PMB pp4-5 Make the picture / word cards

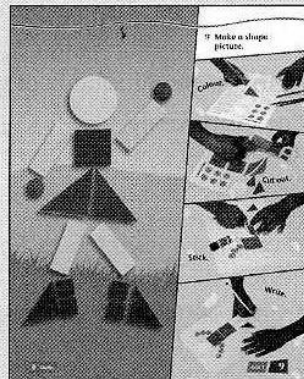
- Give out the photocopies of the shape picture cards.
- Let the pupils colour them and cut them out.
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.
- Let the pupils look for things in the classroom that have these shapes.
- Ask the pupils to take their picture / word card, stand next to a shape they have found, trace around it with their finger and say it.

Lesson 8 = Other subjects

Learning through English



AB page 8



CB page 9

Objectives

- Review shape vocabulary
- Make a collage
- Become familiar with ordering and sequencing work

Core language

Review of shape vocabulary

Other language

paper; scissors; glue

Materials

Norton; Shape flashcards (x4); 'Make a shape picture' (PMB p6) – one photocopy per pupil, and your own completed picture (optional); Scissors; Glue; Paper (one piece per pupil)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Show the class your completed shape picture if you have made one: *Today we're going to practise the new words, and we're going to make a shape picture.*

Review vocabulary

- Use the flashcards to review shapes by playing a game, e.g. *True or not true?* (p18).

AB p8 Activity 10 Order the pictures.

- Talk to the pupils about the shape person, i.e. what shapes make up his body, and how many shapes are in each of the pictures: *Show me a head. Yes. How many shapes? Just one circle. And this person has a body. How many triangles can you see in his body?*
- Use gestures, e.g. pointing to your head, when you talk about different parts of the body.
- Explain to the pupils how to put the different stages in order and number each stage: *The circle, a head, that's number one. Yes, the circle and two triangles, that's number two.*

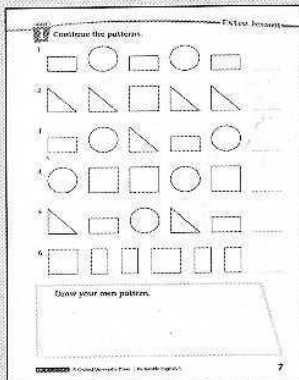
Answers: (top row) 4, 3, 1 (bottom row) 5, 2, 6

PMB p6 CB p9 Activity 9 Make a shape picture.

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a picture of a person using shapes. Show them your completed example if you have made one.
- Give each pupil a PMB photocopy, a piece of paper, scissors, and glue: *Here are the shapes. This is the paper, the scissors, and the glue.*
- Go through the stages with the pupils (demonstrate as you do so):
 - 1 They colour the shapes and cut them out: *So you colour the shapes, and then you cut out the shapes with the scissors.*
 - 2 They stick their shapes on a piece of paper to make their picture: *Put the glue on the (circle). Stick it on the paper.*
 - 3 They write the name of their shape person underneath the picture or in a speech bubble: *I'm (name).*
- Talk about the pupils' pictures: *How many (triangles) in your picture? How many (red) shapes?*
- Fast finishers could colour the pictures on Activity Book p8 or play a game with their PMB picture cards, e.g. *Memory* (p19).

Lesson 8a (optional)

Learning through English (Extension)



PMB page 7

Objectives

- Review language pupils are now familiar with
- Develop awareness of logical sequences

Core language

Review of shape vocabulary

Materials

Norton; Shape flashcards; 'Continue the patterns' (PMB p7) – one photocopy per pupil; Shape text cards (optional)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson: *Today we're going to practise the new words, and we're going to look at patterns.*

Review vocabulary

- Use the shape flashcards to play a game, e.g. *Flashing a card* (p18).

Repeating patterns

- First practise some letter patterns on the board with the class, e.g. write ABABABA and ask them to predict what comes next (B). Repeat with other patterns, for example:
AABAAB ... (A)
ABCABCA ... (B)
ACBACBA ... (C)
- Then explain to the class that shapes can be used to make similar patterns. Draw an example on the board and ask them to say how the pattern should continue, e.g. square, circle, square, circle ... (square).
- Repeat with other shapes patterns, and ask pupils to say (or draw) how the pattern should continue.

PMB p7 Continue the patterns.

- Give out the photocopies of the shapes patterns.
- Explain to the pupils that they have to look at the patterns carefully and draw the next shape for each one.
- They then draw their own repeating pattern at the end of the page.

- When they have finished they can colour all the patterns. Talk about how colour can form part of the pattern (e.g. red triangle, blue triangle, green square, red triangle ...).
- Ask the pupils to look at each other's patterns and say the next shape: *(Red) square!*
- You can display all the patterns on the wall for pupils to look at.

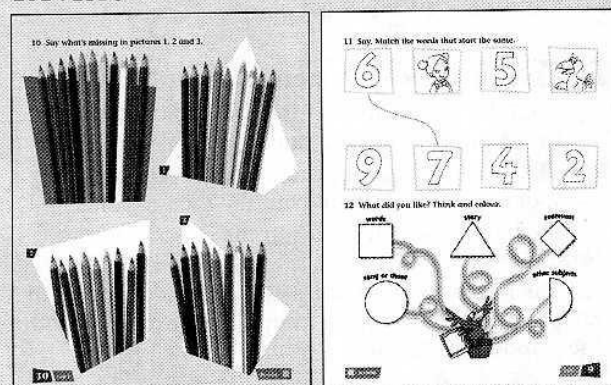
Play a game

- Use the shape flashcards (and text cards if you are using them) to play a game, e.g. *Reversing cards* (p18).

Lesson 9

■ = Words

Revision



CB page 10

AB page 9

Objectives

- Revise the language of the unit
- Join in a tidying up song
- Identify missing colours from a set
- Practise pronunciation of initial sounds

Core language

five, four /f/

Norton, nine /n/

six, seven /s/

Titch, ten /t/

Review of

- characters' names
- numbers 1-12
- colour vocabulary
- language used in this unit

Other language

tidy up; missing

Materials

Norton; CD 1; Character flashcards (x7); Number flashcards 1-12

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for this lesson: *We're going to sing a song, play a flashcard game, and do some work in our Activity Books.*

Talk about being tidy

- Remind the pupils of the English words they know for all the things you use in the classroom, e.g. *pencils, crayons, glue, and scissors.*

- Tell them any new words they want to know.
- Take out a selection of Norton's possessions: crayons, books, some coloured paper, and other small things that a bird could have!
- Let Norton do some tidying: *Put all the crayons in the box. Pick up the paper. Collect the paper.*
- Talk to the pupils about being tidy and where you keep things in the classroom.
- Depending on your teaching situation this might be a good time to give pupils some tidying up responsibility, e.g. collecting the pencils and putting away the crayons: (Name), *can you tidy (the scissors and glue), please? Put them in the cupboard. (Name) can you count these shape flashcards, please? Put them in the kit.*
- Use this opportunity to give instructions in English using the realia around you in the classroom.

Sing a song

- Remind pupils of the *Listen children, stand up now* song (Class Book p7, Listening 1.10).
- Teach them a new verse about tidying up: *Listen children, tidy up ...*
- Sing the song and encourage pupils to tidy up the classroom as they sing.

CB p10 Activity 10 Say what's missing in pictures 1, 2 and 3.

- Ask the pupils to look carefully at the pictures of coloured pencils.
- They should point to and say all the colours they can see in the main picture (top left): *How many pencils are there? Yes, eleven. What colours are there? That's right, blue, green ...*
- Then look at picture 1 (top right) and talk to the pupils about how many pencils are missing and what colours they are: *There are two pencils missing. There's no black. Purple's missing.*
- Ask the pupils to look at the other pictures and say which colours are missing each time. Pupils can say the words quietly to themselves, or work in pairs.
- Go through the answers with the class. Ask pupils what different strategies they used, e.g. did they just generally look at the pictures, or did they look for one colour at a time?

Answers: picture 1 – purple and black are missing, picture 2 – white and blue are missing, picture 3 – pink and yellow are missing

- If you have time, the pupils could play *What's missing?* (p19). They could use their own pencils and ask the class to say what's missing.

Play a game

- Put the character flashcards on one part of the board.
- Put the number flashcards on another part of the board.
- Play the game *I hear with my little ear*.
- Focus on the first sound of each character's name: *I hear with my little ear a name beginning with b /b/. Bing, that's right, very good.*
- Focus on the first sound of the numbers: *I hear with my little ear a number beginning with t /t/. Yes, ten, very good, and two, that's right.*

AB p9 Activity 11 Say. Match the words that start the same.

- Ask the pupils to look at the pictures and to say the numbers and character names quietly to themselves. Go through the words with the class.
- Explain that they should match the pictures with the same initial sounds by drawing a line between them. They should use a different coloured line for each pair of pictures.

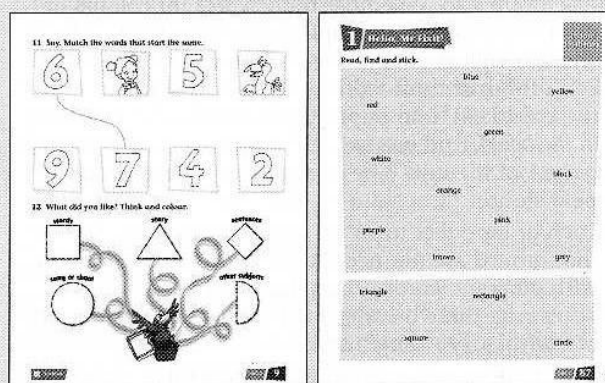
Answers: six – seven, Titch – two, five – four, Norton – nine

Advance preparation

Complete the Picture Dictionary for Unit 1 in your copy of the Activity Book (p87) for the next lesson.

Lesson 10 (Review)

Review



AB page 9

AB page 87

Objectives

- Review of Unit 1

Core language

Review of

- characters' names
- numbers 1–12
- colour vocabulary
- shape vocabulary
- language used in this unit

Materials

Norton; Fixit Game poster; Character counters; All materials used in Unit 1

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Explain to the pupils that as this is the last lesson in Unit 1 they will be thinking about what they did in the unit: *We're going to talk about our work in Unit 1, we're going to play a game with the poster, and we're going to make a Picture Dictionary.*

End-of-unit review

- Look at the different sections on the poster.
- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by:
 - showing them flashcards, things they have made, pictures in their books;

- playing songs, and saying rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult. They can do this by telling you or with actions, e.g. holding their arms high or low or opening them more or less.

Play the Fixit Game

- Tell the pupils they are going to play a game where they remember what they've done in the unit.
- Divide the class into small groups (e.g. of 3–6 pupils).
- Each group chooses a character counter. The teacher places each counter under the first *Words* station.
- Explain how to play the game. Groups have to move their counters round the poster in sequence. For each section, they follow the instructions, e.g. for box 1 *Say 3 words!* the group must say three words for colours or numbers.
- Go through the instructions with the pupils first and make sure that they understand what they have to do for each section.
- Ask group 1 to remember three words for colours or numbers. If group 1 completes the task, their character progresses to the next station. If the group can't think of three words, the character is moved to the book icon, and pupils chant *Look in the book, look in the book!*, and group 1 looks up more words on page 1 of the unit. The group then progresses to the next station.
- Each group takes turns on each station. Make it clear that groups are not necessarily expected to come up with different words / lines from previous groups – accept the same answers once pupils start to run out of vocabulary / song lines!
- If you prefer, ask the whole class to sing part / all of the songs rather than the individual groups.
- To keep the game moving, you may like to limit each group's turn to e.g. 30 seconds.
- The game is complete when all the groups have reached the Finish. The character counters can then be placed together to form a 'wheel' in the blank circle next to Norton. Use Norton to say *Well done!*

Teaching tip

The poster should be stuck down low on the wall while pupils are playing, so that they can reach and move their counters.

Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organizing numbers and colours into different groups and shapes.
- Use the flashcards to revise the characters' names, colours, and shapes.
- Talk to the pupils about how they could organize the flashcards on the board, e.g. by putting different colours together and dividing the characters into smaller groups.
- Add the text cards if you have been using them.
- Remind the pupils how categorizing words can help them to remember them.

AB p9 Activity 12 What did you like? Think and colour.

- Look at the self-evaluation activity with the pupils.
- Look at one section at a time and recall activities. Ask the pupils these kinds of questions (in L1):

Words: Do you know some words for colours? Numbers? Shapes? We talked about words that begin with the same sounds. Can you remember any words that begin with /t/?

Story: Did you listen to and follow the story? Did you join in the rhyme?

Sentences: Can you remember how to say what your name is, and what your favourite colour is?

Song or chant: Did you sing the songs and join in the actions?

Cut-out: Did you try to make a really good picture with the shapes?

- Ask them to choose their favourite part(s) of the unit, and to colour the relevant symbol(s).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary. Ask individual pupils about what they enjoyed most and least, and what they found easy or difficult, etc.

AB p87 Picture Dictionary see p7

- Show the pupils your completed Picture Dictionary for Unit 1.
- Explain that they are going to make a book of the English words they are learning.
- Ask them to find p87 in their Activity Book and the colour and shape stickers for Unit 1.
- Tell them they have to put the stickers on this page, matching them with the relevant words.
- Invite some pupils to hold up their finished pages to show the class.



The pupils are now ready to sit the Unit 1 test (see pp156–157).



Multimedia extension: you may now like to use the Art 1 section of the optional DVD.

2

The school show

Lesson 1

■ = Words ● = Song / chant

Introducing vocabulary



CB page 11

Objectives

- Become familiar with family words
- Find out more about the characters
- Listen and identify characters and their families
- Join in a song

Core language

Family vocabulary: Mum, Dad, Grandma, Grandpa, brother, sister, uncle, aunt, cousin

Other language

Who's this?; This is ...; Pleased to meet you; Good evening; Welcome to the show; row

Materials

Norton; Fixit Game poster; Family flashcards (x11 – Mum, Dad, Grandma, Grandpa, aunt, uncle, cousin (boy) and cousin (girl); for brother and sister use the Fred and Flo flashcards from Unit 1, and you will also need the Titch flashcard from Unit 1); Family text cards (optional); CD 1; Bookmark; Family picture cards (PMB p8) – one photocopied set per pupil; Family word cards (PMB p9) – one photocopied set per pupil (optional)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to look at the new unit, and learn some new words.*

Unit overview

- Talk to the pupils about families. Remind them of Titch's brother and sister, Fred and Flo. Ask them if they know any words in English for family members. Ask them what words they would like to learn.
- Ask them to look through Unit 2 in their Class Books. Talk with them about the unit and quickly write the different topics and activities on the board, relating them to the sections on the poster:
Words – family members
Song – Aunt and uncle ...
Story – Abracadabra!
Sentences – How old are you?; I'm ...

Song – *The curtains at the show ...*

Words – people

- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary see p18

- Use the family flashcards to introduce Titch's family. You could do this in role as Titch: *I'm Titch. This is my (Mum).*
- Stick the flashcards on the board and ask the pupils to point to the flashcards as you say the words: *Show me Titch's (Dad).*
- Ask the pupils to repeat each family word as you point to the flashcards.
- If you are using the text cards, hold up each one and read it. Then ask a pupil to put it next to the correct flashcard on the board.
- Give the flashcards and the Titch flashcard from Unit 1 to some pupils to hold at the front of the class.
- Let Norton call out the different family members: *Titch, Mum, brother.* Encourage the pupils to hold up their card when they hear it called out.

Teaching tip

Make it clear that Titch's aunt, uncle, and two cousins are a family in themselves. (Their names are Aunt Sue, Uncle Mike, cousin Dan, and cousin Rosa.)

Teaching tip: pronunciation

Make sure that pupils are pronouncing *Grandma* and *Grandpa* correctly – i.e. for *Grandma* the 'd' is silent (so it is said as 'Granma' /'granma:/), and for *Grandpa* the 'd' is silent, and the 'n' is pronounced as an 'm' (so it is said as 'Grampa' /'grampa:/).

Play a game

Use the family flashcards to play a game, e.g. *True or not true?* (p18).

CB p11 Activity 1 Look and say. Then listen and find.

- Ask the pupils if they have ever been to a school show or have ever been in one. What kinds of things do children do in school shows?
- Explain that there is a show in the school that Fred, Flo, and Titch go to, and that all their family and friends are going to be there.
- Ask the pupils to look at the picture in their Class Book.
- Talk about the different people they can see: *Show me Poppy. Yes, that's Poppy and who's this?*
- Pupils may suggest in L1 and you can recast: *Yes, this is Poppy's sister. That's right, this is Poppy's Grandma.*
- Ask the pupils to find and say all the new family words in the picture.

- Explain that they now have to listen and use their bookmarks to find the people being introduced.

1.12

Flo's Mum: Hello, Poppy. Who's this?
 Poppy: This is my Grandma and this is my Grandpa.
 Flo's Mum: Pleased to meet you.
 Poppy: And this is my sister.
 Flo's Dad: Hello!
 Mr Fixit: Hello, Flo. Who's this?
 Flo: This is my aunt and uncle.
 Mr Fixit: Hello, welcome to the show.
 Flo: And these are my cousins. This is Dan, and this is Rosa.
 Mr Fixit: Hello there.
 Cousins: Hello!
 Titch: Hello, Norton. This is my brother, Fred!
 Norton: Squawk! Hello, Fred!
 Fred: Hello, Norton!
 Bing: Hello, Mrs Evans.
 Teacher: Oh, hello, Bing.
 Bing: Mrs Evans, this is my Mum and this is my Dad.
 Teacher: Good evening, welcome to the show.

CB p11 Activity 2 Listen and sing the song.

- Tell the pupils that they're going to listen to a song about members of a family.
- Line up the flashcards in a row using the same order as in the song (use Fred for brother and Flo for sister).
- Explain that these people are all sitting in the front row (in row one) at the show. (In future lessons you can remind pupils of the word row whenever they arrange things in a line.)
- Play the song and tell the pupils they should listen and point to each flashcard as they hear it mentioned.

1.13

(Tune: 'Frère Jacques')

Aunt and uncle,
 Aunt and uncle,
 Dad and Mum,
 Dad and Mum,
 Brother, sister, cousin,
 Brother, sister, cousin,
 In row one,
 In row one.

- Give out the seven family flashcards to some pupils. Ask the pupils to stand in a row and hold their card up high and take it down again quickly when they hear their word in the song.
- Play the song again.
- When pupils are very familiar with the song, they could sing it as a round (Listening 1.57).

PMB pp8-9 Make the picture / word cards

- Give out the photocopies of the family picture cards. (Save the four 'people' cards at the bottom of the page for Lesson 7.)
- Let the pupils colour and cut out the picture cards.
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.
- Point out to pupils that there is not an exact correspondence between the word cards and the picture cards. The 'cousin' word card can be matched to the boy cousin (Dan) or the girl cousin (Rosa), and the 'sister' word card could be matched to the picture

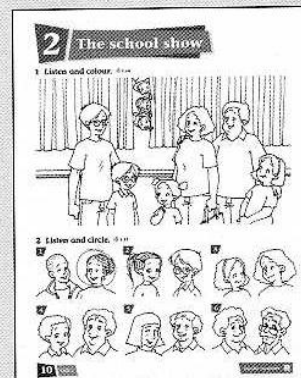
of Flo, Titch, or cousin Rosa, as they are all somebody's sister.

Play a game

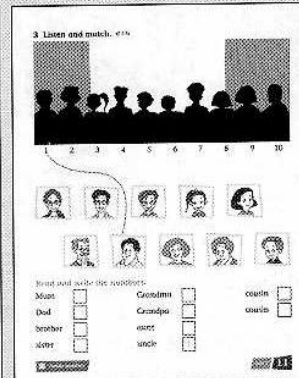
- Use the flashcards or the text cards. Explain to the pupils that Norton is going to pick out a card without showing it to them. He will then call out who is on the card, e.g. *This is Titch's (uncle)* (or just *Uncle* if using the text cards). They should listen and hold up the matching picture card or word card.

Lesson 2 = Words

Practising vocabulary



AB page 10



AB page 11

Objectives

- Review family vocabulary
- Listen and identify different characters
- Participate in a role-play

Core language

Who's this?; This is my (Grandma).

Review of

- family vocabulary
- language used so far

Other language

his; her; family; over there; seat

Materials

Norton; CD 1; Family flashcards (x11); PMB family picture cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to do some listening, and we're going to do some work in our Activity Books.*

Sing a song

- Tell the pupils that they are going to sing the family song from Lesson 1 again and that you need their help to put the family flashcards in the correct order.
- Give out the flashcards (*Dad, Mum, aunt, uncle, brother, sister, cousin*) to seven pupils and ask them to come to the front of the class.
- Sing the song (Listening 1.13) and let the pupils with the flashcards rearrange themselves in the order the characters come in the song.

AB p10 Activity 1 Listen and colour.

- Tell the pupils that they have to listen to the CD, find Flo's family members, and colour their T-shirts the correct colour.
- Play the CD, pausing to allow pupils to colour.

1.14

Flo: I'm Flo. Look at the picture.
Find my aunt. Her T-shirt is blue.
Find my brother. His T-shirt is green.
Find my cousin. Her T-shirt is orange.
Find my Dad. His T-shirt is red.
Find my sister. Her T-shirt is pink.
Find my uncle. His T-shirt is yellow.

- After listening check by asking questions: *What colour is Flo's (Dad's) T-shirt? Who's got a (blue) T-shirt?*

AB p10 Activity 2 Listen and circle.

- Before listening talk about the pictures and ask the pupils to name or guess the characters.
- Explain that they have to listen and circle the picture of the person who's being introduced (i.e. circle one in each pair).
- Play the CD. Pause after each introduction to let the pupils circle the person.

1.15

1 Adult: Hello, Bing. Who's this?
Bing: This is my Mum.
2 Adult: Hello, Titch. Who's this?
Titch: This is my brother.
3 Adult: Hello, Fred. Who's this?
Fred: This is my cousin. Her name's Rosa.
4 Adult: Hello, Flo. Who's this?
Flo: This is my uncle.
5 Adult: Hello, Poppy. Who's this?
Poppy: This is my Grandma.
6 Adult: Hello Flo. Who's this?
Flo: This is my Grandpa.

Speaking practice

- Put up flashcards of Flo, Fred, and Titch.
- Divide the class into pairs. One pupil in each pair should choose one of the characters and pretend to be him / her.
- Get out the PMB family picture cards and let the pupils ask and answer about the family members.
Pupil A: *Who's this?*
Pupil B: *This is my (Grandma).*
- Pupils swap roles (pupil A chooses a character) and repeat.

AB p11 Activity 3 Listen and match.

- Explain that the silhouettes show Titch's family sitting in their seats at the show. Ask pupils if they can guess who any of the silhouettes are.
- Explain that someone at the show is asking Titch where all the members of her family are.
- The pupils have to listen and draw lines from the characters to the seats they are sitting in. (Encourage them to use different colours for the lines.)

1.16

Adult: Hello, Titch. Where's your family?
Titch: Over there. Look.

My uncle's in seat number one.
My Grandma's in seat number two.
My sister's in seat number three.
My Grandpa's in seat number four.
My brother's in seat number five.
My cousin Dan's in seat number six.
My Dad's in seat number seven.
My cousin Rosa's in seat number eight.
My aunt's in seat number nine.
My Mum's in seat number ten.

Adult: Titch, where's your seat?

Titch: Er ... oh no!

- Check the pupils' answers: *What number is (Grandpa)? Who's in seat number (five)?*
- Optional reading / writing activity: When the pupils have finished they can look at the family words at the bottom of the page, and write the correct seat number in the box for each one.

Answers: Mum 10, Dad 7, brother 5, sister 3, Grandma 2, Grandpa 4, aunt 9, uncle 1, cousin (Dan) 6, cousin (Rosa) 8

Lesson 3 = Story**Story**

CB page 12



CB page 13

Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Practise story language

Core language

I'm Mrs (surname); How old are you?; I'm (four).

Review of

- family vocabulary
- language used so far

Other language

That's not polite; Oh dear!; Abracadabra!; Quick! Watch this trick!; bird; Well done!

Materials

Norton; CD 1; PMB family picture cards; Family flashcards

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to play some games, and we're going to listen to a story!*

- Take out the family flashcards and play a game, e.g. *Flashing a card* (p18).

- Let the pupils look at the pictures. Ask them to name all the characters they know: *Who's this? Yes, (Bing).*
- Ask them to predict what the story is about, and summarize their suggestions: *Yes, Bing needs help. The magic trick doesn't work.*
- Play the CD. Practise 'good listening' and use your 'silence signal'.

[1] Narrator: It's the school show today.
Flo: Hello. I'm Flo.
Mrs Baxter: Hello, I'm Mrs Baxter. I'm Bing's Grandma.

[2] Flo: This is my sister, Titch.

[3] Mrs Baxter: Hello, Titch. How old are you?
Titch: I'm four. How old are you?
Mum: TITCH! That's not polite!

[4] Mrs Baxter: Look, there's Bing.
Narrator: The show starts! Bing tries a trick.
Bing: Abracadabra!
Quick, quick, quick!
Abracadabra!
Watch this trick!

[5] Bing: Oh dear!

[6] Narrator: Bing tries again.
Bing: Abracadabra!
Quick, quick, quick!
Abracadabra!
Watch this trick!

Bing: Oh no!
Narrator: Mr Fixit's got an idea.
Mr Fixit: Here. Open the kit!

[7] Narrator: Bing tries again!
Bing: Abracadabra!
Quick, quick, quick!
Abracadabra!
Watch this trick!

[8] Mrs Baxter: Look! A bird!
Titch: Well done, Bing!

- Talk about the story and the pupils' predictions.
- Teach the rhyme: *Abracadabra! Quick, quick, quick! Abracadabra! Watch this trick!*
- Teach some actions, e.g. *Quick, quick, quick!* wave your hand in the air as if you have a magic wand; *Watch this trick!* make a circle in the air as if something wonderful is happening.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story? That's right, it's here – frame (4).*
- Explain that they have to look back through the story, find the same pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.
- Encourage the whole class to join in and practise in chorus.

- Take out the PMB family picture cards the pupils prepared in Lesson 1.
- Remove the card for Titch and let pupils use the remaining ten picture cards to play a game, e.g. *Active Bingo* (p19).

3 Listen and find. Say the numbers. (1 min)

4 Listen and write the numbers. Say. (1 min)

- Show the pupils the character flashcards and check they remember them.
- Hold a flashcard in front of you and let Norton ask you *What's your name? How old are you?*
- Answer as the character: *I'm (Flo). I'm (six).*
- Give the cards for Flo, Fred, Poppy, Bing, and Titch to different pupils.
- Let them answer as the character when Norton asks them their name and age: *I'm (Titch). I'm (four).*

Teaching tip

The characters' ages are: Flo – 6, Fred – 7, Poppy – 6, Bing – 6, Titch – 4.

CB p14 Activity 5 Listen and find. Say the numbers.

- Ask the pupils to look at the page.
- Explain that a reporter is at the show, and that she wants to put some photos in the paper.
- Look at the 'photos' and talk about the children's names and ages, and what they are doing: *This is (Anna). She's (six). She's (juggling).*
- Tell the pupils to look at the girl in the clown outfit at the top of the page, and listen to her being interviewed. Play the first dialogue.
- Tell your class they have to listen carefully to the reporter, find the child she is interviewing with their bookmarks, and say the number of the photo.
- Play the remaining dialogues, pausing after each one to check the answers.

1.18

Reporter: Hello, what's your name?

Clara: I'm Clara.

Reporter: How old are you, Clara? [1]

Clara: I'm six.

(sound of guitar)

Reporter: Hello, what's your name?

Emily: I'm Emily.

Reporter: How old are you, Emily?

Emily: I'm seven. [6]

(sound of recorder)

Reporter: Hello, what's your name?

Tom: I'm Tom.

Reporter: How old are you, Tom?

Tom: I'm six. [5]

(sound of juggling balls being dropped)

Anna: Oops!

Reporter: Hello, what's your name?

Anna: I'm Anna.

Reporter: How old are you, Anna?

Anna: I'm six. [2]

(sound of piano)

Reporter: Hello, what's your name?

Katy: I'm Katy.

Reporter: How old are you, Katy?

Katy: I'm seven. [4]

(sound of magic trick)

Reporter: Hello, what's your name?

Sam: I'm Sam.

Reporter: How old are you, Sam?

Sam: I'm eight. [3]

- Practise together asking and answering the reporter's questions.
- Divide the class into two halves. One half is the reporter and the other half is a child on the page.
- Point to the child on the page and say the name before the pupils ask and answer.
- Remember to alternate roles.

AB p12 Activity 4 Listen and write the numbers. Say.

- Look at the pictures of the characters. Point out that each child is wearing a badge.
- Explain to your class that they have to listen and write the correct age on each badge.
- When they have finished they can act out the dialogues.

1.19

Adult: Hello, what's your name?

Poppy: I'm Poppy.

Adult: How old are you?

Poppy: I'm six.

Adult: Hello, what's your name?

Fred: I'm Fred.

Adult: How old are you?

Fred: I'm seven.

Adult: What's your name?

Bing: I'm Bing.

Adult: Hello, Bing! How old are you?

Bing: I'm six.

Adult: What's your name?

Titch: I'm Titch.

Adult: Hello, Titch! How old are you?

Titch: I'm four!

Adult: Hello, what's your name?

Flo: I'm Flo.

Adult: How old are you, Flo?

Flo: I'm six.

Adult: What's your name?

Dan: I'm Dan.

Adult: How old are you, Dan?

Dan: I'm five.

Adult: Hello, what's your name?

Rosa: I'm Rosa.

Adult: How old are you, Rosa?

Rosa: I'm eight.

Answers: Rosa 8, Flo 6, Bing 6, Dan 5, Poppy 6, Titch 4, Fred 7

Make a badge

- Tell the pupils that they can each make a badge like the children in Activity 4.
- Give them a piece of card or paper with a circle drawn on it.
- Let them decorate it, cut it out, and write their age on it.

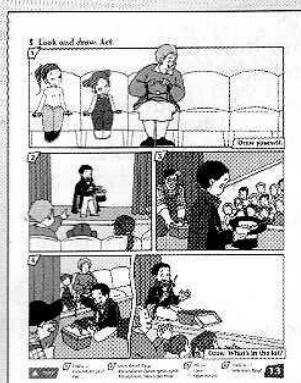
Personalize and act out

- Ask the pupils to imagine they are doing an act in a school show.
- Brainstorm acts, e.g. a singer, a dancer, a magician, a juggler.
- Encourage them to choose new names and to walk around doing their acts.
- Pretend to be a reporter and ask them their names and ages.
- When the pupils understand the roles divide the class into performers and reporters.

Lesson 5

▲ = Story ■ = Words

Parallel story



AB page 13

Objectives

- Join in retelling the story
- Create an alternative story
- Participate in acting out a story
- Listen and identify family members

Core language

Review of

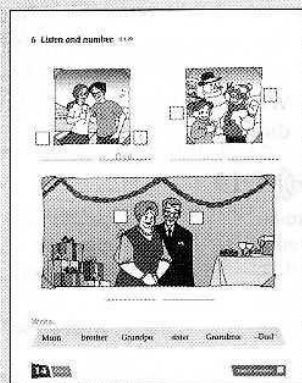
- family vocabulary
- language used so far

Other language

photo

Materials

Norton; Character flashcards; CD 1; Story Frames Book



AB page 14

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to look at the story again, and we're going to make our own story.*

Play a game

- Take out the character flashcards and give them to some pupils.
- Let the class ask *What's your name?*
- Encourage each pupil to answer as the character: *I'm (name).*
- Give the cards to some other pupils.
- Let the class ask *How old are you?*
- Encourage the pupils to answer as the character: *I'm (age).* (Let them look at Activity Book p12 if they need to remind themselves of the ages.)
- Try to give as many pupils as possible the opportunity to do this.

Say the story rhyme

- Hide Norton, e.g. behind the kit.
- Remind pupils of the rhyme from the story: *Abracadabra! Quick, quick, quick! Abracadabra! Watch this trick!*
- Say the rhyme together.
- When you finish take Norton from behind the kit.

Retell the story

- Use the Story Frames Book to retell the story. (If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.)
- Encourage the pupils to join in and tell you what they remember. When retelling the story,
 - start with what the pupils know: *Who's this?*
 - continue with a summary of each picture, prompting and encouraging the pupils to join in: *Yes, that's Flo, Titch's big sister. So, Bing's Grandma says ...*
 - be ready to recast words and phrases that the pupils contribute in L1: *Yes, Bing's holding a wand. The trick doesn't work.*
- Encourage the pupils to use the phrases they remember from the 'Find and say' activity on Class Book p13.

AB p13 Activity 5 Look and draw. Act.

- Look at the pictures with the pupils.
- Explain that they are going to complete the pictures to make their own version of the story, choosing some details themselves. As in Unit 1, they will also appear in the story!
- Ask them which pictures they need to draw something in (1 and 4), and what they think they need to draw:

Frame 1: Pupils draw themselves sitting next to Bing's Grandma.

Frame 2: (Nothing to draw.)

Frame 3: (Nothing to draw.)

Frame 4: Pupils draw something coming out of the kit (e.g. an animal, or an object).

- When pupils have understood what they have to do, let them complete the pictures. Fast finishers can colour them.
- When everyone has finished let them show their stories to one another. Check and see if any pupils have chosen the same thing to come out of the kit.

Practise the story language

- When the pupils have finished their pictures, practise the language they will need in order to act out the stories.

Frame 1: Mrs Baxter: *Hello, (name). How old are you?*
Pupil: *I'm ...*

Frame 2: Mrs Baxter: *Look, there's Bing.*
Bing: *Abracadabra! Quick, quick, quick!*
Abracadabra! Watch this trick!

Frame 3: Bing: *Oh no!*
Mr Fixit: *Here. Open the kit!*

Frame 4: Bing: *Abracadabra! Quick, quick, quick!*
Abracadabra! Watch this trick!
Mrs Baxter: *Look! A ...!*
Flo: *Well done, Bing!*

- Say the lines and ask the pupils to repeat them after you.

Act out a story

- Choose one of the pupils' stories to act out.
- Ask five pupils to come to the front of the class (including your chosen child). Allocate the other speaking parts (Bing, Mr Fixit, Mrs Baxter, and Flo).

If you wish, you could also have a child playing Titch – a non-speaking role, apart from the rhyme.

- Encourage the group to act out the story for the class.
- The whole class can join in with the rhyme.
- Offer as much support as the pupils need, and let them act it out a second time if they need to. Tell them not to worry if they make mistakes.
- You might like to repeat the acting out with a different pupil's story, or with a different group of pupils.

AB p14 Activity 6 Listen and number.

- Look at the pictures with the pupils. Tell them that these are photos of Flo's family.
- Talk about the photos and let them say who is in each one.
- Tell them they have to listen and number the photos.
- Play the CD. Check the answers with the class.

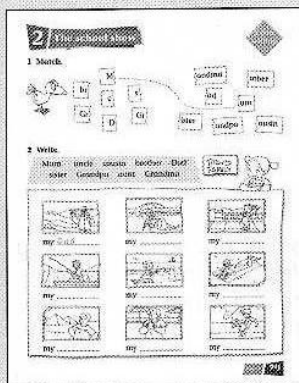
1.20

Flo: Look at these photos!

- 1 Flo: This is my Dad.
 - 2 Flo: This is my Grandpa.
 - 3 Flo: This is my sister.
 - 4 Flo: This is my Grandma.
 - 5 Flo: This is my brother.
 - 6 Flo: This is my Mum.
- Optional writing activity: Pupils can also write the names under each of the photos, using the word bank.

Lesson 5a (optional)

Writing = Words



AB page 79

Objectives

- Become familiar with sound and letter correlation
- Recognize and write family vocabulary using visual clues

Core language

Review of

- family vocabulary
- language used so far

Materials

Norton; Family flashcards (x10); Family text cards; PMB family picture cards; PMB family word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to play some games, and we're going to do some writing in our Activity Books.*

Review vocabulary

- Use the family flashcards and the text cards to play a matching game, e.g. *Memory* (p19).

AB p79 Activity 1 Match.

- Talk to the pupils about the seven divided family words. Point out that the first letters have been torn off.
- Explain that they should say the sounds of the initial letters (on the left) and draw a line to the matching part of the word (on the right). (They can use a different colour for each line.)
- Focus on the initial sounds one by one: *br...other, brother. Yes, that's right.*
- Encourage the pupils to say the whole word quietly to themselves while they draw their connecting line.
- These words are also in the word bank below so that pupils can check they are right.
- Let them colour the matching parts of the words when they have drawn their lines.

Answers: M-um, br-other, c-ousin, s-ister, Gr-andpa, D-ad, Gr-andma

AB p79 Activity 2 Write.

- Explain that Titch has collected photos of all her family, and wants to have their names written under the photos.
- Ask the pupils to look at the photos and find the names in the word bank. Point and ask *Who's this? And this is ...?*
- Pupils write the correct name for each photo.

Answers: (top row) My Dad, my aunt, my sister
(middle row) my Grandpa, my cousin, my Mum
(bottom row) my uncle, my Grandma, my brother

Play a game

- Use the pupils' PMB family picture cards and word cards to play a game, e.g. *Whispers* (p19). (You will need to remove Titch and either Rosa or Dan from the set, so that there is only one picture card per vocabulary item.)

Lesson 6 = Song / chant

Learning for life



CB page 15



AB page 15

Objectives

- Review vocabulary and language of the unit
- Learn about supporting our friends
- Join in a song
- Listen and identify using visual clues

Core language

Review of

- numbers 1–12
- characters' names
- family vocabulary
- language used so far

Other language

Good luck!; Well done!; Very good!; kids; curtains; show; All night long

Materials

Norton; Fixit Game poster; Family flashcards (x10); Family text cards (optional); CD 1

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to look at the poster, we're going to play some games, and we're going to sing a song.*

Mid-unit review

- Use the poster and the Class Book to remind pupils of all the activities and language done so far in this unit. Praise them for their progress so far.

Review vocabulary (categorizing)

- If possible, arrange the pupils around the board. Use the flashcards (and text cards if you are using them) to do a categorizing activity.
- Ask the pupils to help you organize the flashcards in different ways: adults and children; male and female; lives with / doesn't live with Titch; long words or short words; easy to remember or not so easy to remember.
- See if the pupils have any other ideas, and organize the flashcards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

CB p15 Activity 6 Listen and sing the song.

- Talk about the picture with the pupils. Encourage the pupils to say what they think, and be ready to recast words and phrases.
- Ask which family members they can see in the picture: *Can you see some Mums and Dads? Point to a Grandma.*
- Ask what the families are doing: *Yes, they're watching the show. They're saying 'good luck', 'well done', and clapping.*
- Ask how they think the families are feeling: *Yes, they're smiling. They're very happy.*
- Talk about how we need our families and friends to give us support and encouragement, and how we can support them in turn.
- Play the song and ask the pupils to point to the family members as they listen.

1.21

(Tune: 'The wheels on the bus go round and round')

The curtains at the show go swish ... swish,
Swish ... swish, swish ... swish.

The curtains at the show go swish ... swish,
All night long.

The mums at the show all clap their hands,
Clap their hands, clap their hands.

The mums at the show all clap their hands,
All night long.

The dads at the show say Good luck, kids!
Good luck, kids! Good luck kids!

The dads at the show say Good luck, kids!
All night long.

The uncles at the show say Well done, kids!
Well done, kids! Well done, kids!

The uncles at the show say Well done, kids!
All night long.

The aunts at the show say Very good!
Very good! Very good!

The aunts at the show say Very good!
All night long.

The curtains at the show go swish ... swish,
Swish ... swish, swish ... swish

The curtains at the show go swish ... swish,
All night long.

- Teach some actions for the song, e.g. *swish* – swinging both arms to the right and left, *clap their hands* – clapping, *good luck* – crossing your fingers, *well done* – arms in the air with fists clenched as if cheering, *very good* – thumbs up.

- Sing the song again with the pupils and encourage them to do the actions.

AB p15 Activity 7 Listen and number.

- Talk to the pupils about what is happening in the pictures: *Look, he's doing a trick. It's magic. He's smiling.*
- Talk about the performers and the people supporting them: *The children are juggling. They're clapping.*
- Explain to the pupils that they have to listen carefully and number each pair of pictures.

1.22

1 Teacher: And here's our next act!
(*sound of tap dancing*)
(*clapping*)

2 Teacher: And here's our next act!
(*recorder being played*)

Teacher: Well done, kids!

Woman: Good luck!

(sounds of juggling)

Boy: Abracadabra!

(clapping)

Man: Well done! Well done!

(children singing)

Woman: Very good!

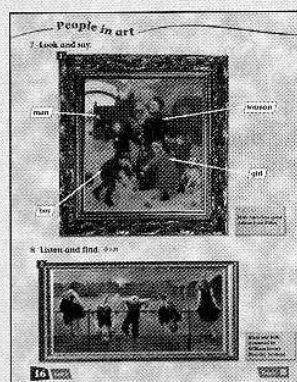
- Practise saying *good luck*, *well done*, and *very good*.

Answers: (from top to bottom) 4, 3, 1, 5, 2

Mini-performances

- Let pairs of pupils do some mini-performances, e.g. singing, dancing, saying a rhyme.
- The other pupils can say *Good luck!* and encourage the performers by saying *Very good!* or *Well done!*

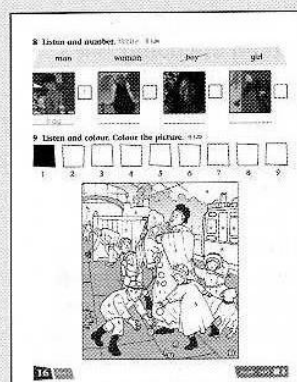
Learning through English



CB page 16



CB page 17



AB page 16

Objectives

- Become familiar with people vocabulary
- Identify people in familiar settings
- Get to know some famous paintings through English
- Listen and identify people in paintings

Core language

People vocabulary: *man, woman, girl, boy*

Review of

- family vocabulary
- language used so far

Other language

picture: train; cat; baby

Materials

Norton; CD 1; People flashcards (*man, woman, girl, boy*); People text cards (optional); Photos of your family and friends (or photos from a magazine); People picture cards (PMB p8) – one photocopied set per pupil; People word cards (PMB p9) – one photocopied set per pupil (optional)

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to learn some new words and we're going to look at some pictures.*

Sing a song

- Play and sing the song *The curtains at the show go swish* (Class Book p15, Listening 1.21).
- Encourage the pupils to do the actions and join in.

Introduce new vocabulary *see p18*

- Take out the people flashcards and teach the new vocabulary (*man, woman, boy, girl*).

Talk about family photos

- Show the pupils photos of your family and friends or photos from a magazine or a newspaper.
- Ask the pupils if they have photos of their families and friends and who takes the photos.
- Explain that cameras are a fairly recent invention and that in the past all images of people would have been paintings or drawings rather than photographs.

CB p16 Activity 7 Look and say.

- Look at the painting 'More haste less speed' and talk to the pupils about it.
- Be prepared to recast words or phrases from their contributions. Pupils may comment on:
 - what is happening in the picture: *The oranges are falling on the ground! The man is picking up a bell.*
 - what the woman and the children are doing: *She's carrying a lot of things. They're trying to catch the oranges. The dog is sitting down.*
- Ask them to use their bookmarks and find a *woman, a man, a girl, and a boy*. As they find each picture, they should say the word quietly to themselves.

CB pp16-17 Activity 8 Listen and find.

- Look at the next three paintings. Talk to the pupils about them and be ready to recast some words or phrases from their contributions: *They're swinging on the railings. They're playing with a train set. The boy's holding a cat. The baby is holding a book.*
- Ask them to tell you who they can see in each picture. *Point to the girls. How many are there? Who's this? Yes, a baby.*
- Tell them to listen to the CD and use their bookmarks to find the people that are mentioned.

1.23

- Adult: Who can you see in this picture?
 Child: I can see a woman and two boys. And a train. And a cat!
 Adult: Who can you see in this picture?
 Child: I can see five children. One, two, three, four, five.
 Adult: Five girls?
 Child: No. Two girls and three boys.
 Adult: Who can you see in this picture?
 Child: I can see a woman and a man ...
 Adult: Yes?
 Child: And a baby boy!

AB p16 Activity 8 Listen and number.

- Tell the pupils that these pictures are taken from the four paintings you have just looked at.
- Ask them to look in the Class Book and find the paintings that each picture comes from.
- Explain that they have to listen carefully and number the pictures in the order that the child talks about them.
- Play the CD. Check the answers with the class.

1.24

- Child: I can see a boy.
 - Child: I can see a woman.
 - Child: I can see a girl.
 - Child: I can see a man.
- Optional writing activity: After listening the pupils can write the word under each picture.

Match the words (optional)

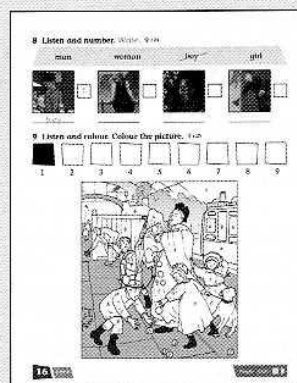
- Put the four people flashcards on the board.
- Let Norton take out the matching text cards and read them.
- Ask the pupils to put the text cards next to the flashcards on the board.
- Play a matching game with the two sets, e.g. *Memory* (p19).

PMB pp8-9 Make the picture / word cards

- Give out the photocopies of the people picture cards.
- Let the pupils colour them and cut them out.
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.
- Let Norton call out this vocabulary. Ask the pupils to hold up the matching picture card or word card.

Lesson 8 = Other subjects

Learning through English



AB page 16



CB page 17

Objectives

- Review colour and people vocabulary
- Make a picture and a frame
- Practise ordering and sequencing work

Core language

Review of

- colour vocabulary
- family vocabulary
- people vocabulary
- language used so far

Materials

'Make a picture and a frame' (PMB p10) – one photocopy per pupil, and a completed example (optional); Scissors; Family flashcards(x10); People flashcards(x4); PMB family picture cards; PMB people picture cards

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson. Show the class your completed picture and frame if you have made one: *We're going to play some games, and we're going to make a picture!*

Connect with the last lesson

- Talk to the pupils about the paintings from the previous lesson.
- Ask them what they can remember about the paintings. Ask if they can remember what colours were used.
- Then let them look at Class Book pp16–17 again to see if they missed anything.

AB p16 Activity 9 Listen and colour. Colour the picture.

- Look at the black and white copy of the painting 'More haste less speed'.
- Explain the colour key to the pupils. Tell them they first have to listen carefully and colour the key at the top. When they have completed the key, they will colour the picture according to the key.
- Play the CD. Go through the key to check the pupils have all the right colours before they start colouring the main picture.

1.25

Number one is black.
Number two is blue.
Number three is orange.
Number four is yellow.
Number five is red.
Number six is grey.
Number seven is purple.
Number eight is brown.
Number nine is pink.

- When they finish ask them to look at their Class Book and compare their picture with the original.

PMB p10 CB p17 Activity 9 Make a picture and a frame.

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a picture and a frame. Show them your completed example if you have made one.
- Give each pupil a PMB photocopy and scissors.
- Go through the stages with the pupils (demonstrate as you do so):
 - 1 They colour the frame and cut it out.
 - 2 They draw and colour a picture of someone important to them in the middle.
- While the pupils are making their pictures you can talk about their individual work. Recognize and praise their efforts: *Who's this? Is it your Mum? What colours have you got? Very nice.*
- When they finish, encourage them to hold up their pictures and say who it is: *This is my (Mum).*
- Display the pictures in the class and encourage the pupils to talk about them.

Teaching tip

This activity can be made more elaborate. Pupils could decorate the frame by sticking things onto it, e.g. sequins or stickers. Pupils could stick a photo in the frame instead of drawing a picture.

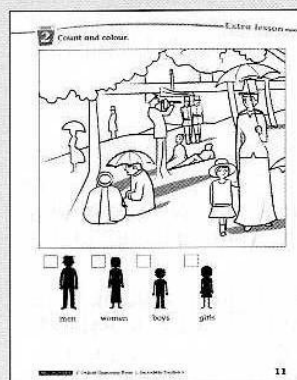
Play a game

- Play a game of *Snap* (see p19) using Norton and the family and people flashcards, and the pupils' PMB family and people picture cards.

Lesson 8a (optional)

Learning through English

(Extension)



PMB page 11

Objectives

- Review language pupils are now familiar with
- Become familiar with a famous painting
- Get to know the painting in more detail through colouring

Core language

Review of

- people vocabulary
- language used so far

Other language

men, women, girls, boys

Materials

Norton; Family flashcards (x10); A copy of 'Sunday afternoon' by Georges Seurat (see <http://en.wikipedia.org/wiki/Image:Sundayafternoon.JPG> or www.artchive.com/artchive/S/seurat/jatte.jpg.html) (optional); 'Count and colour' (PMB p11) – one photocopy per pupil

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to look at another painting, and we're going to do some colouring.*

Review vocabulary (plurals)

- Arrange the family flashcards on the board or somewhere the class can see them.
- Use the flashcards to introduce the plurals for the people vocabulary: *This is Flo, so one girl. And this is Poppy. So, now there are two girls: Flo and Poppy.*

- Encourage different pupils to regroup the flashcards on the board. Ask the whole class to tell you how many they can see of *men, women, boys, and girls*.

Talk about the painting

- Show the pupils a copy of the painting 'Sunday afternoon' by Georges Seurat. (If you do not have a copy in colour, pupils can look at PMB p11.)
- Arrange the pupils around the board or sitting on the floor (or sitting around the computer if you are looking at it on screen), so they can all see the painting. Be ready to recast some words and phrases from the pupils' comments. Use mime and gesture to support your meaning. Talk about:
 - how many men, women and children they can see: *What can you see? How many (women) can you see?*
 - the weather and what people are wearing: *Is it raining? It's very warm. How many umbrellas can you see?* (Explain that the 'umbrellas' are in fact parasols, to shade people from the sun.)
 - what different people are doing: *The man's playing a trumpet. How many boys are in the boat?*

PMB p11 Count and colour.

- Show the pupils the black and white copy of the painting.
- Point out that this is just a small part of the painting. Ask them to look at the whole painting again, and to find this part in it.
- Tell them to count the number of men, women, boys, and girls they can see in their picture and to write the numbers in the boxes under the picture. Go through the answers with the class (pupils' answers may vary as they may disagree on which figures are male and female).

Suggested answers: men – 6, women – 4, boys – 0, girls – 1

- Ask them to choose colours they like and colour the picture.
- Pupils can colour their picture following the original closely or change some colours.
- While they're colouring encourage them and praise their work.
- When they finish put up all their coloured versions on the wall. Talk about what is different and what is the same in each one.

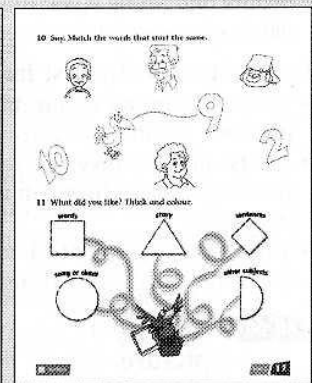
Lesson 9

– Words

Revision



CB page 18



AB page 17

Objectives

- Revise the language of the unit
- Identify an odd one out
- Practise pronunciation of initial sounds

Core language

Bing, boy /b/
black, blue /b/
Grandpa, Grandma, green, grey /gr/
Mum, man /m/
Norton, nine /n/
Poppy, pink /p/
rectangle, red /r/
ten, two /t/
woman, white /w/

Review of

- colour vocabulary
- family vocabulary
- people vocabulary
- numbers 1–12

Materials

Norton; Family flashcards; People flashcards; PMB family and people picture cards; PMB family and people word cards (optional); CD 1

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson: *We're going to play some games, and think about sounds.*

Review vocabulary

- Use the family and people flashcards to review the vocabulary of the unit, e.g. play *What's missing?* (p19).
- Play a matching game with the PMB family and people picture cards and word cards, e.g. *Memory* (p19) (optional).

Focus on initial sounds

- Check that pupils remember all the words in the vocabulary sets they have used so far: characters, colours, family, people, and numbers.
- Remind the pupils how some of the words start with the same sound: *Let's see, blue, what other word starts with bl /b/?* *Black, very good.*

CB p18 Activity 10 Find the odd one out.

- Ask pupils to look at the 'photos' of the characters.
- Remind them of how they grouped the characters previously according to whether they were e.g. men / women, young / old.
- Tell them that they have to find the odd one out in each picture.
- Do the first one with them as an example. *Dan and Fred are boys. So the odd one out is ... Mum – she's a woman.*
- Let them find the odd one out in each picture.

Answers: 1 Mum (she's a woman) 2 Flo (she's a girl)
3 Grandpa (he's a man) 4 cousin Rosa (she's a girl) 5 Fred (he's a boy) 6 Dad (he's a man)

AB p17 Activity 11 Say. Match the words that start the same.

- Ask the pupils to look at the pictures and to say the words quietly to themselves. Go through the words with the class.
- Explain that they should match the pictures with the same initial sounds by drawing a line between them. They should use a different coloured line for each pair of pictures.
- If you prefer, you can do this as a whole-class activity. First teach the pupils a rhyme: *Play the game. Play the game. Say a word that starts the same as ...* Choose one of the words and stress its initial sound, e.g. *Bing*. Ask the pupils to find something else on the page that starts with the same sound (*bag*).
- Encourage all the pupils to say the rhyme again. Let different pupils choose the words until you have matched all the initial sounds.
- When the pupils have matched all the words, let them repeat the pairs in different ways, e.g. loudly, softly, quickly, slowly, etc.

Answers: Bing – bag, Grandma – Grandpa, Norton – nine, ten – two

Teaching tip

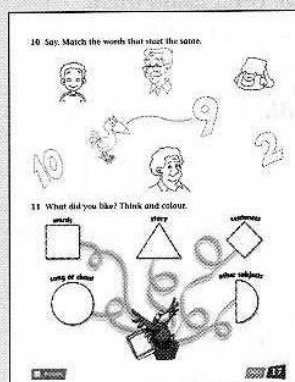
To support different learning styles, you can allow pupils to link the pictures in a different way, e.g. by drawing coloured circles around the matching pairs instead of drawing a line between them.

Sing a song

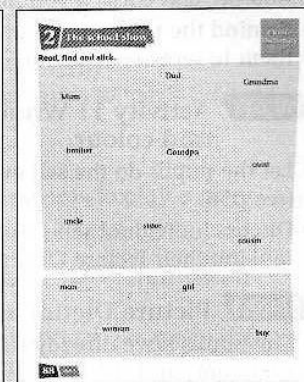
- Let the pupils choose a song from this unit that they would like to sing.

Lesson 10 (Review)

Review



AB page 17



AB page 88

Objectives

- Review of Unit 2

Core language

Review of

- family vocabulary
- people vocabulary
- language used in this unit

Materials

Norton; Fixit Game poster; Character counters; All materials used in Unit 2

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Explain that as this is the last lesson in Unit 2 they will be thinking about what they did in the unit: *We're going to talk about our work in Unit 2 and we're going to play a game with the poster.*

End-of-unit review

- Look at the different sections on the poster.
- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by:
 - showing them flashcards, things they have made, pictures in their books;
 - playing songs, and saying rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult. They can do this by telling you or with actions, e.g. holding their arms high or low or opening them more or less.

Play the Fixit Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p36).
- Remind them to use the refrain *Look in the book!* and to look in their books whenever they need to.

Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt into different groups.
- Use the flashcards to revise the family and people words.

- Talk to the pupils about how they could organize the flashcards on the board, e.g. by putting families together, or grouping them into adults and children.
- Add the text cards if you have been using them.
- Remind the pupils how categorizing words can help them to remember them.

AB p17 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p36).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

AB p88 Picture Dictionary *see p7*

- The pupils have already started their Picture Dictionary in Unit 1.
- Ask them to find p88 in their Activity Book and the family and people stickers for Unit 2.
- Remind pupils how to stick the stickers on the page, next to the relevant words.
- Make sure pupils understand that there are two stickers for *cousin*.
- Invite some pupils to hold up their finished pages to show the class.



The pupils are now ready to sit the Unit 2 test (see pp158–159)



Multimedia extension: you may now like to use the Maths 1 section of the optional DVD – or alternatively you may choose to use this section after Unit 5 (by which point pupils will have covered more of the relevant language).

3

The picnic

Lesson 1

■ = Words ● = Song / chant

Introducing vocabulary



CB page 19

Objectives

- Become familiar with food and drink vocabulary
- Join in a chant
- Listen and identify food and drink

Core language

Food and drink vocabulary: *apple, banana, orange, fizzy drink, biscuit, cake, chocolate bar, yoghurt, sandwich, juice*
Please; Thank you / Thanks; Pass me ...

Other language

Here you are.

Materials

Norton; Fixit Game Poster; Food and drink flashcards (*orange, apple, banana, yoghurt, juice, biscuit, fizzy drink, sandwich, chocolate bar, cake*); CD 1; Bookmark; Food and drink picture cards (PMB p12) – one photocopied set per pupil; Food and drink word cards (PMB p13) – one photocopied set per pupil (optional)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Unit overview

- Talk to the pupils about food and drink. Ask them if they know any words in English for food or drink. Ask them what words they would like to learn.
- Ask them to look through Unit 3 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board, relating them to the sections on the poster:
Words – food and drink (1)
Chant – *Apples, Apples ...*
Story – *Naughty Norton!*
Sentences – *I've got ...*
Song – *Time for tea*
Word – food and drink (2)
- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary see p18

- Use the food and drink flashcards to teach the new vocabulary.

Play a game

- Use the food and drink flashcards to play a game, e.g. *True or not true?* (p18).

CB p19 Activity 1 Look and say. Then listen and find.

- Talk to the pupils about what they can see in the picture. Who are the people? What do they think is happening? Summarize their comments in English: *Yes, we can see Fred, Flo, and Titch's Mum and Dad. The fridge is open. There is lots of food.*
- Talk about all the food and drink they can see in the kitchen: *Point to the (bananas). How many (oranges) can you see?*
- Ask the pupils to find and say all the new food and drink words in the picture.
- Explain that Fred, Flo, and Titch are going on a picnic with their Mum and Dad, and that Mum and Dad are packing the picnic boxes.
- Ask the pupils to find each picnic box: *Point to (Flo's) picnic box.*
- Tell the pupils to use their bookmarks to find each food and drink item as they listen to the CD.
- Play the CD, pausing after each dialogue to check they have found the food and drink items.

1.26

- Flo's Mum: Pass me a sandwich, please.
Flo's Dad: OK. Here you are.
Flo's Mum: Thank you.
Flo's Dad: Pass me an apple, please.
Flo's Mum: OK.
Flo's Dad: And a banana, please.
Flo's Mum: An apple ... and a banana. Here you are.
Flo's Dad: Thank you.
Flo's Mum: Pass me a chocolate bar, please.
Flo's Dad: OK!
Flo's Mum: And a cake, please.
Flo's Dad: A chocolate bar ... and a cake. Here you are.
Flo's Mum: Thanks.
Flo's Dad: Pass me a juice, please. And a fizzy drink.
Flo's Mum: Here you are. A juice ... and a fizzy drink.
Flo's Dad: Thank you.
Flo's Mum: Pass me a biscuit, please.
Flo's Dad: A biscuit ... Here you are.
Flo's Mum: Thank you.
Flo's Dad: Pass me an orange, please.
Flo's Mum: Here you are.
Flo's Dad: Thanks. And pass me a yoghurt, please.
Flo's Mum: Here you are.
Flo's Dad: Thank you.

Teaching tip: sandwich

The illustration of a sandwich on Class Book p19 shows a filled bread roll. You can explain to pupils that a *sandwich* can be made of any type of bread (e.g. bread roll, baguette, sliced bread) as long as there is a filling between two pieces of bread.

CB p19 Activity 2 Listen and say the chant.

- Line up the flashcards (x8) in a row using the same order as in the chant.
- Tell the pupils that they're going to listen to a chant about food and drink, and that they should point to each flashcard as they hear it mentioned.
- Play the CD.

1.27

Apples,
Apples,
Juice and yoghurt,
Juice and yoghurt,
Biscuits and cakes,
Biscuits and cakes,
Oranges and chocolate bars,
Oranges and chocolate bars,
Fizzy drinks,
Fizzy drinks,
Fizzy drinks,
Whoosh!

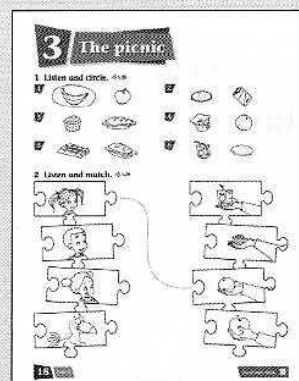
- Give out the eight flashcards to some pupils. Ask the pupils to stand in a row and hold their card up high and take it down again quickly when they hear their word in the chant.
- Play the CD again. (When two items come together, e.g. *juice and yoghurt*, let the pupils hold both flashcards up together.)
- Say the chant with the class a few times. Say it in different ways, e.g. quietly / loudly: *Now say it very quietly ... and now loudly.*

PMB pp12-13 Make the picture / word cards

- Give out the photocopies of the food and drink picture cards.
- Let the pupils colour them and cut them out.
- Use Norton to teach the phrase *Pass me ...* and to demonstrate the following activity with you, i.e. giving and receiving cards and saying *please* and *thank you / thanks* (use both forms in your demonstration):
Norton: *Pass me a (juice), please.*
Teacher: *Here you are.*
Norton: *Thanks! / Thank you!*
- Let the pupils practise in pairs.
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.

Lesson 2 = Words

Practising vocabulary



AB page 18



AB page 19

Objectives

- Review food and drink vocabulary
- Listen and identify food and drink
- Listen and identify extended lists using visual clues

Core language

Review of

- food and drink vocabulary
- language used so far

Other language

My favourite!; lunch

Materials

Norton; CD 1; Food and drink flashcards (x10); Food and drink text cards (optional); PMB food and drink picture cards (optional); PMB food and drink word cards (optional)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use the food and drink flashcards to help the pupils recall the vocabulary.
- Play a game, e.g. *Uncovering a card* (p18).
- Put the flashcards where the pupils can see them, e.g. well spaced on the board.
- If you are using the text cards, let Norton hold them up and read them. Then put the text cards beside the flashcards on the board, focusing on the initial sounds while saying the words.
- Say the food chant again (Listening 1.27).

AB p18 Activity 1 Listen and circle.

- Ask the pupils to identify all the food and drink items before they listen.
- Explain to the pupils that they have to listen carefully and circle the picture of the food or drink they hear.
- Play the CD. Make sure pupils understand the meaning of *My favourite!*

1.28

- 1 Child: A banana! My favourite!
 - 2 Child: A fizzy drink! My favourite!
 - 3 Child: A sandwich! My favourite!
 - 4 Child: A yoghurt! My favourite!
 - 5 Child: A chocolate bar! My favourite!
 - 6 Child: A biscuit! My favourite!
- Check the answers with the class, and talk about whether the foods are healthy or unhealthy: *What does number one have? A banana. Yes, very good. A banana and it's good for you.*

AB p18 Activity 2 Listen and match.

- Talk to the pupils about the characters and the food and drink. Ask the pupils to guess what the characters will choose: *What does Norton want? A fizzy drink?*
- Tell them they have to listen carefully and draw a line from the character to the food or drink they ask for.

1.29

- 1 Poppy: Pass me an orange, please.
Adult: Here you are.
Poppy: Thank you!
 - 2 Bing: Pass me a juice, please.
Adult: Here you are.
Bing: Thank you!
 - 3 Titch: Pass me an apple, please.
Adult: Here you are.
Titch: Thank you!
 - 4 Norton: Pass me a cake, please.
Adult: Here you are.
Norton: Thank you!
- Check the answers with the class.
 - Organize the pupils in small groups and let them practise the mini dialogues by asking you for the flashcards, e.g. group 1 is Poppy and says in chorus *Pass me an orange, please.*

AB p19 Activity 3 Listen and match.

- Explain to the pupils that the characters are talking about their picnics. They have to listen carefully and match each child to the correct picnic box. Explain the meaning of *lunch*.

1.30

- Presenter: Find Flo's lunch.
Flo: Look! An apple, a juice and a biscuit!
- Presenter: Find Poppy's lunch.
Poppy: Look! A fizzy drink, a cake and a sandwich!
- Presenter: Find Fred's lunch.
Fred: Look! A biscuit, a banana and a yoghurt!

Answers: Flo – box 3, Poppy – box 1, Fred – box 2

- Optional reading activity: When the pupils have finished they can look at the written lists below the picture, tick the items on each list that they can see in the picnic boxes, and cross out the item that they can't see.

Answers: Poppy – orange X, Flo – banana X,
Fred – chocolate bar X

Play a game

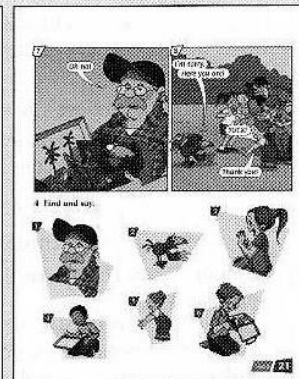
- Use the flashcards to play a game with the whole class, e.g. *What's missing?* (p19).
- If you have time, let the pupils use their PMB food and drink picture cards to play the game in pairs.
- OR If you are using the text cards play a whole-class matching game, e.g. *Memory* (p19) and then let the pupils play the game in pairs with their PMB picture and word cards.

Lesson 3 = Story

Story



CB page 20



CB page 21

Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Find details in a picture
- Practise story language

Core language

I've got (a banana).

Review of

- food and drink vocabulary
- language used so far

Other language

park; picnic; Can I have ...?; too; What have you got?; naughty

Materials

Norton; CD 1; Character flashcards; Food and drink flashcards (x10)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Put the food and drink flashcards on the board and let the pupils ask you for them. Use Norton to remind pupils of the dialogue from Lesson 1:
Norton: *Pass me a (banana), please.*
Teacher: *Here you are.*
Norton: *Thank you. / Thanks.*
- Encourage and help the pupils to use these phrases.

CB pp20–21 Activity 3 Story

- Let the pupils look at the pictures. Ask them to name all the food and drink they know: *What's in (Fred's) box? What's Mr Fixit got?*

- Ask them to predict what the story is about, and summarize their suggestions: *Yes, the banana falls on the ground. She's shaking the fizzy drink.*
- Play the CD. Practise 'good listening' and use your 'silence signal'.

1.31

- [1] Narrator: The children are in the park.
All: A picnic! Yum!
- [2] Narrator: Poppy and Bing open their picnic boxes.
Bing: I've got a banana.
Titch: Can I have a banana too?
- [3] Narrator: Titch has got a banana.
Titch: Oh!
Flo: Yuck!
- [4] Fred: I've got a fizzy drink! Yum!
Titch: Look! I've got a fizzy drink too.
- [5] Titch: Oh!
Fred: What have you got, Mr Fixit?
- [6] Narrator: Mr Fixit's hungry.
Mr Fixit: I've got biscuits ...
and a juice ...
and an orange ...
and a big chocolate cake!
- [7] Narrator: Mr Fixit opens the kit.
Mr Fixit: Oh no!
Norton! Naughty bird!
Naughty, naughty Norton!
Children: Norton! Naughty bird!
Naughty, naughty Norton!
Narrator: Oh dear. Poor Mr Fixit!
- [8] Norton: I'm sorry. Here you are!
Children & Mr Fixit: YUCK!
Titch: Thank you!

- Talk about the story and the pupils' predictions.
- Teach the rhyme: *Norton! Naughty bird! Naughty, naughty Norton!*
- Teach some actions, e.g. *Naughty bird!* shaking a finger.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

CB p21 Activity 4 Find and say.

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story? That's right, it's here – frame (7).*
- Let the pupils identify the characters, find them in the story, and practise what they are saying.
- Go through the answers with the class.
- Encourage the whole class to join in and practise in chorus.

Answers: 1 Mr Fixit (frame 7): 'Oh no!' 2 Norton (frame 8): 'I'm sorry. Here you are!' 3 Flo (frame 3): 'Yuck!' 4 Bing (frame 2): 'I've got a banana.' 5 Titch (frame 8): 'Thank you!' 6 Fred (frame 4): 'I've got a fizzy drink. Yum!'

Practise phrases

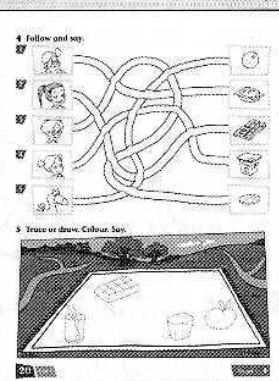
- Put up the character flashcards with a food or drink flashcard next to each one.
- Say true / false statements: *I'm (Poppy). I've got (an apple).*
- Ask the pupils to stand up if the statement is false.
- Finish with true statements and practise them in chorus.

Lesson 4 = Sentences

Language focus



CB page 22



AB page 20

Objectives

- Review language structure *I've got ...*
- Personalize familiar language
- Understand how to exchange something using the word *swap*

Core language

swap

Review of

- food and drink vocabulary
- language used so far

Materials

Norton; Food and drink flashcards (x10); PMB food and drink picture cards; CD 1; Character flashcards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use Norton to pick up the food and drink flashcards one by one. He asks the pupils to guess what's on each card (*What's this? Can you guess?*) and then shows each flashcard saying *I've got a (yoghurt)*. He can add comments such as *Yum! Delicious! My favourite!*

PMB picture card Snap

- Give out the PMB food and drink picture cards from Lesson 1.
- Explain that you are going to play a game of class *Snap*.
- Ask the pupils to turn their picture cards face down in a pile.
- Norton should turn the flashcards face down in a pile. He then turns over the first flashcard, saying *I've got a (banana)*.
- The pupils turn over their first card at the same time.
- If pupils turn over the same card as Norton, they should stand up and say what they have: *Snap! I've got a (banana)*.
- Repeat with the other flashcards. Pupils can count the number of times their card was the same as Norton's.

CB p22 Activity 5 Listen and find the food. Say the names.

- Look at the picture with the pupils. Ask them to tell you what each character has, and how they could help the pairs get their favourite food and drink.
- Introduce the word *swap* and demonstrate its meaning by using Norton and real things in the classroom.
- Ask the pupils to listen carefully, find the foods mentioned on the page, and say who is speaking for each swap.
- Play the CD, pausing after each dialogue to check the answers with the class.

1.32

Poppy: I've got an apple.
 Bing: I've got a banana.
 Poppy: Swap?
 Bing: OK.
 Poppy: Thank you!
 Titch: I've got a fizzy drink.
 Flo: I've got a juice.
 Titch: Swap?
 Flo: OK.
 Titch: Thank you!
 Bing: I've got a chocolate bar.
 Fred: I've got a sandwich.
 Bing: Swap?
 Fred: OK.
 Bing: Thank you!
 Flo: I've got a cake.
 Poppy: I've got a biscuit.
 Flo: Swap?
 Poppy: OK.
 Flo: Thank you!
 Fred: I've got a yoghurt.
 Titch: I've got an orange.
 Fred: Swap?
 Titch: OK.
 Fred: Thank you!

- Put up the character cards and the food / drink flashcards for the first dialogue (Poppy – apple, Bing – banana).
- Elicit the dialogue by pointing to the flashcards and using mime (e.g. moving your hands for *swap*, nodding your head / doing thumbs up for *OK*).
- Divide the class in two halves and practise each dialogue. Move the flashcards on the board as the swaps are made.

AB p20 Activity 4 Follow and say.

- Explain to the pupils that they have to follow the path from each character to their food and then say *I'm (Mr Fixit). I've got a ...*

Answers: 1 Mr Fixit – sandwich 2 Flo – chocolate bar
 3 Fred – biscuit 4 Titch – yoghurt 5 Norton – orange

- Play a game. Call out *I've got a (yoghurt). Who am I?* The pupils have to say which character is speaking.

Swapping game

- Organize the class in pairs. Make sure each pair has one set of the PMB food and drink picture cards.
- Use Norton to demonstrate the game with you.
- In pairs, the players divide the cards between them (so they have five each), and practise the dialogue from

Class Book p22 Activity 5, choosing what they want to swap from their cards.

AB p20 Activity 5 Trace or draw. Colour. Say.

- Talk to the pupils about the food / drink in the picture.
- Ask them to choose what they would like to take on a picnic, and to trace over and colour these items. They can then draw any other favourite picnic foods in the remaining space.
- Ask each pupil *What have you got?* Encourage the pupils to use the phrase *I've got ...* Be prepared to provide words for any items pupils might draw which they don't yet know!

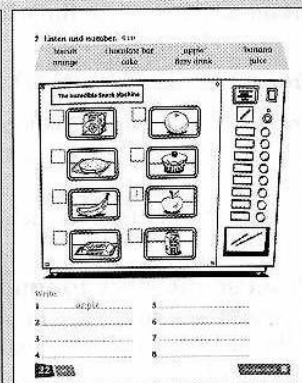
Lesson 5

▲ = Story ■ = Words

Parallel story



AB page 21



AB page 22

Objectives

- Join in retelling the story
- Create an alternative story
- Participate in acting out a story
- Listen and identify food and drink vocabulary

Core language

Review of

- food and drink vocabulary
- language used so far

Materials

Norton; Story Frames Book; CD 1; PMB food and drink picture cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Say the story rhyme

- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions: *Norton! Naughty bird! Naughty, naughty Norton!*

Retell the story

- Use the Story Frames Book to retell the story. (If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them e.g. on the board.)
- Encourage the pupils to join in and tell you what they remember. When retelling the story,

- start with what the pupils know: *What did Mr Fixit say to Norton?*
- continue with a summary of each picture, prompting and encouraging the pupils to join in: *How many picnic boxes can you see? And Flo's got an apple.*
- be ready to recast words and phrases that the pupils contribute in L1: *Yes, the fizzy drink is exploding. Fred is getting wet. Norton's sorry.*

AB p21 Activity 6 Look and draw. Act.

- Look at the pictures with the pupils.
- Explain that they are going to complete the pictures to make their own story about a picnic.
- Ask the pupils to tell you who they can see in each picture, and what the characters might be saying.
- Ask them what they could draw in each picture to complete the story.

Frame 1: Pupils draw a food item in Titch's hand.

Frame 2: Pupils draw three food items in Mr Fixit's thought bubbles.

Frame 3: (Nothing to draw.)

Frame 4: Pupils draw the food item that Norton is offering to Mr Fixit.

- When pupils have understood what they have to do, let them complete the pictures. Fast finishers can colour them.

Practise the story language

- When the pupils have finished their pictures, practise the language that they will need in order to act out the stories.

Frame 1: Poppy: *I've got an apple.*
Bing: *I've got a banana.*
Titch: *I've got a (cake).*

Frame 2: Mr Fixit: *I've got a (juice) and (a chocolate bar) and (an apple)!*

Frame 3: All (the rhyme): *Norton! Naughty bird! Naughty, naughty Norton!*

Frame 4: Norton: *I'm sorry. Here you are.*
Mr Fixit: *Thank you!*

- Say the lines and ask the pupils to repeat them after you.
- Ask different pupils to tell you what food items they have drawn, and practise these lines: *I've got a ... What has Titch got in your story, (name)? A chocolate bar? Titch says 'I've got a chocolate bar.'*
- Say the rhyme together (frame 3).

Act out a story

- Choose one of the pupils' stories to act out.
- Ask five pupils to come to the front of the class (including your chosen pupil). Allocate parts (Poppy, Bing, Titch, Mr Fixit, and Norton).
- Encourage the group to act out the story for the class, using the variations from the chosen story.
- The whole class can join in with the rhyme.
- Offer as much support as the pupils need, and let them act it out a second time if they need to. Tell them not to worry if they make mistakes.
- You might like to repeat the acting out with a different pupil's story, or with a different group of pupils.

AB p22 Activity 7 Listen and number.

- Look at the picture of the vending machine.
- Talk to the pupils about the sort of food and drink they could get from the machine: *What's in this machine?*
- Be ready to recast pupils' contributions about how the machine works: *Yes, you press the buttons here and the food and drink comes out here.*
- Tell them to number the correct food or drink item as they listen.

1.33

- 1 Child: An apple.
- 2 Child: A biscuit.
- 3 Child: A cake.
- 4 Child: An orange.
- 5 Child: A fizzy drink.
- 6 Child: A juice.
- 7 Child: A chocolate bar.
- 8 Child: A banana.

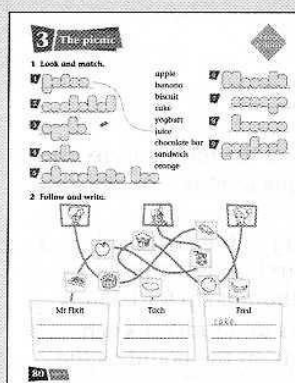
- Optional writing activity: Pupils can write the words in the key under the picture.

Play a game

- Play a game using the pupils' PMB food and drink picture cards (or let them draw some food and drink items), e.g. *Active Bingo* (p19).

Lesson 5a (optional)

Writing = Words



AB page 80

Objectives

- Recognize and identify word shapes
- Identify and write food and drink vocabulary

Core language

Review of

- food and drink vocabulary
- language used so far

Materials

Norton; PMB food and drink picture cards; PMB food and drink word cards; Food and drink flashcards (x10); Food and drink text cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Guess a shape

- Draw outlines of some food and drink items on the board, and ask the pupils to tell you what each shape is, and how they know: *Yes, it's an apple – you can see the leaf.*

AB p80 Activity 1 Look and match.

- Look at the page with the class.
- Explain to the pupils that words also have shapes, and that looking at a word's shape can help us remember the word when we're writing.
- Tell the class they have to match the shapes with the words in the list.
- Check the answers with the class. Talk about which parts of the shapes helped them most: *How many small letters are there in that word? How many big letters are there? Yes, there are (three) letters on / below the line.*

Answers: 1 juice 2 sandwich 3 apple 4 cake
5 chocolate bar 6 biscuit 7 orange 8 banana 9 yoghurt

Play a game (optional)

- Use the food and drink text cards to play a game, e.g. *Flashing a card* (p18).

AB p80 Activity 2 Follow and write.

- Ask the pupils if they remember what Titch, Fred, and Mr Fixit each had for their picnic in the story.
- Let them check the story to see if they are right.
- Explain that the characters are going on another picnic. Tell the pupils they have to follow the line from each character to the correct picnic box, 'collecting' their food and drink on the way.
- The pupils write down the collected food and drink on each box.

Answers: Mr Fixit – juice, apple, chocolate bar; Titch – orange, yoghurt, biscuit; Fred – cake, sandwich, banana

- Let the pupils pretend to be a character and say what they've got: *I've got a (cake), a (sandwich), and a (banana).*
- Remind the pupils that we say an apple / orange (you can explain that this is because a apple / orange would be difficult to say).

Pick a card

- Use Norton, the kit, and the food and drink text cards to practise the initial sounds in some food and drink words: *b /b/, banana; c /k/, cake; ch /tʃ/, chocolate bar; y /j/, yoghurt; m /m/, milk; j /dʒ/, juice*
- Let Norton take a text card from the kit, say the initial sound in the word (without showing it to the pupils), and ask the pupils to guess the word.
- When a pupil guesses a word let him / her put the text card beside the flashcard where everyone can see it.

Play a game

- Use the pupils' PMB food and drink picture cards and word cards to play a game, e.g. *Whispers* (p19).

Lesson 6 ● = Song / chant

Learning for life



CB page 23

AB page 23

Objectives

- Review vocabulary and language of the unit
- Learn about washing our hands before meals
- Join in a song

Core language

Review of

- food and drink vocabulary
- language used so far

Other language

It's time for tea; Wash your hands; Show me your hands; clean; dirty; chocolate mousse

Materials

Fixit Game poster; Food and drink flashcards (x10); Food and drink text cards (optional); CD 1

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Mid-unit review

- Use the poster and the Class Book to remind pupils of all the activities and language done so far in this unit. Praise them for their progress so far.

Review vocabulary (categorizing)

- If possible, arrange the pupils around the board. Use the food and drink flashcards (and text cards if you are using them) to do a categorizing activity.
- Ask the pupils to categorize the flashcards in different ways: food and drink, fruit and non-fruit, class favourites and non-favourites.
- Organize the flashcards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the flashcards according to what they say.
- Talk about foods that are good for you and foods that you shouldn't eat too often. Reorder the flashcards into these two groups. Be ready to recast words or phrases from the pupils' L1 contributions: *An apple is a fruit. It's good for you. A biscuit isn't fruit.*

CB p23 Activity 6 Listen and sing the song.

- Talk about the picture of the children's tea. Ask the pupils what they can see on the table, and ask them what they have themselves for tea or a light meal in the evening.
- Use the pictures to teach *show me your hands, wash your hands, clean and dirty*.
- Teach the pupils actions and play an action game, e.g. *Show me your hands* – pupils hold out their hands. *What dirty hands!* – pupils wiggle their fingers and make a face. *Wash your hands* – pupils rub their hands together. *What clean hands!* – pupils wave their hands in the air.
- Talk about the importance of washing your hands even when your hands don't look dirty.
- Play the song and encourage the pupils to point to the food and the correct pictures for each verse. Explain the meaning of *chocolate mousse*.

1.34

Time for tea, time for tea,
Wash your hands, it's time for tea.

I've got a sandwich, I've got a juice.
I've got an apple and a chocolate mousse!
Show me your hands now. What dirty hands!
Show me your hands now. What dirty hands!

Time for tea, time for tea,
Wash your hands, it's time for tea.

I've got a sandwich, I've got a juice.
I've got an apple and a chocolate mousse!
Show me your hands now. What clean hands!
Show me your hands now. What clean hands!

Time for tea, time for tea
Come and eat, it's time for tea!

- Remind the pupils of the actions for the song.
- Sing the song again with the pupils and encourage them to do the actions.

AB p23 Activity 8 Listen and number.

- Look at the picture pairs.
- Talk to the pupils about the pictures: *What can you see on the table? Are his / her hands clean or dirty? She's got nice clean hands. He's saying 'Wash your hands!'*
- Tell the pupils to listen carefully and write the correct number next to each pair of pictures.
- Play the CD, pausing after each dialogue to check the answers with the class.

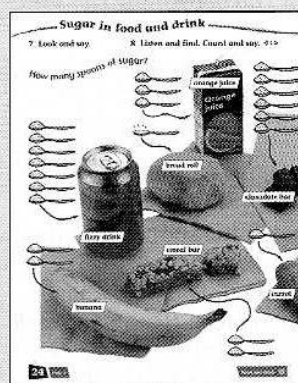
1.35

- Boy 1: Wash your hands.
Boy 2: OK.
Boy 2: I've got juice and a cake. Yum!
- Dad: It's time for tea! Wash your hands.
Children: OK, Dad.
- Boy: I've got a sandwich and a banana.
And a yoghurt. My favourite!
Mum: Show me your hands.
What dirty hands! Wash your hands, please!
- Dad: What dirty hands! Wash your hands, please.
Girl: OK, Dad.
- Mum: Show me your hands. What clean hands!
It's time for tea.

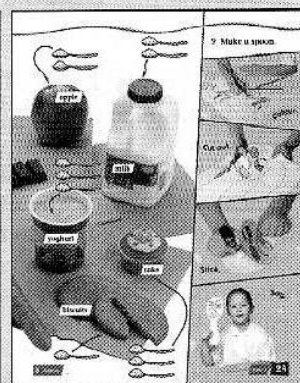
Answers: (from top to bottom) 3, 5, 2, 1, 4

Lesson 7 = Words = Other subjects

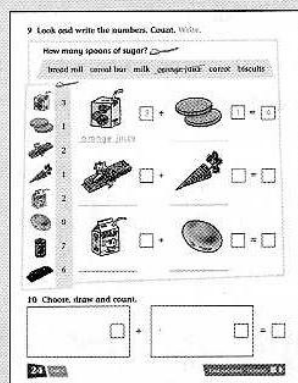
Learning through English



CB page 24



CB page 25



AB page 24

Objectives

- Become familiar with more food vocabulary
- Get to know about how much sugar there is in different foods and drinks
- Listen, identify, and count spoons of sugar

Core language

cereal bar, carrot, bread roll, milk, good, bad

Review of

- food and drink vocabulary
- language used so far

Other language

(Three) spoons of sugar.

Materials

Norton; CD 1; Bookmark; Food and drink flashcards (x15 – to include the new items *sugar, cereal bar, milk, carrot, bread roll*); Food and drink text cards (optional); Empty packages of food and drink (optional); Food and drink picture cards for the new items (PMB p12) – one photocopied set per pupil; Food and drink word cards for the new items (PMB p13) – one photocopied set per pupil (optional)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Sing the *Time for tea* song (Class Book p23, Listening 1.34).
- Encourage the pupils to do the actions and join in.

Introduce new vocabulary see p18

- Use the flashcards to teach the new vocabulary.

Play a game

- Put the new flashcards with the other food and drink flashcards and play a game, e.g. *Pronunciation circle* (p18).

Talk about food

- Ask the pupils which foods they think have sugar in them. Ask how sugar can affect your teeth and weight.
- Ask them if sugar is good or bad for you. Talk about the following:
 - how some foods have sugar naturally and some have it added (ask them to suggest examples);
 - how foods with natural sugar are healthier, e.g. *orange, apple, and banana*;
 - how some foods with added sugar are unhealthy if eaten too often, e.g. *biscuits and cake*.
- Use the flashcards to visually categorize these groups of food and drink on the board.
- Explain that we need some sugar but we should get it from foods that have it naturally, e.g. *juice, apples, carrots*. These foods have other healthy things in them as well.

CB pp24–25 Activity 7 Look and say.

- Ask the pupils to tell you the foods and drinks they can see in the picture.
- Ask the pupils to count how many spoons of sugar there are for each one. Practise the phrase (*Three spoons of sugar*).
- If you have brought in any other packages of food and drink, ask the pupils to guess how much sugar is in a normal portion.

Teaching tip: sugar information

For the measurements in this activity a slightly rounded teaspoon of sugar weighs around 5g. To work out the number of spoons of sugar in any item or portion check the amount of sugar on the can or package and divide by five. Note that the amount of sugar in fizzy drinks, biscuits and cereal bars varies hugely – you may get different results from those in the Class Book.

CB pp24–25 Activity 8 Listen and find. Count and say.

- Tell your class that they are going to hear children choosing food and drink items. They can use their bookmarks to find the items mentioned.
- When they find the food and drink items they should add up the spoons of sugar in the two items.
- They can tell you if the choices are good or not by saying *good* or *bad* and by putting their thumbs up for *good* / down for *bad*.
- Play the CD, pausing after each speaker to check the answers with the class.

1.36

- 1 Boy: I've got a chocolate bar and a cake.
How many spoons of sugar?
- 2 Girl: I've got a cereal bar and a banana.
How many spoons of sugar?
- 3 Boy: I've got an orange juice and a cake.
How many spoons of sugar?
- 4 Boy: I've got a bread roll and milk.
How many spoons of sugar?
- 5 Girl: I've got two biscuits and a carrot.
How many spoons of sugar?
- 6 Boy: I've got an apple and milk.
How many spoons of sugar?

Answers: 1 nine spoons 2 four spoons 3 six spoons
4 two spoons 5 two spoons 6 four spoons

AB p24 Activity 9 Look and write the numbers. Count.

- Ask the pupils to name the food and drink items on the left side of the page.
- Explain that the number next to each item shows the number of spoons of sugar it contains.
- Ask the pupils to look at the picture sums on the right side of the page. Explain that they have to write the number of spoons of sugar for each food and drink item, add them up, and then write the total.
- Check the answers with the class.

Answers: 1 $3+1=4$ 2 $2+1=3$ 3 $2+0=2$

- Optional writing activity: Pupils can write the food and drink words under the pictures.

Match the words (optional)

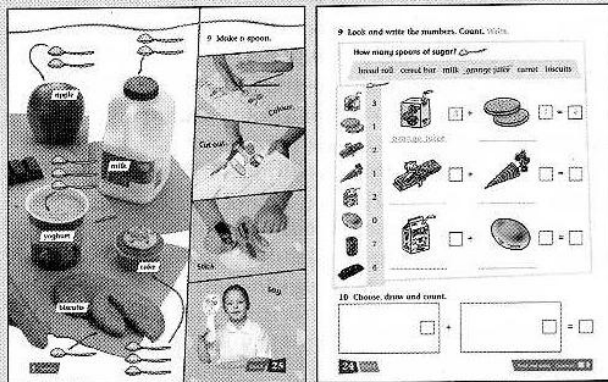
- Put the five new food flashcards on the board.
- Let Norton take out the matching text cards and read them.
- Ask the pupils to put the text cards beside the flashcards on the board.
- Play a matching game with the two sets e.g. *Memory* (p19).

PMB pp12–13 Make the picture / word cards

- Give out the new food and drink picture cards.
- Let the pupils colour them and cut them out.
- If you are using the word cards, let the pupils cut them out and match them with the picture cards (optional).
- Let Norton call out this vocabulary. Ask the pupils to hold up the matching picture card or word card.

Lesson 8 = Other subjects

Learning through English



CB page 25

AB page 24

Objectives

- Review food and drink vocabulary
- Make a paper spoon
- Practise ordering and sequencing work

Core language

Review of

- food and drink vocabulary
- language used so far

Other language

Good for you. / Bad for you.

Materials

Norton; Food and drink flashcards (x15); Food and drink text cards (optional); Scissors; Glue; 'Make a spoon' (PMB p14); – one photocopy per pupil and a completed spoon (optional)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Recall vocabulary by playing a game with all the food and drink flashcards e.g. *What's missing?* (p19).

PMB p14 / CB p25 Activity 9 Make a spoon.

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the pupil in the photos is making, and what the different stages are: *Yes, she's colouring in the healthy foods, she's cutting out the spoon ...*
- Explain that they are going to make a spoon with healthy foods and drinks on one side (*Good for you*) and unhealthy, sugary foods and drinks on the other (*Bad for you*). Show them your completed spoon.
- Give out the PMB photocopies and go through the stages with the pupils:
 - 1 They colour in the healthy foods, but not the sugary foods: *Colour this side. The other side is black and white.*
 - 2 They cut out the spoon shapes: *Cut it out very carefully.*
 - 3 They stick the two sides together: *Stick them together like this.*
- While the pupils are making their spoons you can talk about their individual work. Recognize and praise their efforts.

- Fast finishers could colour the healthy foods in Activity Book p24, Activity 9.

Play a game

- Use the spoons to play a response game.
- Tell the pupils you are going to say a food or drink word. They have to listen carefully, and show you the correct side of the spoon: *A (banana). Yes, that's right, the coloured side. A banana's good for you, isn't it?*
- Encourage the pupils to say *Good for you!* and *Bad for you!* as they hold up their spoons.

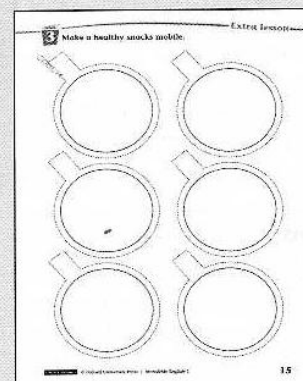
AB p24 Activity 10 Choose, draw and count.

- Talk to the pupils about what they usually eat and drink as a snack.
- Ask them to draw their snacks in the boxes and write the number of spoons of sugar (they can look at the key in Activity 9). They then add them up and write the total.
- Go through the results with the class to see who has the highest and lowest total. Suggest that those with a high total could perhaps try out some healthier snacks (ask for suggestions).

Lesson 8a (optional)

Learning through English

(Extension)



PMB page 15

Objectives

- Get to know more about sugar in food
- Participate in an experiment using sugar
- Make a healthy snacks mobile

Core language

Review of

- food and drink vocabulary
- language used so far

Materials

Norton; Items for experiment – water, caster sugar, spoons, two plates, three glasses (advance preparation needed – see below), straws (one per pupil), a can of fizzy drink (330ml), a carton of orange juice (200ml), a measuring jug; Scissors; Glue; 'Make a healthy snacks mobile' (PMB p15) – one photocopy per pupil and a completed mobile

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Do a practical experiment

Advance preparation:

Before the lesson, prepare the three glasses as follows:

- put a mark on each glass so that pupils will know how far to fill them (200ml, 270ml, and 330ml);
- colour code the bottom of each glass (e.g. a different coloured dot on a white sticker) so that you will know which is which.

- Show pupils the items for the experiment and ask if they can guess what you are going to do.
- Remind pupils of the food and drinks on pp24–25 of the Class Book. Recap the number of spoons of sugar in each item.
- Ask two pupils to hold the fizzy drink and the orange juice: *Can you hold the (orange juice)?*
- Ask them to spoon out the appropriate amount of sugar onto the two plates, i.e. three spoons and seven spoons: *Can you put (three) spoons of sugar on the plate?*
- Explain to the class that they are all going to help you with an experiment.
- Use a measuring jug and let different pupils pour water into the three glasses: *Pour the water into the glass up to the mark. Pour it very carefully.*
- Add sugar as follows:
 - three spoons of sugar to the first glass (200ml) (the same amount as in a carton of orange juice);
 - no sugar to the second glass (270ml);
 - seven spoons of sugar to the third glass (330ml) (the same amount as in a fizzy drink).
- As you do this talk about what you are doing and be ready to recast language the pupils may use in L1: *How many spoons of sugar in a fizzy drink? Let's count. One, two ...*
- Let the class examine the sugar in the water. Then ask some pupils to stir the sugar until it dissolves: *Stir the sugar. Can you see the sugar? Continue stirring.*
- Ask the pupils to turn around and not look while you move the three glasses into different positions.
- Ask them to guess by looking at the glasses which is which.
- They can then use their straws to taste the water and say which is which: *How many spoons of sugar are there in this glass? It's very sweet! Yes, it's the fizzy drink. It's got seven spoons of sugar.*
- Put the matching glasses of sugared water beside the fizzy drink and the orange juice. Talk about the number of spoons of sugar pupils could swallow in a day, especially if they have lots of fizzy drinks!

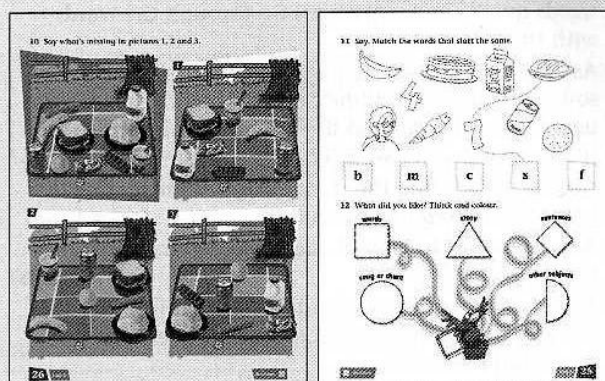
PMB p15 Make a healthy snacks mobile.

- Give out the PMB photocopies. Show the class your completed mobile and tell them they are going to make one themselves.
- Tell pupils to draw and colour a healthy food or drink on one side of each circle, write the name on the other side (optional), cut out the circles, and stick the tabs behind each circle to form a vertical line of circles.
- Pupils can take their mobiles home to show their families and hang up in the kitchen.

Lesson 9

■ = Words

Revision



CB page 26

AB page 25

Objectives

- Revise the language of the unit
- Identify food and drink and find missing items
- Practise pronunciation of initial sounds

Core language

banana, biscuit /b/ *carrot, cake* /k/
fizzy drink, four /f/ *Mum, milk* /m/
sandwich, seven /s/

Review of

- food and drink vocabulary
- language used in this unit

Materials

Norton; CD 1; Food and drink flashcards (x15); Food and drink text cards (optional); PMB food and drink picture cards; PMB food and drink word cards (optional)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Ask the pupils what they should do before they eat.
- Remind them of the *Time for tea* song (Class Book p23, Listening 1.34) and do the actions.
- Play the song and encourage pupils to join in.

Review vocabulary

- Use the flashcards to revise the food and drink vocabulary of the unit, e.g. play *Pass the ball* (p19).
- If you are using the text cards play a matching game e.g. *Memory* (p19).

CB p26 Activity 10 Say what's missing in pictures 1, 2 and 3.

- Ask the pupils to look carefully at the four pictures of picnic rugs.
- They should point to and name all the things they can see on the first rug.
- Then they look at the other rugs and say what's missing.
- Pupils can say the words quietly to themselves, or work in pairs.

Answers: 1 bread roll, carrot, orange
 2 cereal bar, milk, chocolate bar
 3 yoghurt, banana, sandwich

AB p25 Activity 11 Say. Match the words that start the same.

- Ask the pupils to look at the pictures and to say the words quietly to themselves. Go through the words with the class.
- Ask them to match the pictures with the same initial sounds by drawing a line between them. They should use a different coloured line for each pair of pictures.
- If you prefer, you can match the pairs first as a whole-class activity using the rhyme *Play the game. Play the game. Say a word that starts the same as ...* (see p49).
- Ask the pupils to look at the initial letters under the pictures.
- Tell them to say each sound and match it to the pictures (using the same colours they used when matching the pairs).

Answers: b – banana, biscuit; m – Mum, milk; c – cake, carrot; s – sandwich, seven; f – fizzy drink, four

Play a tracing game

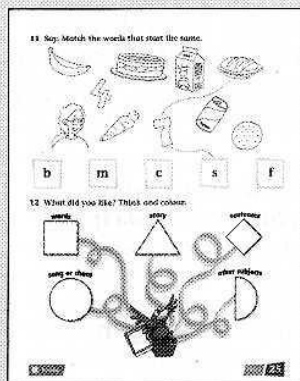
- Turn Norton around so that the pupils can see his back.
- Trace the letter *b* /b/ on his back and ask him to say the sound of the letter.
- Show the pupils how they can do this in pairs. When they have guessed the letter they should:
 - say the letter sound (*m* /m/);
 - think of a word that starts with that sound (*milk*).
- If pupils need support to do this, let them look at their PMB food and drink word cards.

Additional game

- If you have time, let the pupils play *What's missing?* (p19) in pairs with their PMB food and drink picture cards.

Lesson 10 (Review)

Review



AB page 25

Objectives

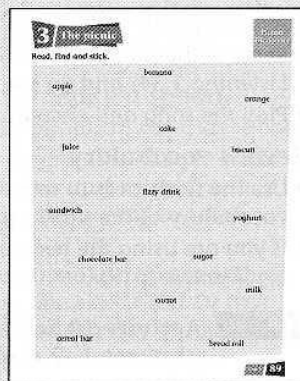
- Review of Unit 3

Core language

Review of language used in this unit

Materials

Norton; Fixit Game Poster; Character counters; All materials used in Unit 3



AB page 89

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Explain that as this is the last lesson in Unit 3 they will be thinking about what they did in the unit.

End-of-unit review

- Look at the different sections on the poster.
- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by:
 - showing them flashcards, things they have made, pictures in their book;
 - playing songs, and saying rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult. They can do this by telling you or with actions, e.g. holding their arms high or low or opening them more or less.

Play the Fixit Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p36).
- Remind them to use the refrain *Look in the book!* and to look in their books whenever they need to.

Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards to revise the food and drink words.
- Talk to the pupils about how they could organize the flashcards on the board, e.g. drinks, food, healthy food and unhealthy food.
- Add the text cards if you have been using them.
- Remind the pupils how categorizing words can help them to remember them.

AB p25 Activity 12 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p36).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

AB p89 Picture Dictionary see p7

- Let the pupils find p89 in their Activity Book and the stickers for Unit 3 and continue with their Picture Dictionary.
- Invite some pupils to hold up their finished pages to show the class.



The pupils are now ready to sit the Unit 3 test (see pp160–161), and also the Term 1 test (see pp174–175 for parallel tests A and B).



The pupils are now ready to do the culture lessons on 'Me and my family' (see p146).



Multimedia extension: you may now like to use the Science 1 section of the optional DVD. (Alternatively, you can save this until Level 2, Unit 6, when pupils will know more food vocabulary.)

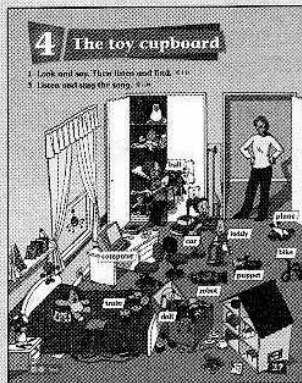
4

The toy cupboard

Lesson 1

■ = Words ● = Song / chant

Introducing vocabulary



CB page 27

Objectives

- Become familiar with toy vocabulary
- Find out more about the characters
- Join in a song

Core language

Toy vocabulary: car, doll, ball, robot, teddy, train, bike, plane, computer, puppet

Other language

What a mess!; put away; Shut the door; That's better; Wait a minute.

Materials

Norton; Fixit Game poster; Toy flashcards (car, doll, ball, robot, teddy, train, bike, plane, computer, puppet); CD 1; Bookmark; Toy picture cards (PMB p16) – one photocopied set per pupil; Toy word cards (PMB p17) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Unit overview

- Talk to the pupils about toys. Ask them if they know any words in English for toys. Ask them what words they would like to learn.
- Ask them to look through Unit 4 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board, relating them to the sections on the poster:
Words – toys
Song – Doll, robot, car and train
Story – Where's my teddy?
Sentences – Where's ...? It's here. / It isn't here.
Song – Come and share a toy with me
Words – materials (fabric, metal, etc.)
- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary see p18

- Use the toy flashcards to teach the new vocabulary.
- Give the flashcards to some pupils to hold.
- Let Norton call out the different toys. Encourage the pupils to hold up their card when they hear it called out.

Teaching tip

From Unit 4 onwards, reading and writing are no longer optional, but are integral to the activities.

Play a game

- Use the flashcards to play a game, e.g. *Reversing cards* (p18).

CB p27 Activity 1 Look and say. Then listen and find.

- Talk about the picture of the bedroom with the class. What can they see? What is happening? Focus their attention on:
– the toys: *Point to the (train). Where's the (computer)?*
– colours and sizes: *What colour's the (ball)? Is it big or small?*
– the state of the room: *The room's very messy, not very tidy.*
– what is happening: *Mum wants the children to tidy up, to put the toys away.*
- Pupils may suggest in L1 and you can recast, e.g. *This is Titch's bedroom. They're playing. Mum looks cross.*
- Ask the pupils to find and say all the new toy words in the picture.
- Explain that they now have to listen carefully to the CD and use their bookmarks to find the toys that are mentioned.

1.37

Flo's Mum: What a mess! Tidy up right now!
Children: OK, Mum.
Flo's Mum: OK, Fred put the ball away.
Fred: OK, Mum.
Flo's Mum: Flo, put the car away.
Flo: Yes, Mum.
Flo's Mum: Titch, put the teddy away!
Titch: Yes, Mum.
Flo's Mum: Fred! Put the train away.
Fred: OK.
Flo's Mum: Titch! Put the robot away!
Titch: OK, Mum.
Flo's Mum: Flo, put the doll away!
Flo: Yes, Mum.
Flo's Mum: Fred! Put the bike away!
Fred: OK.
Flo's Mum: Titch! Put the puppet away!
Titch: OK.
Flo's Mum: And shut the door!
Flo's Mum: Fred! Put the computer away!
Fred: Yes, Mum.
Flo's Mum: That's better. Oh ... wait a minute. Titch! Put the plane away!

Titch: Yes, Mum. (sound of door opening and all the toys falling out)
Everyone: Oh no!

CB p27 Activity 2 Listen and sing the song.

- Before you play the song stick the flashcards for the eight toys on the board.
- Play the song and ask the pupils to help you put the flashcards in the right order.
- Play the song again and encourage the pupils to join in.

1.38

(Tune: 'Head, shoulders, knees and toes')

Doll, robot, car and train,
Car and train,
Doll, robot, car and train,
Car and train,
Bike and ball and teddy and plane,
Doll, robot, car and train,
Car and train.

- Ask eight pupils to come to the front of the class.
- Give each one a flashcard.
- Play the song again and encourage the pupils to hold up their card when they hear their word.

PMB pp16-17 Make the picture / word cards

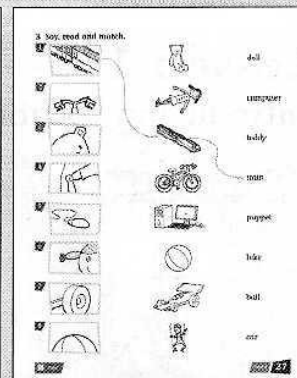
- Give out the photocopies of the toy picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- They can use them to play a game of *Snap* (p19) with Norton. Norton can use the flashcards and say the words as he takes them out of the kit.
- Let the pupils cut out the word cards and match them to the picture cards.

Lesson 2 = Words

Practising vocabulary



AB page 26



AB page 27

Objectives

- Review toy vocabulary
- Listen and identify different toys
- Personalize familiar language

Core language

Review of

- toy vocabulary
- language used so far

Other language

What colour's (the ball)?

Materials

Norton; Toy flashcards (x10); Toy text cards; CD 1; Number flashcards 1-6; PMB toy picture cards; PMB toy word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Ask the pupils what toys they can remember from the song in the last lesson.
- Take out any flashcards they remember.
- If they don't remember all the flashcards, give them some support by flashing a card or uncovering a card slowly.
- Give the flashcards to eight pupils.
- Ask them to come out to the front and bend their knees when they hear their word.
- Sing the toys song (Listening 1.38).
- If you have time, you can give the flashcards to another eight pupils and sing the song again.

Review vocabulary

- Play a game with the flashcards, e.g. *What's missing?* (p19).
- When you finish the game talk to the pupils about:
 - which toys they have and any differences or similarities between their toys: *You've got a red and yellow ball. You've got a blue train.*
 - the number of pupils who have the same toys: *Who's got a puppet? One, two, three. Three children have got a puppet.*

Match the words

- Put the flashcards on the board.
- Let Norton take out the text cards and read them.
- Norton can ask the pupils to put the text cards next to the flashcards on the board.

AB p26 Activity 1 Listen and colour.

- Talk to the pupils about the toys in the picture.
- Ask the pupils to listen carefully and mark the toys with a dot (or dots) of colour. They can complete the colouring when they finish listening.

1.39

- Adult: What colour's the train?
Child: It's red.
- Adult: What colour's the ball?
Child: It's blue and yellow.
- Adult: What colour's the doll?
Child: It's orange and white.
- Adult: What colour's the car?
Child: It's pink.
- Adult: What colour's the computer?
Child: It's white.
- Adult: What colour's the bike?
Child: It's purple and black.
- Adult: What colour's the robot?
Child: It's grey.
- Adult: What colour's the plane?
Child: It's blue.

AB p26 Activity 2 Listen and circle.

- Talk about the pictures of the wrapped presents: *What's in number one? Yes, a plane and a bike.*
- Talk about the shape of the presents: *Yes, they're circles. It could be a bike.*
- Tell the pupils to listen carefully and circle the present that each child gets.

1.40

- 1 Child: I've got a bike.
2 Child: I've got a computer.
3 Child: I've got a puppet.
4 Child: I've got a doll.
5 Child: I've got a robot.
6 Child: I've got a plane.

Speaking practice

- Ask the pupils to look again at the presents in the previous activity.
- Hand out number flashcards 1–6 to six different pupils. Ask them to pretend they have received the presents and to tell you which one they have: *Number one, what have you got?* Pupil: *I've got a bike.*
- Repeat with other pupils.
- Give out the PMB toy picture cards the pupils prepared in the previous lesson.
- Ask the pupils to work in pairs and to turn their toy picture cards upside down. They take turns to pick up a card, and practise asking and telling each other what they've got.

AB p27 Activity 3 Say, read and match.

- Talk about the pictures. Ask the pupils to identify the section of the toy, match it to the whole toy, and then match it to the correct word.

Teacher: *What's number one?* Pupil: *It's a train.*

Answers: 1 train 2 bike 3 teddy 4 puppet 5 computer
6 doll 7 car 8 ball

Play a game

- Play a whole-class matching text card and flashcard game, e.g. *Memory* (p19).
- Pupils use their PMB picture and word cards to play the same game in pairs.

Lesson 3

▲ = Story

Story



CB page 28



CB page 29

Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Practise story language

Core language

Where's my teddy? It's here; It isn't here.

Review of

- toy vocabulary
- language used so far

Other language

Here's (your car); We need ...; cupboard; cross; see

Materials

Norton; Toy flashcards (x10); CD 1; PMB toy picture cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use the toy flashcards to play a game, e.g. *True or not true?* (p18).

CB pp28–29 Activity 3 Story

- Let the pupils look at the pictures. Ask them to name all the characters and toys they know: *Who's this? What toys can you see?*
- Ask them to predict what the story is about: *The room isn't tidy. What's missing? What's Flo giving to Titch?*

- Summarize their predictions: *Yes, Titch is crying. Flo's got a phone. Mr Fixit is helping.*
- Play the CD. Practise 'good listening' and use your 'silence signal'.

1.41

- [1] Narrator: Titch is cross. She wants her teddy.
Titch: Where's my teddy? It isn't here!
- [2] Narrator: Fred and Flo want to help ...
Fred: Shh. Here's your car ...
Flo: ... and here's your robot. Shhh!
- [3] Narrator: ... but Titch is very cross.
Titch: WHERE'S MY TEDDY? I WANT MY TEDDY!
- [4] Fred: Oh dear!
Flo: We need Mr Fixit.
Narrator: Flo calls Mr Fixit.
- [5] Narrator: Mr Fixit fixes the cupboard.
Fred and Flo: Fix it, fix it,
Tap, tap, tap.
Mr Fixit: Now I've finished!
Fred and Flo: Clap, clap, clap!
- [6] Narrator: Fred and Flo tidy up ...
Fred: Here's a ball, and a train ...
Flo: And a plane, and a puppet.
Titch: Can you see my teddy?
- [7] Narrator: ... and Titch finds her teddy!
Titch: Yes! My teddy! It's here!
- [8] Narrator: But now ...
Titch: Where's my doll? I WANT MY DOLL!

- Talk about the story and the pupils' predictions.
- Practise the *Fixit* rhyme: *Fix it, fix it, tap, tap, tap. Now I've finished! Clap, clap, clap!*
- Remind pupils of the actions (see Unit 1, Lesson 3).
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

CB p29 Activity 4 Find and say.

- Talk to the pupils about the silhouettes: *Who's this? Yes, it's (Flo). Where's this picture in the story? That's right, it's here – frame (6).*
- Explain that they have to look back through the story, find the same pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.
- Encourage the whole class to join in and practise in chorus.

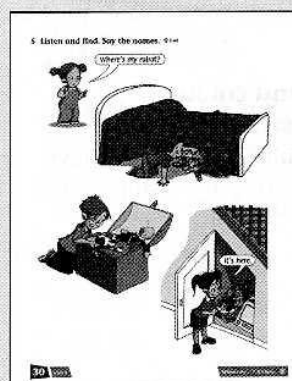
Answers: 1 Flo (frame 6): 'And a plane, and a puppet.'
2 Fred (frame 2): 'Shh. Here's your car ...' 3 Titch (frame 7): 'Yes! My teddy! It's here!' 4 Titch (frame 8): 'Where's my doll? I WANT MY DOLL!' 5 Flo (frame 4): 'We need Mr Fixit.'
6 Titch (frame 1): 'Where's my teddy? It isn't here!'

Sing a song

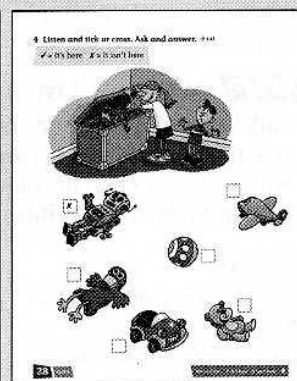
- Sing the toys song from Lesson 1 (Listening 1.38) again.
- Give out the PMB toy picture cards.
- Ask the pupils to put their picture cards in the order they come in the song.
- Sing the song again. Ask the pupils to point to the different toys as they sing (and to rearrange any cards as necessary).
- Ask the pupils to tell you the correct order so you can arrange the eight toy flashcards on the board.

Lesson 4 = Sentences

Language focus



CB page 30



AB page 28

Objectives

- Review 'look and find' questions and answers
- Personalize familiar language through dramatic play

Core language

Where's my ...? It's here. / It isn't here.

Review of

- toy vocabulary
- language used so far

Materials

Norton; Toy flashcards (x10); Toy text cards; CD 1; PMB toy picture cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use the toy flashcards to play a game, e.g. *Flashing a card* (p18).

CB p30 Activity 5 Listen and find. Say the names.

- Ask the pupils to look at the picture. Talk about what they think is happening: *Which toys can you see?*
- Be ready to recast any phrases or chunks of language the pupils contribute in L1: *under the bed, in the cupboard / toy box.*
- Explain that Titch has lost some toys and that Poppy, Flo, and Fred are trying to find them.
- Tell them to listen carefully and tell you what Titch is looking for and who finds it.
- Play the first dialogue and check the answer. Then play the other dialogues.

1.42

- Titch: Where's my robot?
Poppy: It's here!
- Titch: Where's my plane?
Fred: It's here!
- Titch: Where's my car?
Flo: It's here!
- Titch: Where's my teddy?
Fred: It's here!

Titch: Where's my computer?
 Poppy: It's here!
 Titch: Where's my ball?
 Flo: It's here!
 Titch: Where's my train?
 Poppy: It's here!

- Ask the pupils what Titch asks when she can't find something: *Where's my ...?*
- Ask them what Poppy, Flo, and Fred say when they find it: *It's here.*

AB p28 Activity 4 Listen and tick or cross. Ask and answer.

- Talk about the picture and what the boy and girl are doing (the girl is looking for the boy's toys in the toy box).
- Ask the pupils to listen carefully. They have to tick the toys that the girl can find in the toy box, and put a cross next to the ones she can't find.

1.43

Boy: Where's my robot?
 Girl: It isn't here.
 Boy: Where's my ball?
 Girl: It's here.
 Boy: Where's my plane?
 Girl: It's here.
 Boy: Where's my puppet?
 Girl: It isn't here.
 Boy: Where's my teddy?
 Girl: It's here.
 Boy: Where's my car?
 Girl: It isn't here.

- Correct the answers with the class, and then ask pupils to practise the dialogues in pairs, asking and answering about the toys on the page.

Answers: robot X, ball ✓, plane ✓, puppet X, teddy ✓, car X

Recalling the dialogues

- Before this activity, hide one of the toy flashcards somewhere in the classroom. (You can ask the pupils to shut their eyes while you do this.)
- Use the pictures on Activity Book p28, Activity 4, to remind pupils of the question and answers *Where's my (robot)? It's here. / It isn't here.*
- Practise in chorus.
- Put the rest of the toy flashcards around the room in four different places where the pupils can see them.
- Divide up the class into four groups and let them stand near the groups of cards.
- Use Norton to ask the pupils in different groups *Where's my (robot)?*
- The pupils can point and answer *It's here* or shrug and answer *It isn't here.*
- Norton should thank the pupils when they answer.
- Finally let the pupils look for the flashcard that you have hidden.

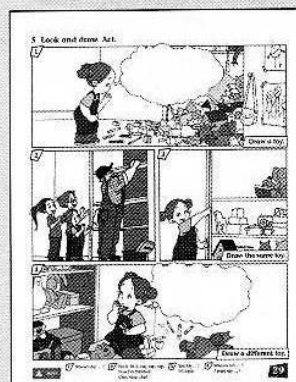
Speaking practice

- Ask the pupils to work in pairs. Give out the PMB toy picture cards.
- One pupil chooses three cards from their ten picture cards.

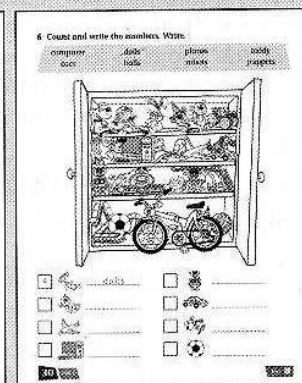
- The other pupil asks *Where's my (teddy)?*
 - If the card is one of the three, the card is handed over.
 - Use Norton to model the activity first.
- Norton: *Where's my ball?*
 Teacher: *It's here.* (Teacher gives Norton the card.) OR *It isn't here.*
 Norton: *Thank you.*

Lesson 5 = Story = Words

Parallel story



AB page 29



AB page 30

Objectives

- Review toy vocabulary
- Join in retelling the story
- Create an alternative story
- Participate in acting out a story
- Identify and write toy vocabulary

Core language

Review of

- toy vocabulary
- language used so far

Materials

Toy flashcards (x10); CD 1; Story Frames Book

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Play a game

- Before the lesson hide all the toy flashcards in four different areas of the room.
- Use Norton to ask *Where's my (teddy)?*
- Divide the class into four groups and let the pupils look for the flashcards in their area.
- Let Norton ask for all the toys.
- The pupils can answer *It isn't here* or *It's here* and give the toy to Norton.

Say the story rhyme

- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions: *Fix it, fix it, Tap, tap, tap. Now I've finished! Clap, clap, clap!*

Retell the story

- Use the Story Frames Book to retell the story. (If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.)

- Encourage the pupils to join in and tell you what they remember. When retelling the story,
- start with what the pupils know: *What's (Titch) saying? Can you see (the teddy)?*
- continue with a summary of each picture, prompting and encouraging the pupils to join in: *So, what toys can you see? Yes, they're tidying up.*
- be ready to recast words and phrases that the pupils contribute in L1: *Yes, Titch is crying and shouting.*

AB p29 Activity 5 Look and draw. Act.

- Look at the pictures with the pupils.
- Explain that they are going to complete the pictures to make their own story about Titch and a lost toy.
- Ask the pupils to tell you who they can see in each picture, and what the characters might be saying.
- Ask them what they could draw in each picture to complete the story.

Frame 1: Pupils draw a toy in Titch's thought bubble.

Frame 2: (Nothing to draw.)

Frame 3: Pupils draw the same toy in the cupboard.

Frame 4: Pupils draw a different toy in Titch's thought bubble.

- When pupils have understood what they have to do, let them complete the pictures. Fast finishers can colour them.

Practise the story language

- When the pupils have finished their pictures, practise the language that they will need in order to act out the stories.

Frame 1: Titch: *Where's my (puppet)?*

Frame 2: All (the rhyme): *Fix it, fix it, tap, tap tap. Now I've finished! Clap, clap, clap!*

Frame 3: Titch: *Yes! My (puppet)! It's here!*

Frame 4: Titch: *Where's my (car)? I want my (car)!*

- Say the lines and ask the pupils to repeat them after you.
- Ask different pupils to tell you what toys they have drawn, and practise these lines: *Where's my ... ? What does Titch want in your story, (name)? A computer? Titch says 'Where's my computer?'.*
- Say the rhyme together (frame 2).

Act out the story

- Choose one of the pupils' stories to act out.
- Ask four pupils to come to the front of the class (including your chosen child). Allocate parts (Titch, Mr Fixit, Flo, and Fred).
- Encourage the group to act out the story for the class, using the variations from the chosen story.
- The whole class can join in with the rhyme.
- Offer as much support as the pupils need, and let them act it out a second time if they need to. Tell them not to worry if they make mistakes.
- You might like to repeat the acting out with a different pupil's story, or with a different group of pupils.

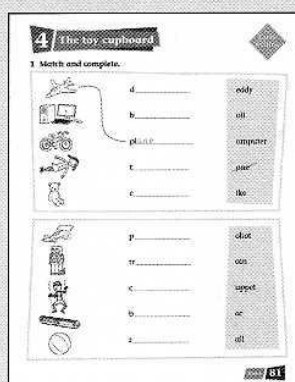
AB p30 Activity 6 Count and write the numbers. Write.

- Talk about the picture with the pupils: *What can you see in the cupboard? How many (planes) can you see?*
- Be ready to recast pupils' comments on position: *next to / under the ..., on the (shelf).*
- Tell the pupils they have to count the number of similar toys in the cupboard and write the number in the key under the picture.
- They should also copy the words from the word bank into the key.

Answers: 4 dolls, 1 teddy, 2 planes, 1 computer, 3 robots, 5 cars, 3 puppets, 6 balls

Lesson 5a (optional)

Writing = Words



AB page 81

Objectives

- Match parts of words
- Identify and write toy vocabulary

Core language

Review of

- toy vocabulary
- language used so far

Materials

Norton; Toy flashcards (x10); Toy text cards; PMB toy word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use the toy flashcards to play a game, e.g. *Pronunciation circle* (p18).

Pick a card

- Use Norton, the kit, and the toy text cards to practise the initial sounds in some toy words.
- Let Norton take a text card from the kit, say the initial sound in the word (without showing it to the pupils), and ask the pupils to guess the word.
- When a pupil guesses a word let him / her put the text card next to the flashcard where everyone can see it.

AB p81 Activity 1 Match and complete.

- Explain to the pupils that they have to match the toy pictures with their initial letters, and then complete each word by copying the rest of it from the column on the right.
- Encourage the pupils to practise saying the sounds as they write the words.
- When they have finished let Norton ask the pupils to tell him the words.

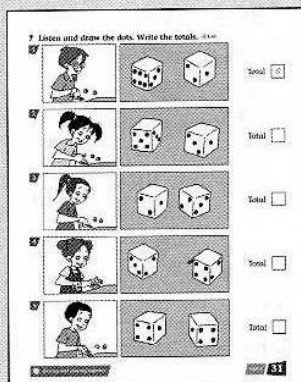
Answers: (from top to bottom) doll, bike, plane, teddy, computer, puppet, train, car, ball, robot

Play a game

- Let the pupils use their PMB toy word cards to play a game, e.g. *Active Bingo* (p19).

Lesson 6 ● = Song / chant**Learning for life**

CB page 31



AB page 31

Objectives

- Review vocabulary and language of the unit
- Join in a song
- Learn about sharing and playing together
- Listen and draw a dot pattern

Core language

Your turn. / My turn.

Review of

- toy vocabulary
- language used so far

Other language

share; toy; song; book; game; sing; read; play

Materials

Norton; Fixit Game poster; Toy flashcards (x10); Toy text cards; CD 1; Dice and board games

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Mid-unit review

- Use the poster and the Class Book to remind pupils of all the activities and language done so far in this unit. Praise them for their progress so far.

Review vocabulary (categorizing)

- If possible, arrange the pupils around the board. Use the flashcards and text cards to do a categorizing activity.
- Ask the pupils how they could categorize the flashcards and text cards in different ways, e.g. toys with / without wheels, toys with / without a face, toys we like / don't like.
- Organize the cards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

CB p31 Activity 6 Listen and sing the song.

- Use Norton to establish the meaning of the word *share*, e.g. Norton has crayons and you have pencils and you share with one another!
- Talk about sharing with others. Discuss how it can sometimes be difficult to share.
- Point out that you can have more fun when you share, e.g. you have double the number of toys and can play together with a brother, sister, or friend.
- Ask the pupils what other things we can share, e.g. songs, stories, games, meals, walks.
- Tell the pupils they are going to learn a song about sharing and doing things together.
- Look at the book and talk about what things the children are sharing in the pictures.
- Teach or revise the words *toy, song, game, book*, and the verbs *sing, play, and read*.
- Be ready to support and recast pupils' comments: *They're playing together – sharing a toy, reading a book, playing a game, singing a song.*
- Talk about taking turns and teach the phrases *My turn / Your turn*.
- Play the song and ask the pupils to point to the pictures as they listen.

1.44

Come and share a toy with me,
Come and share a toy with me.
Your turn, my turn,
Come and share a toy with me.
Come and sing a song with me,
Come and sing a song with me.
Your turn, my turn,
Come and sing a song with me.
Come and read a book with me,
Come and read a book with me.
Your turn, my turn,
Come and read a book with me.
Come and play a game with me,
Come and play a game with me.
Your turn, my turn,
Come and play a game with me.

- Teach the pupils suitable actions when they say *Your turn, my turn*, e.g. pointing away from themselves, and then towards themselves.
- Play the song again and encourage the pupils to join in and do the actions.

AB p31 Activity 7 Listen and draw the dots.
Write the totals.

- Before you do this activity use Norton and some real dice to look at the numbers and patterns of dots.
- Ask the pupils to add up the numbers on opposite sides so they can discover that the number is always the same (seven). Teach the pupils the language for adding up: *Three and four is seven. Five and two is seven.*
- Look at the picture in the Activity Book and ask the pupils what they can see (the characters throwing some dice).
- Ask them to count and say the number of dots on some of the dice: *Look at the dice. Show me a (five).*
- Explain that the characters are playing a game together and that they have to take turns to throw the dice.
- Ask the pupils to listen carefully and draw in the missing dots on the dice for each character.
- Pause after each dialogue so the pupils have time to draw the dots.

1.45

- Bing: Fred, it's your turn!
Fred: OK. I've got a five and a three.
Fred: Poppy, it's your turn!
Poppy: OK. I've got a six and a two.
Poppy: Flo, it's your turn!
Flo: OK. I've got a four and a one.
Flo: Titch, it's your turn!
Titch: OK. I've got a one and a six.
Titch: Bing, it's your turn!
Bing: OK. I've got a two and a three.

- After listening ask the pupils to add the numbers on the pairs of dice and write the total for each character.

Answers: $5+3=8$, $6+2=8$, $4+1=5$, $1+6=7$, $2+3=5$

Play a game

- Use the dice you brought in to practise counting.
- Let the pupils play a game where they have to take turns, e.g. *Snakes and ladders*. Encourage them to count in English and to say *My turn / Your turn*.

Lesson 7 = Words = Other subjects

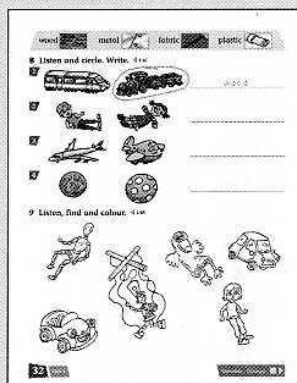
Learning through English



CB page 32



CB page 33



AB page 32

Objectives

- Become familiar with materials vocabulary
- Review toy and colour vocabulary
- Get to know about materials through English
- Listen and identify categories of toys based on materials

Core language

Materials vocabulary: *wood, plastic, fabric, metal*

Review of

- toy vocabulary
- language used so far

Other language

It's made of ...

Materials

Norton; CD 1; Materials flashcards (*wood, plastic, fabric, metal*); Materials text cards; Materials picture cards (PMB p16) – one photocopied set per pupil; Materials word cards (PMB p17) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Sing the sharing song again (Class Book p31, Listening 1.44).
- Encourage the pupils to join in and do the actions.

Introduce new vocabulary see p18

- Use the flashcards to introduce the new vocabulary for toy materials.
- Ask the pupils to find things in the classroom made from these materials.
- Ask some pupils to put the flashcards next to items made from the same material.
- Let Norton take out the text cards and put them next to the flashcards.
- Teach the phrase *It's made of ...*, e.g. hold up a pencil and say *It's made of wood*.
- Hold up other classroom objects and ask *What's this made of?* e.g. a plastic ruler, a metal pencil sharpener, a fabric pencil case, etc.

CB pp32-33 Activity 7 Look and say.

- Talk about the toys in the picture. Make sure the pupils understand that each ring is for toys made from the same material.
- Ask them:
 - what toys they can see: *What can you see? Yes, a (red car).*
 - what kind of toys are in each ring: *A plane, yes. Is it made of plastic or wood?*
 - to find and point to the objects outside the rings: *Find the blue train.*
 - where they would put these objects: *Point to the red ball. Where can we put it? Yes, in the plastic ring.*

Play a memory game

- Tell the pupils to look at pages 32-33 for one minute.
- They should try to remember all the toys.
- Ask them to shut their books and say what they can remember.
- Encourage them by doing the activity with them: *Let's see if we can do this together. OK, things made of plastic ...*
- Help them with gestures and sound clues to remember all the items on the page.

CB pp32-33 Activity 8 Listen and find.

- Explain to the pupils that they have to find the toys described on the CD (see answers in square brackets below).

1.46

- | | | |
|----------|--|------|
| Child 1: | This is my doll. It's made of fabric. | [12] |
| Child 2: | This is my train. It's made of wood. | [9] |
| Child 3: | This is my car. It's made of metal. | [10] |
| Child 4: | This is my plane. It's made of plastic. | [5] |
| Child 5: | This is my puppet. It's made of wood and fabric. | [7] |
| Child 6: | This is my doll. It's made of plastic. | [4] |
| Child 7: | This is my plane. It's made of metal. | [1] |

- When they finish let different pupils practise describing the toys for the rest of the class to find (they can listen and point). (If the pupils have learnt numbers up to 20 in previous courses they can say the number instead.)

AB p32 Activity 8 Listen and circle. Write.

- Look at the pictures and talk about the toys and what they are made of.
- Explain to the pupils that they have to listen carefully and circle the correct toy.
- Then they write the material the toy is made of on the line.

1.47

- 1 This is my train. It's made of wood.
- 2 This is my doll. It's made of fabric.
- 3 This is my plane. It's made of metal.
- 4 This is my ball. It's made of plastic.

PMB pp16-17 Make the picture / word cards

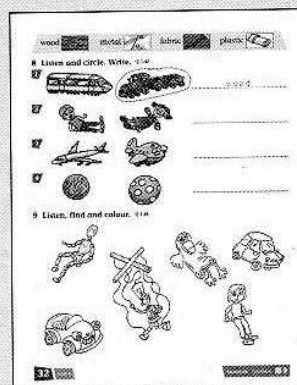
- Give out the photocopies of the materials picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- They should cut out the word cards and match them to the pictures.
- Let them use the cards as labels for things in their pencil cases.

Class labelling

- Put the toy materials text cards in four different areas on the floor.
- Ask the pupils to put their things together under each label.
- Take a photo of the display.

Lesson 8 = Other subjects

Learning through English



AB page 32



CB page 33

Objectives

- Review materials vocabulary
- Make a spinner
- Practise ordering and sequencing work

Core language

Review of

- toy vocabulary
- materials vocabulary
- language used so far

Materials

Norton; Materials flashcards (x4); CD 1; 'Make a spinner' (PMB p18) – one photocopy per pupil, and a completed spinner (optional); Scissors

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Play a game with the materials flashcards, e.g. *Flashing a card* (p18).

AB p32 Activity 9 Listen, find and colour.

- Look at the pictures and talk to the pupils about the toys and what they're made of.
- Point out that there are two toys for each material.
- Ask the pupils to listen carefully and mark the toys with a dot of colour. They can complete the colouring when they finish listening.

1.48

- Adult: What's this?
 Child: It's a car.
 Adult: What's it made of?
 Child: Metal.
 Adult: What colour is it?
 Child: Yellow.
 Adult: What's this?
 Child: It's a doll.
 Adult: What's it made of?
 Child: Plastic.
 Adult: What colour is it?
 Child: Pink.
 Adult: What's this?
 Child: It's a puppet.
 Adult: What's it made of?
 Child: Fabric.
 Adult: What colour is it?
 Child: Blue.
 Adult: What's this?
 Child: It's a doll.
 Adult: What's it made of?
 Child: Wood.
 Adult: What colour is it?
 Child: Brown.

PMB p18 / CB p33 Activity 9 Make a spinner.

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a spinner. Show them your completed example if you have made one. Ask them to tell you what materials are on the spinner: *Look, here you can see metal and here's fabric.* Ask them to tell you what objects are on your spinner: *There's a (doll) made of plastic and a (train) made of metal.*
- Give each pupil a PMB photocopy and a pair of scissors.
- Go through the stages with the pupils (demonstrate as you do so):
 - 1 They draw and colour objects on the different sections: *What can you draw for 'metal'?*
 - 2 They cut out the spinner: *Cut it out very carefully.*
 - 3 They make a hole in the middle and push a pencil through it: *Make a hole here, carefully, and put a pencil in it.*
- Show them how the spinner works: *When you turn the pencil quickly, it spins around and the spinner stops at one of the materials – look, plastic.*
- When they have completed their spinners, they can use them to play a game. They have to spin the spinner, say the material, and find something made out of that material: *Can you see something made of (wood)?*
- Play the first game with the whole class and then let the pupils play in pairs.

Sing a song

- Sing the sharing song again (Class Book p31, Listening 1.44).

Lesson 8a (optional)**Learning through English (Extension)****PMB page 19****Objectives**

- Review language pupils are now familiar with
- Participate and work together to prepare a game
- Cooperate and play a game

Core language

Review of

- toy vocabulary
- materials vocabulary
- language used so far

Materials

Norton; 'Play dominoes' (PMB p19) – one photocopy for every 6 pupils; A normal set of number dominoes

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Preparing to play the domino game

- Before playing this game you could show the pupils a set of ordinary dominoes with numbers: *Look – the dots are the same as on the dice.*
- Show them how to play number dominoes so that they become very familiar with the game.
- Cut up and give out the PMB dominoes (each pupil needs one domino).
- Ask the pupils to colour their domino any colour they like (each pupil has two pictures to colour).
- Ask the pupils to tell you what is on their domino: *A car made of plastic and a train made of metal.*

PMB p19 Play dominoes.

- Explain to the class that they are going to work together to make one long line of dominoes.
- They can take turns in groups, e.g. groups of six or any number that suits your class.
- Tell them they have to say what's on the domino as they put it down: *A doll made of plastic. A train made of fabric.*

- Make sure they understand that they can:
 - decide whether to match the toy or the material: *You can put metal next to metal – look, I can put a car made of metal next to a train made of metal. OR you can put, for example, a car next to a car. So, I can put the car made of metal next to car made of plastic. Do you understand? Shall I show you again?*
 - add their domino at either end of the line;
 - join either end of their domino to the line: *So there's a doll made of wood here and at this end there's a plane made of plastic.*
- Arrange the pupils in groups.
- Choose someone in the first group to put down a domino.
- The pupils in the other groups take turns to add to the line. Each group can decide together what to add.

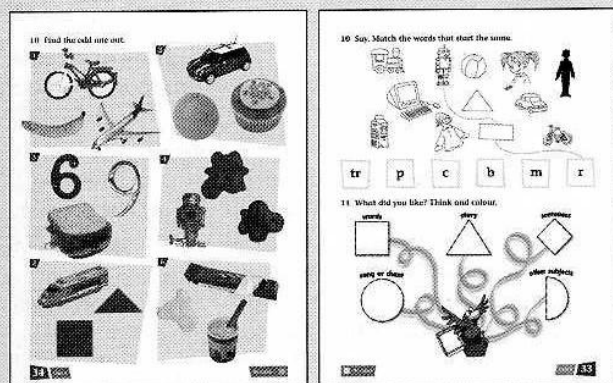
Sorting cards

- The domino cards can also be cut in half and used for sorting activities.
- Let the pupils sort the pictures by toy / material / colour.

Lesson 9

■ = Words

Revision



CB page 34

AB page 33

Objectives

- Revise the language of the unit
- Identify an odd one out
- Practise pronunciation of initial sounds

Core language

bike, ball /b/

computer, car /k/

man, milk /m/

Poppy, puppet /p/

robot, rectangle /r/

triangle, train /tr/

Review of

- toy vocabulary
- materials vocabulary
- language used in this unit
- previous vocabulary sets

Materials

Norton; Toy flashcards (x10); Toy text cards; Materials flashcards (x4); Materials text cards; Flashcards from previous units; CD 1

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use the toy and materials flashcards and text cards to play a game to revise all the vocabulary of the unit, e.g. *Memory* (p19).

CB p34 Activity 10 Find the odd one out.

- Look at the groups of photos. Talk to the pupils about the items in the first group.
- Ask them to decide which one is different from the others: *Which one is different? Which is the odd one out?*
- They should also tell you why. Make it clear to the pupils that the difference is based on the vocabulary sets: *Yes, the banana is the odd one out. The plane and the bike are toys.*
- Go over all the other groups and let the pupils choose the odd one out.
- Optional: Pupils could also think of alternative answers, e.g. different initial sounds or different colours or materials.

Answers: 1 banana (it's not a toy) 2 car (it's not food)
3 sandwich (it's not a number) 4 robot (it's not a colour)
5 train (it's not a shape) 6 yellow (it's not food)

Alternative answers: 1 plane (it doesn't start with the sound /b/), banana (it hasn't got wheels) 2 orange (it doesn't start with the sound /k/) 3 the number 9 (it doesn't start with the sound /s/) 4 blue (it doesn't start with the sound /r/) 6 square (it doesn't start with the sound /tr/) 7 chocolate bar (it doesn't start with the sound /j/)

Focus on initial sounds

- Use the flashcards and text cards to focus on the initial sounds of the words from this unit.
- Ask the pupils if they can remember any other words with the same initial sound: *Pink starts with p /p/, the same as puppet and purple.*

AB p33 Activity 10 Say, Match the words that start the same.

- Ask the pupils to look at the pictures and to say the words quietly to themselves. Go through the words with the class.
- Ask them to match the pictures with the same initial sounds by drawing a line between them. They should use a different coloured line for each pair of pictures.
- If you prefer, you can match the pairs first as a whole-class activity using the rhyme *Play the game. Play the game. Say a word that starts the same as ...* (see p49).
- Ask the pupils to look at the initial letters under the pictures.
- They should say each sound and match it to the two pictures which have that sound, using the same colour.

Teaching tip

Remind pupils that they can draw coloured circles around the matching pairs instead of drawing linking lines if they prefer (see p49). They should then colour the box for the letter(s) to match.

Answers: tr – train, triangle; p – puppet, Poppy; c – computer, car; b – bike, ball; m – milk, man; r – rectangle, robot

Play a game

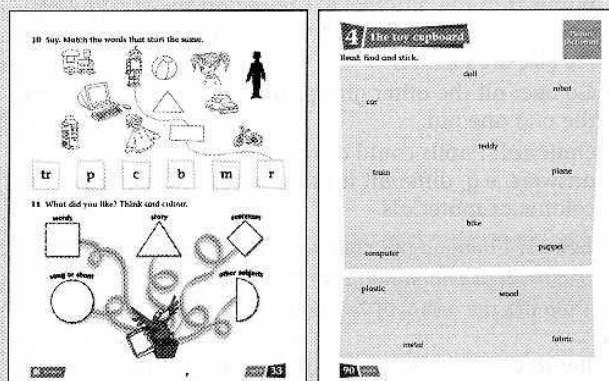
- Use the flashcards from different units to play a game, e.g. *I hear with my little ear ...* (p20).

Sing a song

- Remind the pupils of the song *Doll, robot, car and train* (Listening 1.38) and sing it again.

Lesson 10 (Review)

Review



AB page 33

AB page 90

Objectives

- Review of Unit 4

Core language

Review of

- toy vocabulary
- materials vocabulary
- language used in this unit

Materials

Norton; Fixit Game poster; Character counters; All materials used in Unit 4

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Explain to the pupils that as this is the last lesson in Unit 4 they will be thinking about what they did in the unit.

End-of-unit review

- Look at the different sections on the poster.
- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by:
 - showing them flashcards, things they have made, pictures in their book;
 - playing songs, and saying rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult.

Play the Fixit Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p36).
- Remind them to use the refrain *Look in the book!* and to look in their books whenever they need to.

Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards and text cards to revise the toy and materials sets.
- Talk to the pupils about how they could organize the flashcards on the board, e.g. wooden toys, toys with faces, toys with wheels, etc.
- Remind the pupils how categorizing words can help them to remember them.

AB p33 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p36).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

AB p90 Picture Dictionary see p7

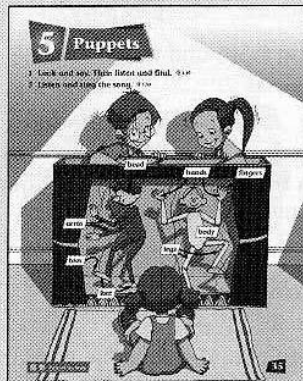
- Let the pupils find p90 in their Activity Book and the stickers for Unit 4 and continue with their Picture Dictionary.
- Invite some pupils to hold up their finished pages to show the class.

The pupils are now ready to sit the Unit 4 test (see pp162–163).

Lesson 1

■ = Words ● = Song / chant

Introducing vocabulary



CB page 35

Objectives

- Become familiar with body vocabulary
- Find out more about the characters
- Join in a song

Core language

Body vocabulary: head, body, arms, hands, fingers, legs, feet, toes

Other language

Move the (legs)!; Wait a minute!; That's easy; That's impossible; Don't be silly!; keep moving

Materials

Norton; Fixit Game poster; Body flashcards (head, body, arms, hands, fingers, legs, feet, toes); Examples of different types of puppet, e.g. stick / finger puppets (optional); CD 1; Bookmark; Body picture cards (PMB p20) – one photocopied set per pupil; Body word cards (PMB p21) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Unit overview

- Talk to the pupils about the human body. Ask them if they know any words in English for parts of the body (e.g. can they remember any words from Unit 1, Lesson 8, or any songs from pre-school?). Ask them what words they would like to learn.
- Ask them to look through Unit 5 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board, relating them to the sections on the poster:
 Words – parts of the body
 Song – Fingers, hands, keep moving ...
 Story – The puppet box
 Sentences – It's got ...
 Song – Clap your hands ...
 Words – parts of the face

- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary see p18

- Use the body flashcards to teach the new vocabulary.

Play a game

- Play a game asking the pupils to move and touch the parts of the body, e.g. Norton says ... (p18).

CB p35 Activity 1 Look and say. Then listen and find.

- Talk to the pupils about what they can see in the picture. Summarize their comments in English: Yes, Flo and Fred are playing with puppets. Titch is watching. The puppets are on the stage.
- Talk about the different parts of the puppets: Point to the puppet's (head).
- Talk about different kinds of puppets and how they move (e.g. finger puppets, stick puppets, glove puppets). Show the pupils any examples you have brought in (including Norton!). Ask them to tell you how Fred and Flo's puppets move. Pupils may suggest in L1 and you can recast, e.g. The puppets have got strings. The puppet can move its hands and feet and head. Flo is pulling the string.
- Tell the pupils to listen carefully and to use their bookmarks to find the parts of the puppet that move.
- Play the CD, pausing after each dialogue to check they have found the correct body part.

1.49

Titch: Flo, move the legs!
 Flo: Look ... look!
 Titch: Fred, move the head.
 Fred: Wait a minute – look.
 Titch: Flo, move the hands.
 Flo: OK, look.
 Titch: Move the fingers.
 Flo: That's impossible!
 Titch: Flo, move the body.
 Flo: OK, look.
 Titch: Fred, move the arms.
 Fred: That's easy – look!
 Titch: Fred, move the feet.
 Fred: Look, look!
 Titch: Move the toes.
 Fred: Don't be silly, Titch!

CB p35 Activity 2 Listen and sing the song.

- Before you play the song ask the pupils to move like string puppets.
- Play the song. Ask the pupils to move the parts that are mentioned in the song, and join in the song as they move.
- You can add other verses to the song for arms and legs with extra movements, e.g. bend arms and move them in and out, move legs by walking on the spot.

1.50

(Tune: 'One finger, one thumb, keep moving')

Fingers, hands, keep moving,
Fingers, hands, keep moving,
Fingers, hands, keep moving,
We're puppets in a show!

Fingers, hands, feet, keep moving,
Fingers, hands, feet, keep moving,
Fingers, hands, feet, keep moving,
We're puppets in a show!

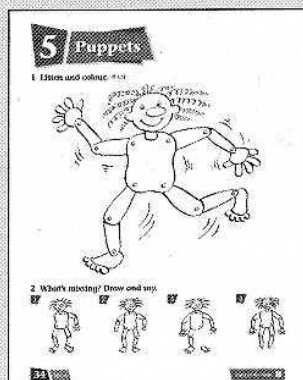
Fingers, hands, feet, head, keep moving,
Fingers, hands, feet, head, keep moving,
Fingers, hands, feet, head, keep moving,
We're puppets in a show!

PMB pp20-21 Make the picture / word cards

- Give out the photocopies of the body picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- They can use them to play a game of *Snap* (p19) with Norton. (Norton can use the flashcards and say the words as he takes them out of the kit.)
- Let the pupils cut out the word cards and match them with the picture cards.

Lesson 2 = Words

Practising vocabulary



AB page 34

Objectives

- Review body vocabulary
- Listen and follow instructions
- Compare two pictures and recognize what's missing
- Identify parts of a picture

Core language

Review of

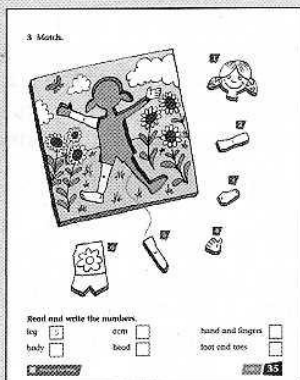
- body vocabulary
- colour vocabulary
- language used so far

Other language

What colour is his (body)?; What colour are his (arms)?

Materials

Norton; Body flashcards (x8); CD 1; Body text cards; Colour flashcards (x11); PMB body picture cards; PMB body word cards



AB page 35

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Let Norton take out the flashcards one by one and say what is on each one. Ask the pupils to listen to what Norton says and move the part of the body he names. Put the body flashcards on the board.

Sing a song

- Sing the body song (Listening 1.50) and do the actions.

Match the words

- Let Norton hold up the body text cards one by one and read them, focusing on the initial sounds. Ask the pupils to put the text cards next to the flashcards on the board.

AB p34 Activity 1 Listen and colour

- Use the colour flashcards to quickly revise the colours.
- Ask the pupils to listen carefully and colour the parts of the puppet's body with a dot of colour (they can complete the colouring when they finish listening, or at home).
- After listening ask pupils *What colour are his (toes)?*

1.51

Child: Look at my puppet!

Adult: What colour is his head?

Child: Orange.

Adult: What colour is his body?

Child: Green.

Adult: What colour are his hands and fingers?

Child: Pink.

Adult: What colour are his arms?

Child: Blue.

Adult: What colour are his feet and toes?

Child: Brown.

Adult: What colour are his legs?

Child: Yellow.

AB p34 Activity 2 What's missing? Draw and say.

- Look at the small puppet drawings with the pupils. Tell them to compare each small puppet with the big puppet in Activity 1 above: *How many (legs) has he got? Where are his (toes)?*
- Ask the pupils to tell you what's missing on each puppet and to draw in the missing parts: *What's missing? Yes, he hasn't got any fingers. And what else is missing?*

Answers: 1 arm, hand, and fingers 2 fingers and toes
3 leg 4 feet and toes

AB p35 Activity 3 Match. Read and write the numbers.

- Talk about the jigsaw. Ask the pupils some questions: *What is it? How many pieces are missing from the puzzle?*
- Ask the pupils to draw linking lines to show where the pieces fit in the jigsaw. They can then write the numbers of the missing puzzle pieces next to the words.

Answers: leg 5, arm 2, hand and fingers 4, body 6, head 1, foot and toes 3

Play a game

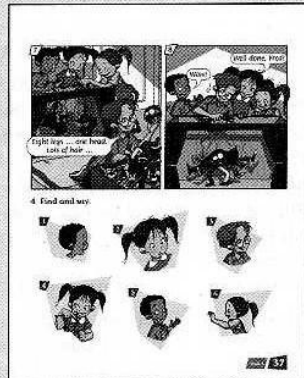
- Let the pupils use their picture and word cards to play a game in pairs, e.g. *Memory* (p19).

Lesson 3 = Story

Story



CB page 36



CB page 37

Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Find details in a picture
- Practise story language

Core language

It's got (two arms).

Review of

- body vocabulary
- colour vocabulary
- language used so far

Other language

Where's ...?; Here it is; box; lots of ...; dog; Wow!

Materials

Norton; Body text cards (x8); CD 1

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Play a silent TPR game. Let Norton hold up the text cards one by one. Ask the pupils to read the text cards and touch the relevant part of their body.

CB pp36-37 Activity 3 Story

- Let the pupils look at the pictures. Ask them to name all the characters and puppet body parts they know: *Who's this? What puppet parts can you see?*
- Ask them to predict what the story is about: *What can you see in the cupboard? What's in the puppet box? What's (Flo) got? What's Poppy saying?*
- Summarize their suggestions: *They're behind the puppet theatre. They're all mending the puppets. Fred's puppet is like a spider.*

- Play the CD. Practise 'good listening' and use your 'silence signal'.

1.52

- [1] Narrator: The children have got a puppet theatre.
Fred: Where's the puppet box?
Flo: Here it is.
- [2] Narrator: They open the box.
Poppy: Puppets! Puppets! Lots of puppets.
- [3] Narrator: Oh dear!
Poppy: We need Mr Fixit!
- [4] Narrator: Mr Fixit looks at the puppets.
Mr Fixit: Now let's see ...
Fred: It's got two arms and ... one red leg!
We need one red leg!
Flo: Here it is!
- [5] Poppy: Look. It's a dog!
It's got four legs and a body ...
Bing: Here's the head.
- [6] Narrator: Everyone fixes the puppets.
All: Here's a puppet
Here are the legs
Here's the body
And here's the head!
- [7] Narrator: Fred's got an idea.
Fred: Eight legs ... one head. Lots of hair ...
- [8] Narrator: Fred makes a fantastic puppet!
Bing: Wow!
Poppy: Well done, Fred!

- Talk about the story and the pupils' predictions.
- Practise the rhyme and teach some actions, e.g. pupils point to themselves and their bodies as they say it: *Here's a puppet. Here are the legs. Here's the body and here's the head!*
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.
- Talk about Fred's puppet: *Fred's puppet is fantastic. How many legs has it got? Let's count them. It looks like a spider!*

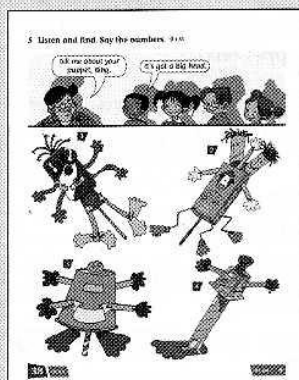
CB p37 Activity 4 Find and say.

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Yes, it's (Bing). Where's this picture in the story? That's right, it's here – frame (5).*
- Explain that they have to look back through the story, find the same pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.
- Encourage the whole class to join in and practise in chorus.

Answers: 1 Bing (frame 5): 'Here's the head.' 2 Poppy (frame 3): 'We need Mr Fixit!' 3 Fred (frame 7): 'Eight legs ... one head. Lots of hair ...' 4 Poppy (frame 5): 'Look. It's a dog. It's got four legs and a body ...' 5 Bing (frame 8): 'Wow!' 6 Flo (frame 4): 'Here it is!'

Lesson 4 ◆ = Sentences

Language focus



CB page 38

Objectives

- Review language of description
- Listen and identify from a description
- Draw and describe puppets

Core language

It's got a big head; It's got four hands.

Review of

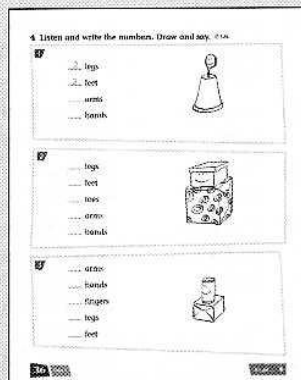
- body vocabulary
- size vocabulary
- language used so far

Other language

Tell me about ...; I know; It's this one!

Materials

Norton; Body text cards (x8); CD 1



AB page 36

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Let Norton hold up the text cards one by one. The class read them aloud. Then play a flashcard game, e.g. *Flashing a card* (p18).

What's missing?

- Start to draw a puppet on the board.
- Ask the pupils to tell you what's missing and what you should draw next.
- Draw some parts big and some small. Ask questions before you draw each part: *Is the (head) big or small? How many (toes) has it got?*
- Encourage the pupils to use gestures when replying, e.g. drawing in the air to show a big head, a small body, or the number of fingers and toes.
- When you've drawn the puppet ask the pupils to label the parts of the puppet with the text cards. Leave the drawing and the labels on the board.

CB p38 Activity 5 Listen and find. Say the numbers.

- Let the pupils look at the picture. Explain that the characters have made some puppets.
- Ask questions about the puppets: *How many (arms) has this puppet got? Can you see a puppet with (two heads)?*

- Explain that they have to listen carefully, find the puppet that is being described by each character, and then say which number it is.

1.53

- Mr Fixit: Tell me about your puppet, Bing.
 Bing: It's got a big head.
 Mr Fixit: A big head.
 Bing: And it's got four arms, and two legs, and four yellow feet.
 Mr Fixit: Four arms, two legs and four yellow feet!
 Bing: Yes.
 Mr Fixit: I know. It's this one!
 Bing: Yes.
 Presenter: What number is it?
 Mr Fixit: Tell me about your puppet, Poppy.
 Poppy: It's got a small head and a big body.
 Mr Fixit: Small head ... big body ...
 Poppy: It's got four arms and four red hands.
 Mr Fixit: Four red hands?
 Poppy: And two big feet!
 Mr Fixit: I know. It's this one!
 Poppy: Yes.
 Presenter: What number is it?
 Mr Fixit: Tell me about your puppet, Fred.
 Fred: It's got three arms and three legs.
 Mr Fixit: Three arms and three legs!
 Fred: Yes. And it's got two heads.
 Mr Fixit: Two heads!
 Fred: Yes.
 Mr Fixit: I know. It's this one!
 Fred: Yes.
 Presenter: What number is it?
 Mr Fixit: Tell me about your puppet, Titch.
 Titch: It's got a small head.
 Mr Fixit: Yes.
 Titch: And it's got one big leg ...
 Mr Fixit: One leg ...
 Titch: ... and it's got two arms, and two blue hands.
 Mr Fixit: I know. It's this one!
 Presenter: What number is it?

Answers: Bing – puppet 1, Poppy – puppet 3, Fred – puppet 2, Titch – puppet 4

True or false?

- Say some true and false things about the puppets. Ask the pupils to stand up if what you say is true and stay sitting if it is false: *Look at puppet number (three). He's got (four feet). Very good, everyone is sitting down! He's only got (two feet).*

Practise phrases

- Look again at the board picture you drew earlier.
- Describe the puppet: *It's got a (small head). It's got (three arms).*
- Use gestures to encourage the pupils to join in with you.
- Look at all the pictures on Class Book p38 and encourage the pupils to describe the puppets in chorus. Use gestures to let the pupils know which part to describe next, e.g. point to your own head, arms, body, legs, and feet and use gestures for *big* and *small*.

AB p36 Activity 4 Listen and write the numbers. Draw and say.

- Check that the pupils can all see the text card labels on the board, in case they need to refer to these.

- Look with them at the incomplete drawings of puppets on the page.
- Tell the pupils that first they have to listen without drawing.
- Play the first description. Stop the CD and ask the pupils what they can remember.
- Play the same description again and ask the pupils to write the number for each body part.
- Repeat this with puppets two and three.

1.54

Presenter: Puppet number one.

Child 1: It's got a small head and a big body.
It's got three legs and three feet.
It's got two arms and two hands.

Presenter: Puppet number two.

Child 2: It's got a big body and a big head.
It's got two legs.
It's got two feet and eight toes.
It's got four arms and four hands.

Presenter: Puppet number three.

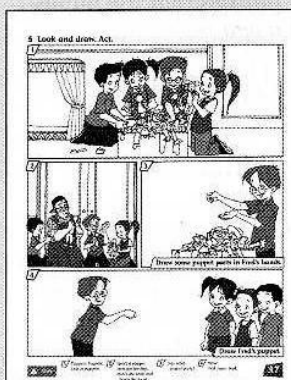
Child 3: It's got a small body and a small head.
It's got two arms.
It's got two hands and six fingers.
It's got two legs and two feet.

- Finally, ask the class to look at the keys, complete the puppet drawings, and colour them. (For toes and fingers, they can either draw the stated number on each hand / foot, or divide it between the two hands / feet.)
- When they finish ask them questions about their drawings: *What colour are its (legs)? How many (fingers) has it got?*
- More confident pupils can give a complete description of one of their puppets: *It's got (a small head) and (a big body). It's got (two red arms) and (three blue legs).*

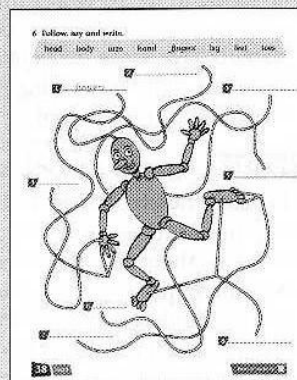
Lesson 5

▲ = Story ■ = Words

Parallel story



AB page 37



AB page 38

Objectives

- Join in retelling the story
- Create an alternative story
- Participate in acting out a story
- Practise writing the core vocabulary

Core language

Review of

- body vocabulary
- language used so far

Materials

Norton; CD 1; Story Frames Book; PMB body picture cards; PMB body word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Ask the pupils if they can remember any words or actions from the song in Lesson 1.
- Sing the body song again (Listening 1.50) and do the actions.

Draw a puppet

- Start drawing a puppet on the board and ask the pupils to tell you what to draw: *What do we need?*
- Encourage them to produce all the body vocabulary used so far: *We need (a leg), etc.*
- Be ready to recast pupils' words and phrases: *another leg, a right arm.*

Say the story rhyme

- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions: *Here's a puppet. Here are the legs. Here's the body and here's the head!*

Retell the story

- Use the Story Frames Book to retell the story. (If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.)
- Encourage the pupils to join in and tell you what they remember. When retelling the story, – start with what the pupils know: *What's (Poppy) saying?*

- continue with a summary of each picture, prompting and encouraging the pupils to join in: *So, Mr Fixit's got (a body).*
- be ready to recast words and phrases that the pupils contribute in L1: *Norton's got a bird puppet. Mr Fixit is helping them make the puppets.*
- Ask the pupils to describe Fred's puppet in the story using the phrase *It's got ... (a big head, eight legs).*

AB p37 Activity 5 Look and draw. Act.

- Look at the pictures with the pupils.
- Explain that they are going to complete the pictures to make their own story about mending puppets.
- Ask the pupils to tell you who they can see in each picture, and what the characters might be saying.
- Ask them what they could draw in each picture to complete the story.

Frame 1: (Nothing to draw.)

Frame 2: (Nothing to draw.)

Frame 3: Pupils draw some puppet parts in Fred's hands.

Frame 4: Pupils draw Fred's puppet (it can be a different puppet from the one in the story, e.g. a different animal or a monster / alien).

- When pupils have understood what they have to do, let them complete the pictures. Fast finishers can colour them.

Practise the story language

- When the pupils have finished their pictures, practise the language that they will need in order to act out the stories.

Frame 1: Poppy: *Puppets! Puppets! Lots of puppets!*

Frame 2: All (the rhyme): *Here's a puppet. Here are the legs. Here's the body and here's the head!*

Frame 3: Fred: (say some puppet parts)

Frame 4: Bing: *Wow!*

Poppy: *Well done, Fred!*

- Say the lines and ask the pupils to repeat them after you.
- Say the rhyme together (frame 2).
- Ask different pupils to tell you what puppets they have drawn, and practise saying the puppet parts. *So, you've got a monster puppet. It's got three heads, four legs ...*

Act out the story

- Choose one of the pupils' stories to act out.
- Ask four pupils to come to the front of the class (including your chosen child). Allocate parts (Poppy, Fred, Bing, Flo, and Mr Fixit – these last two are non-speaking parts except for the rhyme).
- Encourage the group to act out the story for the class, using the variations from the chosen story.
- The whole class can join in with the rhyme.
- Offer as much support as the pupils need, and let them act it out a second time if they need to. Tell them not to worry if they make mistakes.
- You might like to repeat the acting out with a different pupil's story, or with a different group of pupils.

Play a game

- Give out the PMB picture and word cards. Ask the pupils to revise the words by quickly matching the pictures and words. They can then play a game in pairs, e.g. *What's missing?* (p19).

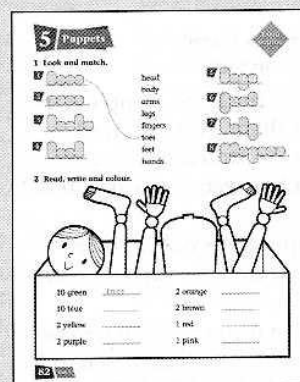
AB p38 Activity 6 Follow, say and write.

- Look at the picture of the puppet with the pupils.
- Ask them to follow the string from each body part to the numbered line.
- They should say the name of the body part, and write it on the line (they can copy the name from the word bank at the top of the page).

Answers: 1 fingers 2 head 3 arm 4 hand 5 body 6 leg
7 toes 8 feet

Lesson 5a (optional)

Writing = Words



AB page 82

Objectives

- Identify and write body words using number clues
- Recognize and identify word shapes

Core language

Review of

- body vocabulary
- language used so far

Materials

Norton; PMB body picture cards; PMB body word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use some sets of the pupils' PMB body picture cards and word cards to play a game, e.g. *Whispers* (p19).

AB p82 Activity 1 Look and match.

- Ask the pupils to look at the activity. Remind them that looking at a word's shape can help us remember the word when we're writing. Ask if they remember the similar exercise from Unit 3 (Activity Book p80).
- Tell the class they have to match the shapes with the words in the list.

- Check the answers with the class. Talk about which parts of the shapes helped them most.

Answers: 1 toes 2 arms 3 hands 4 head 5 legs 6 feet
7 body 8 fingers

AB p82 Activity 2 Read, write and colour.

- Remind the pupils of the box of puppet parts in the story (Class Book p36). Look at the picture in the story again and talk about it.
- Look at the puppet box for this activity and ask the pupils how many puppet parts they can see. Ask them to read the numbers and colours written on the box.
- Explain that they have to match the numbers on the box to the parts they can see in the box: *There are ten (toes), two (arms) and one (head).*
- They colour the parts according to the numbers on the box (they can choose which parts to colour, as long as they have the correct number, i.e. they can either colour ten green fingers or ten green toes, etc.). They then write in the parts next to the colours, according to what they have chosen.
- The pupils should all end up with slightly different puppets. Encourage them to talk about their puppets: *What colour toes has your puppet got? Ten (blue) toes.*

Play a game

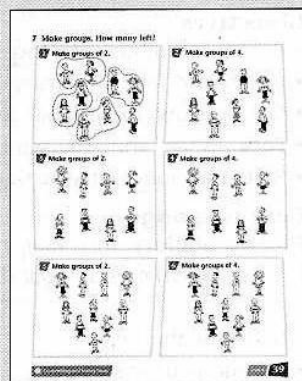
- If you have time, play *Active Bingo* (p19) with the PMB body word cards.

Lesson 6 = Song / chant

Learning for life



CB page 39



AB page 39

Objectives

- Review body vocabulary and language of this unit
- Learn about cooperating and taking turns
- Join in a clapping song
- Do simple division (with remainders)

Core language

Review of

- body vocabulary
- language used so far

Other

Clap in (twos); Stretch up high; Touch the sky

Materials

Norton; Fixit Game poster; Body flashcards (x8); Body text cards; A selection of flashcards and text cards from other units (to match initial sounds with body vocabulary); CD 1; Paper (one piece per pupil)

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Mid-unit review

- Use the poster and the Class Book to remind pupils of all the activities and language done so far in this unit. Praise them for their progress so far.

Review vocabulary (categorizing)

- If possible, arrange the pupils around the board. Use the body flashcards and text cards to do a categorizing activity.
- Ask the pupils how they could categorize and order the flashcards and text cards in different ways, e.g. top half of the body and bottom half of the body, from head to feet, from big to small, from easy to difficult.
- Organize the cards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the cards according to what they say.
- Focus on initial sounds and ask the pupils if they can remember other words that start with the same sound, e.g. *t / t/, toes* – *What other words start with this sound?*
- Have some flashcards and text cards from other units ready to help pupils remember, e.g. *teddy, Titch*.

Talk about clapping our hands

- Draw around your hand on the board.
- Talk to the pupils about the different things we can do with our hands.
- Remind them of the song they learnt in Unit 2, Class Book p15: *The Mums at the show all clap their hands*.
- Talk about why we clap our hands: *To encourage other people, and to keep time to music*.
- Ask them if they know any clapping rhymes.

CB p39 Activity 6 Listen and sing the song.

- Let the pupils look at the pictures. Tell them that they are going to learn a clapping song.
- Practise the different kinds of clapping before they listen to the song (i.e. clapping low and then high, and clapping in groups of two and four).

Teaching tip

To clap in groups of two or four, pupils do the following:

- 1 (on the word *Clap*) They clap down with their left hand and up with their right hand simultaneously against their partner's / partners' hands (see the illustrations in the Class Book).
- 2 (on the word *in*) They hold up their palms vertically (hands facing to the front if clapping in pairs and to the side if clapping in fours) and again clap both hands against their partner's / partners' simultaneously.
- 3 (on the word *twos* or *fours*) They clap their own hands together in front of them.
- 4 Repeat from the beginning.

- Play the song verse by verse and encourage the pupils to do the actions.

1.55

(Tune: 'Hot cross buns')

Clap your hands,
Clap your hands,
Stretch up high and touch the sky
And clap your hands.

Clap in twos,
Clap in twos,
Stretch up high and touch the sky
And clap in twos.

Clap in fours,
Clap in fours,
Stretch up high and touch the sky
And clap in fours.

- Play the song again and encourage the pupils to do the actions.
- If there's an odd number in the class, you could remind the pupils of taking turns, and change the pairs or groups each time you sing the song.

Talking about cooperation

- Talk to the pupils about cooperation.
- Point out how they have to work together to sing the song, and how they may have to take turns to be left out of the twos and fours when there's an odd number.
- Ask them if it is easier or more difficult in twos or in fours.
- Ask them what other games or things they do that need cooperation.
- Remind them of how they talked about sharing games in Unit 4 and the phrase *Your turn, my turn* in the *Come and share a toy with me* song on Class Book p31 (Listening 1.44).

AB p39 Activity 7 Make groups. How many left?

- Look at the pictures with the pupils. Explain that they have to divide the children in each group into smaller groups (i.e. two or four children) as if to clap together while singing the song on Class Book p39. They then have to say how many children (if any) are left over.
- Look at the first group together as an example: *How many twos are there in group one? Yes, four – that's right. How many are left over? Yes, one child.*
- Let the pupils divide the remaining groups up by themselves, or working in pairs.

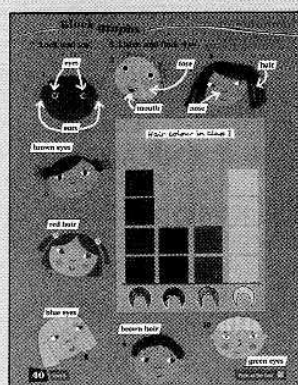
Answers: 1 one child left 2 one child left
3–5 no children left 6 two children left

Drawing groups

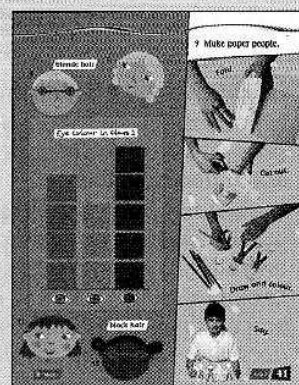
- Give each pupil a piece of paper (or let them use notebooks, if they have them). Ask the pupils to draw a group of 12 people.
- Ask them to take out their crayons and to circle different numbers in the group using different colours: *Make blue circles around the twos. Draw green circles around the threes, etc.*

Lesson 7 = Words = Other subjects

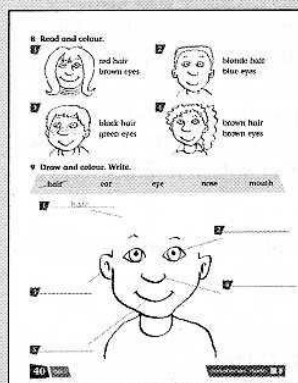
Learning through English



CB page 40



CB page 41



AB page 40

Objectives

- Become familiar with face vocabulary
- Listen and follow instructions
- Get to know about block graphs through English
- Personalize language pupils are now familiar with
- Read and follow instructions

Core language

Face vocabulary: *face, hair, eyes, ears, nose, mouth*
I've got (green) eyes; I've got (brown) hair.

Review of

- body vocabulary,
- language used so far

Other language

red (hair); blonde (hair); What colour (hair) have you got?

Materials

Norton; Face flashcards (*ears, eyes, face, hair, mouth, nose*); Face text cards; Bookmark; CD 1; Face picture cards (PMB p20) – one photocopied set per pupil; Face word cards (PMB p21) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce new vocabulary see p18

- Use the flashcards to teach the new vocabulary.
- Let Norton give instructions to the pupils to touch different parts of their faces: *Touch your (ears).*
- Draw a face on the board.

- Take out the text cards and let the pupils label the different parts.

Picture dictation

- Do a picture dictation, e.g. *Draw a circle. Draw two green eyes. Draw red hair, etc.*
- Explain that *red hair* is auburn or ginger hair, and *blonde hair* is yellow or fair hair.
- Tell the pupils that they could use their orange crayons when colouring red hair.
- When they finish the picture dictation ask them to hold up their pictures so they can all see each others' drawings.
- Talk about how each picture is similar but different. Use this as a starting point for a discussion about how some people may look similar but we all have our differences, i.e. we are all unique!

CB pp40–41 Activity 7 Look and say.

- Look at the activity with the pupils. Ask if anyone can guess what it shows.
- Explain that the class in this picture have done a survey of hair and eye colour in their class, and then put the information in two block graphs.
- Explain how to find the information in the block graphs: *Look at the graph for hair colour. Look at the column for blonde hair. Count the blocks. One, two, three, four – so, four children have got blonde hair.*
- Ask them questions about this other class: *How many children have got (green eyes)?*
- Point out that they can get the information either from the pictures or from the graphs, but help them to see that it's easier and quicker to get the information from the graphs – this is the point of putting information in a graph in this way.

CB pp40–41 Activity 8 Listen and find.

- Talk with the class about the children in the pictures: *What colour hair has this boy got? Yes, blonde. What colour eyes has he got? Green, that's right.*
- Tell the class to listen to the children describing themselves and find each one with their bookmark.

1.56

- Boy 1: I've got black hair and blue eyes. [1]
 Girl 1: I've got brown hair and blue eyes. [11]
 Girl 2: I've got red hair and green eyes. [7]
 Girl 3: I've got black hair and brown eyes. [12]
 Girl 4: I've got brown hair and green eyes. [8]
 Girl 5: I've got blonde hair and brown eyes. [5]
 Boy 2: I've got red hair and brown eyes. [2]
 Boy 3: I've got blonde hair and green eyes. [10]

Speaking practice and survey

- Ask the pupils about themselves: *What colour (hair) have you got?*
- Ask them to get into groups: *blue eyes, brown eyes, brown hair, etc.*
- Talk about how they have to change groups as they share features with different pupils.
- Help them notice how we share different features with lots of different people.
- Practise chorus sentences in the different groups: *I've got (blue eyes).*
- Ask each pupil about himself / herself.

AB p40 Activity 8 Read and colour.

- Ask the pupils to look at the four pictures.
- Read the descriptions together.
- Let the pupils colour the hair and eyes.

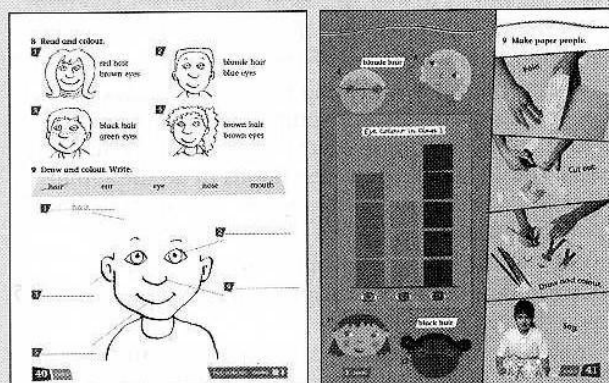
PMB pp20–21 Make the picture / word cards

- Give out the photocopies of the face picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.

Play a game

- Use all the vocabulary for parts of the body and the face in a game, e.g. *Norton says ...* (p18).

Lesson 8 = Other subjects Learning through English



AB page 40

CB page 41

Objectives

- Review body and face vocabulary
- Make some paper people
- Practise ordering and sequencing work

Core language

Review of

- body vocabulary
- face vocabulary
- language used so far

Materials

Norton; Body and face flashcards (x14); Body and face text cards; 'Make paper people' (PMB p22) – one photocopy per pupil, and your own completed paper people (optional); Scissors

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Revise all the parts of the body and the face by letting Norton give some TPR instructions: *Touch your (ears). Touch your (eyes).*
- Play *True or not true?* (p18) using descriptions of eye and hair colour. Ask the pupils to respond if what you say is true: *Stand up if you've got (blue eyes).*

Play a game

- Play a game with all the body and face flashcards and text cards, e.g. *Memory* (p19).
- Encourage pupils to focus on the initial sounds when they read the text cards.

AB p40 Activity 9 Draw and colour. Write.

- Look at the face with the pupils. Tell them to draw and colour the hair to match their own hair style and colour, and then colour the eyes to match their own eye colour.
- When they have completed the colouring they should label the parts of the face, using the words in the box above.
- Ask the pupils to talk about their pictures: *I've got (brown) hair and (blue) eyes.*

Answers: 1 hair 2 eye 3 ear 4 nose 5 mouth

PMB p22 CB p41 Activity 9 Make paper people.

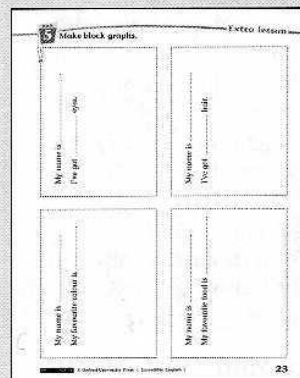
- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a chain of paper people. Show them your completed example if you have made one (make your paper people as different as possible to encourage the pupils to do the same). Ask them if they are all the same. Ask them to point to different ones: *Point to a (boy) with (black hair).*
- Give out the PMB photocopies and scissors.
- Go through the stages with the pupils (demonstrate as you do so):
 - 1 They cut out the central part of the page and fold along the lines: *Fold it in a zig-zag like this.*
 - 2 They cut around the dashed lines: *Cut around the person. Do it slowly because the paper is thick.*
 - 3 They draw and colour each person's features: *Colour the eyes and the hair. You can make all the people different if you like.*
- Ask the pupils to hold up their finished chain of people: *Hold up your paper people like this.* Let them point to each person and speak for them: *I'm (name) and I'm (age). I've got (brown) hair and (blue) eyes.*

Sing a song

- Ask the pupils which song from the unit they would like to sing.

Lesson 8a (optional)

Learning through English (Extension)



PMB page 23

Objectives

- Review language used so far
- Get to know more about block graphs through English
- Make some block graphs

Core language

Review of

- body vocabulary
- face vocabulary
- language used so far

Other language

My name is ...

Materials

Norton; 'Make block graphs' (PMB p23) – one photocopy per pupil; Scissors; Glue; Four large sheets of paper (optional)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Remembering how we are the same and different

- Remind the pupils of all the things that make us different, and the things that show how we are the same as other people.
- Explain that they are going to make several block graphs for their class to see how they are alike and how they differ.

Talking about information

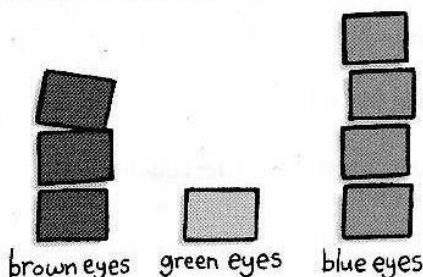
- Give out the PMB photocopies. Show the pupils the four sections. Read out the incomplete sentences.
- Talk about the information you are going to put in the block graph, i.e. eye colour, hair colour, favourite colours, and favourite food. Ask some pupils questions to elicit example information: *What colour eyes / hair have you got? What's your favourite colour / food?*
- Point out that some of the information is obvious, e.g. *We can look around the room and see how many children have green eyes.* However, some of the information is unknown, e.g. *What's his favourite food? I don't know.*

Filling in the information

- Explain to the pupils that in each box on the page they have to write their name on the first line, and fill in the gap on the second line with the missing information.
- You can explain to pupils that *My name is ...* is another way of saying *I'm (name)*.
- Check that the pupils know what to write in each box.
- They can colour each box appropriately, e.g. if they have blue eyes they can colour the box blue, if their favourite food is yoghurt they can colour it with the colour of their favourite flavour.
- When they have filled in and coloured all the boxes they should cut them out.

PMB p23 Make block graphs.

- Use four large sheets of paper to create the block graphs. (If you do not have large enough sheets of paper, construct the graphs on the board or on the floor and take a photo of each one.)
- Go over each section and let the pupils stick their boxes in the appropriate place. Write a label at the bottom of each column.

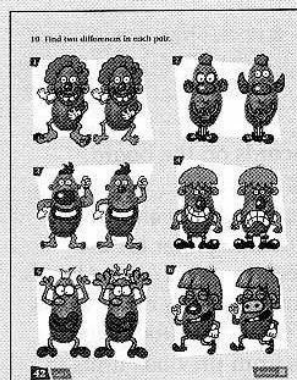


- As you finish each block graph talk about what you have found out: *Ten children have brown hair.*
- Ask questions about how many pupils are in each category: *How many children have green eyes? How many children say biscuits are their favourite food?*
- Be ready to recast some of the pupils' interpretations of the graphs. Sample recasts: *Nine children say yoghurt is their favourite food. No-one has red hair.*

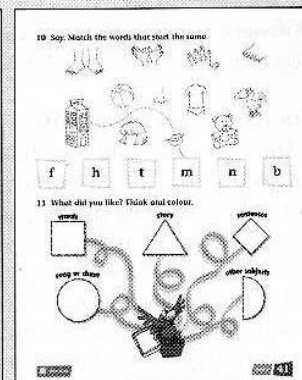
Lesson 9

■ = Words

Revision



CB page 42



AB page 41

Objectives

- Revise the language of the unit
- Identify and give reasons for differences
- Practise pronunciation of initial sounds

Core language

body, ball /b/
fingers, feet /f/
hair, hands /h/
milk, mouth /m/
Norton, nose /n/
teddy, toes /t/

Review of

- body vocabulary
- face vocabulary
- language used in this unit
- previous vocabulary sets

Materials

Norton; CD 1; PMB body and face picture cards; PMB body and face word cards; Body and face flashcards (x14); Body and face text cards; A selection of flashcards and text cards from other sets

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Sing the body song again (Listening 1.50) and do the actions.

Review vocabulary

- Play a game with the PMB body and face picture cards and word cards to revise all the vocabulary of the unit, e.g. *Whispers* (p19).

CB p42 Activity 10 Find two differences in each pair.

- Look at the six pairs of pictures and talk about them with the pupils.
- Look at the various body parts in the pictures and ask the pupils to tell you which two body parts are different in each one.
- Encourage the pupils to tell you what is different about the body parts. They can do this in English where possible, e.g. using *big / small*, and colour words.

- Be ready to recast comments pupils may make in L1: *Yes, this one's got spiky hair, and this one's got wavy hair. This mouth is smiling, but this one isn't. This one's got a pig's nose.*

Answers: 1 hair, feet 2 eyes, ears 3 nose, arms 4 mouth, legs 5 hands, hair 6 arms, nose

Focus on initial sounds

- Stick the body and face flashcards on the board.
- Focus on the initial sounds of the words.
- Ask the pupils to say any words that have the same initial sound, and to group these together on the board, i.e. *f* – *face* / *fingers* / *feet*; *h* – *head* / *hair* / *hands*.
- Ask the pupils if they can remember any other words with the same initial sound, e.g. *f* – *five*, *four*, *fabric*.
- Use flashcards and text cards from previous units to help pupils remember words with the same initial sounds.

AB p41 Activity 10 Say. Match the words that start the same.

- Ask the pupils to look at the pictures and to say the words quietly to themselves. Go through the words with the class.
- Ask them to match the pictures with the same initial sounds by drawing a line between them. They should use a different coloured line for each pair of pictures.
- If you prefer, you can match the pairs first as a whole-class activity using the rhyme *Play the game. Play the game. Say a word that starts the same as ...* (see p49).
- Ask the pupils to look at the initial letters under the pictures.
- They should say each sound and match it to the two pictures which have that sound, using the same colour.

Teaching tip

Remind pupils that they can draw coloured circles around the matching pairs instead of drawing linking lines if they prefer (see p49). They should then colour the box for the letter to match.

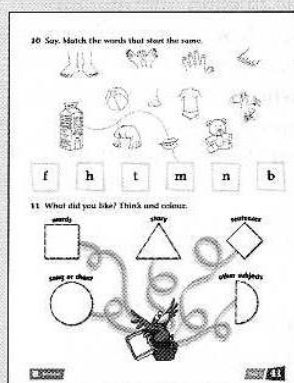
Answers: *f* – fingers, feet; *h* – hands, hair; *t* – toes, teddy; *m* – milk, mouth; *n* – nose, Norton; *b* – ball, body

Play a game

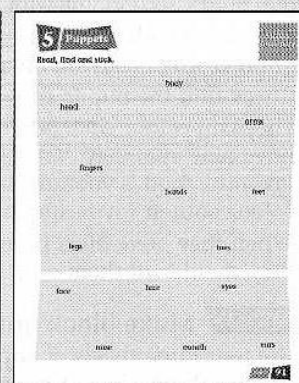
- Use flashcards from this unit and previous units to play a game, e.g. *I hear with my little ear ...* (p20).

Lesson 10 (Review)

Review



AB page 41



AB page 91

Objectives

- Review of Unit 5

Core language

Review of

- body vocabulary
- face vocabulary
- language used in this unit

Materials

Norton; Fixit Game poster; Character counters; All materials used in Unit 5

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Explain to the pupils that as this is the last lesson in Unit 5 they will be thinking about what they did in the unit.

End-of-unit review

- Look at the different sections on the poster.
- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by:
 - showing them flashcards, things they have made, pictures in their books;
 - playing songs, and saying rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult.

Play the Fixit Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p36).
- Remind them to use the refrain *Look in the book!* and to look in their books whenever they need to.

Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards and text cards to revise the body and face sets.
- Talk to the pupils about how they could organize the cards on the board, e.g. from head to feet, from big to small, by number, etc.
- Remind the pupils how categorizing words can help them to remember them.

AB p41 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p36).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

AB p91 Picture Dictionary *see p7*

- Let the pupils find p91 in their Activity Book and the stickers for Unit 5 and continue with their Picture Dictionary.
- Invite some pupils to hold up their finished pages to show the class.



The pupils are now ready to sit the Unit 5 test (see pp164–165).



Multimedia extension: you may now like to use the Maths 1 section of the optional DVD, if you haven't already used it after Unit 2. (Even if you have already watched it once with your class, you may like to look at the section and some of the accompanying activities again at this point.)

Lesson 1

■ = Words ● = Song / chant

Introducing vocabulary



CB page 43

Objectives

- Become familiar with animal vocabulary
- Get to know more about the characters
- Join in a song

Core language

Animal vocabulary: *dog, cat, hen, duck, rabbit, cow, sheep, goat, horse, donkey*

Other language

Animals noises: *woof, miaow, quack, cluck, moo, baa, neigh, hee-haw*

Let's go and see (the ducks); on my farm

Materials

Norton; Fixit Game poster; Animal flashcards (*dog, cat, hen, duck, rabbit, cow, sheep, goat, horse, donkey*); CD 2; Bookmark; Animal picture cards (PMB p24) – one photocopied set per pupil; Animal word cards (PMB p25) – one photocopied set per pupil

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Unit overview

- Talk to the pupils about the topic of animals. Ask if they have a dog or a cat or any other pets at home. Ask them where they can see animals (e.g. farm, zoo, countryside).
- Ask the pupils if they know any words in English for animals. Ask them what words they would like to learn.
- Ask them to look through Unit 6 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board, relating them to the sections on the poster:

Words – animals

Song – *I've got a cow and a sheep on my farm*

Story – *Animals*

Sentences – *I like / don't like ...*

Song – *I've got a dog ...*

Words – baby animals

- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary *see p18*

- Use the animal flashcards to teach the new vocabulary.

Play a game

- Give the flashcards to some pupils to hold at the front of the class.
- Let Norton call out the different animals.
- Encourage the pupils to hold up their card when they hear it called out.

Practise animal actions

- Teach the pupils some actions to represent the animals, for example:

Dog: sticking tongue out, making a panting noise;

Cat: moving head from side to side with small neat movements and stroking whiskers;

Cow: swaying head from side to side;

Sheep: chewing exaggeratedly, with mouth open and tongue visible;

Duck: bending elbows like wings, bending forward and moving whole body from side to side (as if waddling);

Hen: bending elbows like wings and bobbing head up and down as if pecking at corn;

Donkey: standing still and raising head up and down (as if saying *ee-aw*);

Horse: galloping in place with lots of head movement;

Rabbit: holding both hands close together in front of mouth and moving nose as much as possible;

Goat: using index fingers as small horns and running in place.

- Put the flashcards where the pupils can all see them.
- Call out the animals and practise the actions with the pupils: *What does a (dog) do?*

Play a TPR game

- Play a game using the kit and the animal flashcards.
- In pairs, ask the pupils to take a flashcard out of the kit, look at it, and do the actions for this animal.
- The rest of the class have to guess what the animal is.

Talk about animal sounds (optional)

- Talk about the sounds that animals make, and how we describe these sounds in different languages.
- If you want to, you can teach the sounds as they are said in English: cats say *miaow*, cows say *moo*, dogs say *woof*, donkeys say *ee-aw*, ducks say *quack*, hens say *cluck*, horses say *neigh* and both sheep and goats say *baa*. (As rabbits don't make very much noise, there isn't an English sound for them! However, you can teach the pupils to make a munching noise if you like.)
- Put the flashcards on the board one at a time and let the pupils do the actions and make the sounds for each animal.

CB p43 Activity 1 Look and say. Then listen and find.

- Ask the pupils to look at the picture. Ask them who they can see and what they are doing.
- Pupils may suggest in L1 and you can recast: *Yes, the children are at a farm. They're looking at the animals.*
- Explain that the characters are at a special children's farm, where they can touch the animals and feed them. Ask the pupils if they have ever visited a farm like this.
- Ask the pupils to find and say all the new animal words in the picture.
- Tell the pupils to use their bookmarks to find each animal as they listen to the CD.
- Play the CD, pausing after each dialogue to check they have found the animals.

2.1

- Flo: Let's go and see the ducks.
Fred: OK.
Fred: Let's go and see the horse.
Titch: Oh, OK.
Titch: Let's go and see the cats.
Flo: OK.
Fred: Let's go and see the hens.
Flo: OK, let's go.
Flo: Let's go and see the donkey.
Titch: Yes!
Titch: Let's go and see the rabbit.
Fred: OK.
Flo: Let's go and see the dogs.
Fred: Yes!
Fred: Let's go and see the sheep.
Titch: OK!
Titch: Let's go and see the goat.
Flo: OK.
Flo: Let's go and see the cow.
Titch: Ooh, a cow! OK!

CB p43 Activity 2 Listen and sing the song.

- Before you play the song, stick the relevant seven flashcards on the board.
- Let the pupils listen to the song.
- Ask them to help you put the flashcards in the correct order.

2.2

(Tune: 'What shall we do with the drunken sailor?')

I've got a cow and a sheep on my farm,
I've got a cow and a sheep on my farm,
I've got a cow and a sheep on my farm,
And I've got a donkey.

I've got a dog and a cat on my farm,
I've got a dog and a cat on my farm,
I've got a dog and a cat on my farm,
And I've got a donkey.

I've got a duck and a hen on my farm,
I've got a duck and a hen on my farm,
I've got a duck and a hen on my farm,
And I've got a donkey.

- Play the song again and encourage the pupils to join in.
- Revise the actions that you did at the beginning of the class.

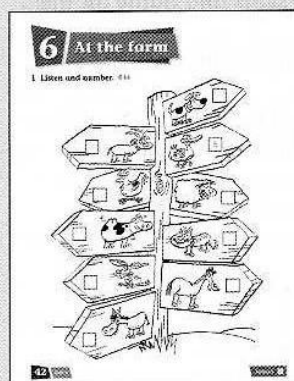
- Play the song again and encourage the pupils to do the actions as they listen.

PMB pp24-25 Make the picture / word cards

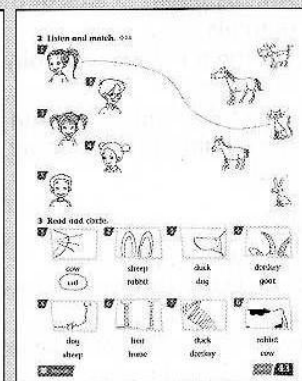
- Give out the photocopies of the animal picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.
- Use Norton, the flashcards, and the pupils' picture cards to play a game of whole-class *Snap* (p19).

Lesson 2 = Words

Practising vocabulary



AB page 42



AB page 43

Objectives

- Review animal and number vocabulary
- Participate in asking questions and giving answers about animals

Core language

Review of

- animal vocabulary
- language used so far

Other language

Where are the (ducks)?; Over there; What's your favourite animal?

Materials

Norton; CD 2; Animal flashcards (x10); Animal text cards; Paper for drawing; Paper or notebooks; PMB animal picture cards; PMB animal word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Put the animal flashcards on the board. Ask the pupils if they can remember the animal actions they learnt in Lesson 1. Remind them of all the animal names and actions. Leave the flashcards on the board.

Sing a song

- Ask the pupils if they can remember the song from Lesson 1.
- Play the animals song again (Listening 2.2) and encourage the pupils to do the actions.

Talk about favourite animals

- Let Norton ask you the question *What's your favourite animal?*
- Practise this question in chorus.
- Let the class work in pairs asking and answering one another.

Match the words

- Let Norton hold up the animal text cards one by one and read them, focusing on the initial sounds.
- Ask the pupils to put the text cards next to the flashcards on the board.
- Draw circles around the flashcards and text cards to show that all the animals live in different enclosures.

AB p42 Activity 1 Listen and number.

- Ask the pupils to look at the signs and name all the animals.
- Tell them to listen carefully and number all the animal signs.
- When they finish listening ask them to tell you where the animals are: *Where are the (cows)? In number (eight).*

2.3

Girl: Where are the ducks?
 Boy: Over there. Number five – look!
 Girl: Where are the cows?
 Boy: Over there. Look – number eight.
 Girl: Where are the dogs?
 Boy: Over there. Look – number six.
 Girl: Where are the goats?
 Boy: Over there. Number three.
 Girl: Where are the horses?
 Boy: Over there. Number nine.
 Girl: Where are the rabbits?
 Boy: Er ... over there. Number seven.
 Girl: Where are the sheep?
 Boy: Over there. Number one.
 Girl: Where are the cats?
 Boy: Er ... over there. Number ten.
 Girl: Where are the donkeys?
 Boy: Over there. Number two – look!
 Girl: Where are the hens?
 Boy: Over there. Number four – look!

Answers: 1 sheep 2 donkey 3 goat 4 hen 5 duck 6 dog
 7 rabbit 8 cow 9 horse 10 cat

- When you have finished checking the answers, play a true / false game with the signs, i.e. ask the pupils to stand up if what you say is true: *The hens are in number four.* (Pupils stand up) *Very good, that's true.*

AB p43 Activity 2 Listen and match.

- Before doing this activity talk about the animals in the pictures.
- Explain that the characters are going to say which animal is their favourite.
- Let your class guess what animal each character will choose. Write their predictions on the board.
- Tell the pupils to listen carefully and match each character to their favourite animal.

2.4

1 Adult: What's your favourite animal, Flo?
 Flo: Er ... a cat.
 2 Adult: What's your favourite animal, Fred?
 Fred: Um ... a donkey.
 3 Adult: What's your favourite animal, Poppy?
 Poppy: Er ... a dog.
 4 Adult: What's your favourite animal, Titch?
 Titch: Ooh ... a rabbit!
 5 Adult: What's your favourite animal, Bing?
 Bing: Er ... a horse.

Answers: 1 Flo – cat 2 Fred – donkey 3 Poppy – dog
 4 Titch – rabbit 5 Bing – horse

- Check the answers and predictions.
- Give each pupil a small piece of paper to draw his / her favourite animal on.
- You could put the drawings on the wall as a display, and count the number of similar animals chosen in the class. You could also use the drawings to make a block graph as in Unit 5.

AB p43 Activity 3 Read and circle.

- Talk about the parts of the animals in the pictures.
- Ask the pupils to identify the animals: *What's number one? That's right, it's a cat.*
- Encourage them to read the animal's name and circle it.

Answers: 1 cat 2 rabbit 3 duck 4 goat 5 sheep 6 hen
 7 donkey 8 cow

Speaking

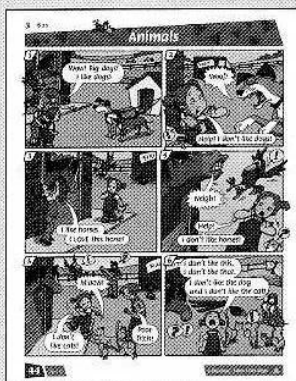
- Draw a plan of a farm and number the enclosures on the board.
- Put the animal flashcards in the enclosures.
- Practise questions and answers first with the whole class, and then with individuals coming to the board: *Where's the hen? It's here, in number one. What's in number two? A horse.*
- Let the pupils match the animal text cards with the animals in the enclosures.

Play a game

- Give out the PMB animal picture cards.
- Show the pupils how to divide a page in four and number each quarter as an animal enclosure (they can do this in their notebooks or on a piece of paper).
- Demonstrate the activity with Norton. Have a page with four animal enclosures for yourself, and one for Norton (stick these on the board with re-usable adhesive). Let Norton place an animal picture card in each of his enclosures, and tell you where to put the animals on your page: *Put the donkey in number one. Put the rabbit in number two.* Stick your animal picture cards in place following Norton's instructions.
- Let the pupils work in pairs. They can take turns with one pupil saying where to place the pictures, and the other pupil listening and putting the pictures in place.

Lesson 3 = Story

Story



CB page 44

Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Find details in a picture
- Practise story language

Core language

I like (dogs); I don't like (cats).

Review of

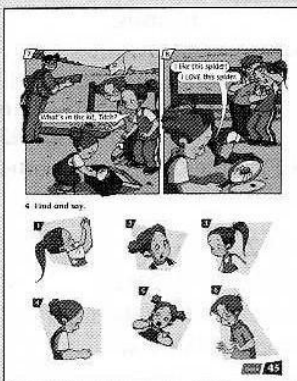
- animal vocabulary
- animal sounds
- language used so far

Other language

Help!; love; Poor (Titch)!; this; that; scared of (dogs)

Materials

Norton; CD 2



CB page 45

- Ask them to name and describe all the animals they can see: *How many (dogs) can you see? Are they big dogs or small dogs?*
- Ask them to say the appropriate animal sounds: *What's the (dog) saying?*
- Ask them to predict what the story is about: *What's the horse saying to Norton? What's the cat doing?*
- Acknowledge their contributions and recast their comments in English (L2): *Flo is holding Titch's hand. Titch and Norton are afraid of the dogs. The cat's scratching Titch.*
- Ask the pupils to listen and follow the story in the Class Book.
- Play the CD. Practise 'good listening' and use your 'silence signal'.

2.5

- [1] Narrator: Fred, Flo and Titch are at a children's farm.
Fred: Wow! Big dogs! I like dogs!
- [2] Narrator: Titch is scared of dogs.
Titch: Help! I don't like dogs!
- [3] Narrator: There's a beautiful brown horse.
Flo: I like horses.
I LOVE this horse!
- [4] Narrator: Titch is scared of horses.
Titch: Help!
I don't like horses!
- [5] Narrator: And there's a cat and three kittens. But Titch is scared of cats too.
Titch: I don't like cats!
Fred: Poor Titch!
- [6] Titch: I don't like this.
I don't like that.
I don't like the dog
And I don't like the cat!
- [7] Narrator: Titch looks in the kit.
Flo: What's in the kit, Titch?
- [8] Titch: I like this spider!
I LOVE this spider.
Fred and Flo: Aaaaagh!
Narrator: Fred and Flo are scared of spiders!

- Talk about the story and the pupils' predictions. Talk about what happens in each frame and why Titch doesn't like each animal: *The big cat is the mother. She's scratching Titch's leg. Titch doesn't like it.*
- Teach the rhyme: *I don't like this. I don't like that. I don't like the dog and I don't like the cat!*
- Do actions with the pupils to accompany the rhyme, e.g. pointing to either side for 'I don't like this' and 'I don't like that' and shaking your finger for 'I don't like the dog and I don't like the cat!'.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

CB p45 Activity 4 Find and say.

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story? That's right, it's here - frame (3).*
- Explain that they have to look back through the story, find the same pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Play an alternative version of the animals song from Lesson 1, with animal sounds instead of names. If you have practised some animal sounds, let the pupils listen and join in. (Alternatively, they can listen and do the animal actions.)

2.57

(Alternative version of Listening 2.2)

I've got a moo and a baa on my farm
I've got a moo and a baa on my farm
I've got a moo and a baa on my farm
And I've got an ee-aw.

I've got a woof and a miaow on my farm
I've got a woof and a miaow on my farm
I've got a woof and a miaow on my farm
And I've got an ee-aw.

I've got a quack and a cluck on my farm
I've got a quack and a cluck on my farm
I've got a quack and a cluck on my farm
And I've got an ee-aw.

CB pp44-45 Activity 3 Story

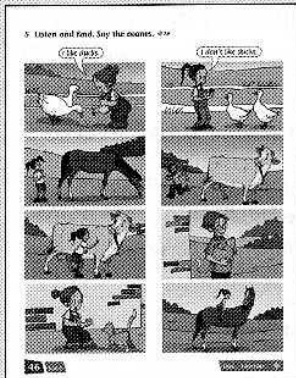
- Talk about the pictures with the pupils.

- Encourage the whole class to join in and practise in chorus.

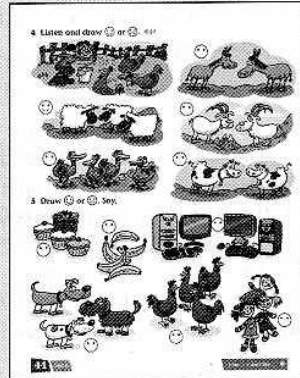
Answers: 1 Flo (frame 3): 'I like horses. I LOVE this horse!' 2 Titch (frame 2): 'Help! I don't like dogs!' 3 Flo (frame 7): 'What's in the kit, Titch?' 4 Titch (frame 8): 'I like this spider! I LOVE this spider.' 5 Titch (frame 4): 'Help! I don't like horses!' 6 Fred (frame 5) 'Poor Titch!'

Lesson 4 ◆ = Sentences

Language focus



CB page 46



AB page 44

Objectives

- Review expressions of like and dislike
- Personalize familiar language

Core language

Review of

- animal vocabulary
- toy vocabulary
- food and drink vocabulary
- language used so far

Materials

Norton; Animal flashcards (x10); CD 2; PMB animal picture cards; PMB animal word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Play a game with the flashcards, e.g. *Flashing a card* (p18).

Review likes and dislikes

- Stick the animal flashcards on the board.
- Remind the pupils of the story and what Fred says about dogs: *I like dogs!*
- Ask them to pretend to be Fred, and to practise in chorus saying *I like ...* as you point to each of the animals on the board.
- Then ask individual pupils what animal they like: *Tell me an animal you like, (name)?*
- Remind the pupils of what Titch says: *I don't like dogs!*
- Ask them to pretend to be Titch, and to practise in chorus saying *I don't like ...* as you point to each of the animals on the board.

- Then ask individual pupils what animal they don't like: *Tell me an animal you don't like, (name)?*

CB p46 Activity 5 Listen and find. Say the names.

- Look at the pictures with the class. Explain to the pupils that they have to listen to the CD, look at the characters and their expressions, find the picture of the character who's speaking and say their name.
- Play the CD, pausing after each sentence to check the answers.

2.6

Titch: I like ducks.
Flo: I don't like ducks!
Poppy: I like cows.
Flo: I like horses.
Bing: I don't like cows.
Titch: I don't like cats.
Fred: I like cats.
Poppy: I don't like horses.

AB p44 Activity 4 Listen and draw ☺ or ☹.

- Remind your class that children are allowed to feed the animals on the children's farm. They are going to listen to some children talking about feeding the animals – they want to feed the animals they like, and they don't want to feed the animals they don't like!
- Tell your class that they have to listen carefully and draw a happy face when the child speaking likes the animal, and a sad face when the child speaking doesn't like the animal.

2.7

Adult: Come and feed the sheep. ☺
Child: OK. I like sheep. ☺
Adult: Come and feed the ducks. ☹
Child: No! I don't like ducks. ☹
Adult: Come and feed the donkeys. ☺
Child: OK. I like donkeys! ☺
Adult: Come and feed the goats. ☹
Child: No! I don't like goats. ☹
Adult: Come and feed the cows. ☺
Child: OK. I like cows. ☺

- When they finish, practise the dialogue in chorus and then let the pupils practise in pairs.

AB p44 Activity 5 Draw ☺ or ☹. Say.

- Talk to the pupils about the pictures. Explain that they have to draw a happy face next to the picture if they like the things shown, or a sad face next to the picture if they don't like it.
- When they finish they work in pairs and tell each other what they like and don't like: *I like (cakes). I don't like (bananas).*

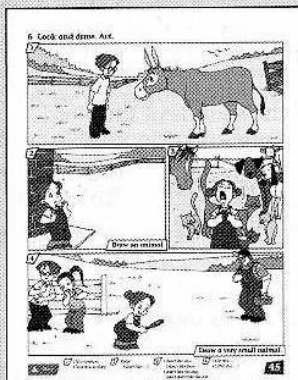
Play a game

- Let the pupils use their PMB picture cards and word cards to play a game in pairs, e.g. *Memory* (p19).

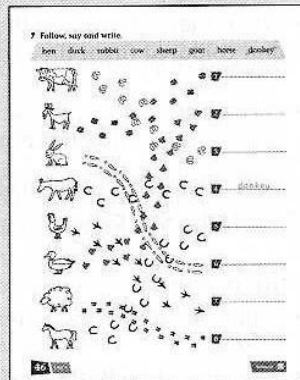
Lesson 5

▲ = Story ■ = Words

Parallel story



AB page 45



AB page 46

Objectives

- Review animal vocabulary
- Join in retelling the story
- Create an alternative story
- Participate in acting out a story
- Practise writing core vocabulary

Core language

Review of

- animal vocabulary
- language used so far

Materials

Norton; CD 2; Story Frames Book; Animal flashcards; Animal text cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Recall likes and dislikes

- Let Norton hold up flashcards and text cards, and encourage the pupils to do the animal actions and sounds.
- Let Norton ask different pupils *Do you like (horses)?*
- Encourage the pupils to answer *I like (horses), I don't like (goats).*

Say the story rhyme

- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it using different animals in the third sentence: *I don't like this. I don't like that. I don't like the (cow) and I don't like the cat!*

Retell the story

- Use the Story Frames Book to retell the story. (If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.)
- Encourage the pupils to join in with animal actions and sounds and tell you as much language as they can remember. When retelling the story,
 - start with what the pupils know: *What's (Titch) saying?*
 - continue with a summary of each picture, prompting and encouraging the pupils to join in: *So, what animals can you see? Yes, they're saying 'woof, woof'.*
 - be ready to recast words and phrases that the pupils contribute in L1: *Yes, Flo is stroking the horse. Titch likes the spider!*

AB p45 Activity 6 Look and draw. Act.

- Look at the pictures with the pupils.
- Explain that they are going to complete the pictures to make their own story about a trip to the farm.
- Ask the pupils to tell you who they can see in each picture, and what the characters might be saying.
- Ask them what they could draw in each picture to complete the story.

Frame 1: (Nothing to draw.)

Frame 2: Pupils draw an animal that Titch is scared of.

Frame 3: (Nothing to draw.)

Frame 4: Pupils draw a very small animal that Titch is looking at.

- When pupils have understood what they have to do, let them complete the pictures. Fast finishers can colour them.

Practise the story language

- When the pupils have finished their pictures, practise the language that they will need in order to act out the stories.

Frame 1: Fred: *I like donkeys. I love this donkey!*

Frame 2: Titch: *Help! I don't like ...!*

Frame 3: All (the rhyme): *I don't like this. I don't like that. I don't like the dog and I don't like the cat!*

Frame 4: Titch: *I like this ... I LOVE this ...!*

- Say the lines and ask the pupils to repeat them after you.
- Ask different pupils to tell you what animals they have drawn, and practise saying the lines for frames 2 and 4.
- Say the rhyme together (frame 2).

Act out the story

- Choose one of the pupils' stories to act out.
- Ask four pupils to come to the front of the class (including your chosen child). Allocate parts (Fred, Titch, Flo, and Mr Fixit – these last two are non-speaking parts, except for the rhyme).
- Encourage the group to act out the story for the class, using the variations from the chosen story.
- The whole class can join in with the rhyme.
- Offer as much support as the pupils need, and let them act it out a second time if they need to. Tell them not to worry if they make mistakes.
- You might like to repeat the acting out with a different pupil's story, or with a different group of pupils.

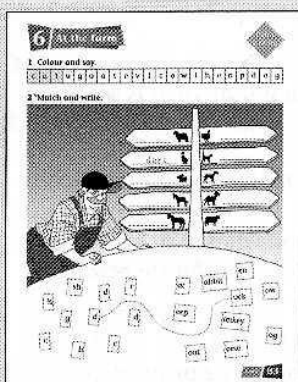
AB p46 Activity 7 Follow, say and write.

- Talk with the pupils about what our footprints and handprints look like.
- Talk about how animals also have footprints, and how we can identify animals from the tracks they make.
- Let Norton put his foot on a chalky surface or show his footprints on a piece of paper: *How many toes can you see?*
- Look at the tracks on the page together. Tell the pupils that they have to look at the animal and say its name, then follow its tracks and write the animal's name on the line (they can copy the words from the word bank).

Answers: 1 goat 2 duck 3 cow 4 donkey 5 horse
6 rabbit 7 hen 8 sheep

Lesson 5a (optional)

Writing = Words



AB page 83

Objectives

- Identify animal vocabulary in a line maze
- Recognize sound and letter correlation
- Identify and write words

Core language

Review of

- animal vocabulary
- language used so far

Materials

Norton; PMB animal picture cards; PMB animal word cards; Animal flashcards (x10); Animal text cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Play a game using the PMB animal picture cards and word cards, e.g. *Whispers* (p19).

AB p83 Activity 1 Colour and say.

- First show the pupils how words can be hidden in other letters, e.g. write Norton's name on the board surrounded by extra letters.
- Then look at the word line on the page with the pupils. Explain that there are five animal names in the line but there are some extra letters.
- They have to find the names, colour them different colours and say them.
- If any pupils find this difficult, let them use their PMB word cards for support.

Answers: catgoatevfcowihenpdog

AB p83 Activity 2 Match and write.

- Talk to the pupils about the picture.
- Explain that they have to help Mr Fixit put the names back on the signpost to the animals' enclosures.
- To do this, they have to match the beginning and end of each word in the broken signs at the bottom of the page.

- They can colour the beginning and end the same colour when they find them: Here's 'c' /k/ and here's 'at'. Put them together – cat. Colour the two pieces the same colour.
- When they have found the two pieces of each word and coloured them they can write the name on the signpost.
- Encourage the pupils to say the sounds of the words while they are doing this activity.

Answers: sh-eep, d-uck, r-abbit, d-onkey, h-orse, h-en, c-at, d-og, g-oat, c-ow

Play a game

- Remind pupils of the animal noises and actions from Lesson 1.
- Use the animal flashcards to play a game of *Pass the ball* (p19).
- When the music stops, the pupil with the ball picks a flashcard and makes the sound of the animal on the card.
- The other pupils have to guess what the animal is.
- If a pupil is not confident enough to do this, he / she can still pick a card and show it to the pupils in the circle. They have to make the animal sounds and say what the animal is.

Lesson 6 = Song / chant

Learning for life



CB page 47

Objectives

- Review animal vocabulary and language of the unit
- Join in a song
- Learn about caring for animals

Core language

Review of

- animal vocabulary
- language used so far

Other language

Let's feed / brush / walk / stroke the (dog).

Materials

Norton; Fixit Game poster; Animal flashcards (x10); Animal text cards; A selection of flashcards and text cards from other units (to match initial sounds with animal vocabulary); CD 2; Paper (five small pieces per pupil)



AB page 47

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Mid-unit review

- Use the poster and the Class Book to remind pupils of all the activities and language done so far in this unit. Praise them for their progress so far.

Review vocabulary (categorizing)

- If possible, arrange the pupils around the board. Use the flashcards and text cards to do a categorizing activity.
- Ask the pupils how they could categorize the flashcards and text cards in different ways, e.g. animals I like; animals I don't like; animals I've got; animals I haven't got; animals we have in our homes and animals that are only on farms.
- Organize the cards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.
- Focus on initial sounds and ask the pupils if they can remember other words that start with the same sound, e.g. *c /k/, cat – What other words start with this sound?*
- Have some flashcards and text cards from other units ready to help pupils remember, e.g. *cake, car, computer, cousin*.

CB p47 Activity 6 Listen and sing the song.

- Talk with the pupils about looking after animals. Talk about the following:
 - what we give animals to eat and drink;
 - how we have to keep animals clean;
 - the space and exercise animals need;
 - how animals need our daily care and affection.
- Look at the pictures and talk about what is happening in each one: *The child is saying 'I've got a dog' and they're playing with the dog.*
- Play the song and point to the pictures for each verse.

))) 2.8

(Tune: 'The farmer's in his den')

I've got a dog,
I've got a dog,
Come here, good boy,
I've got a dog.

Let's feed the dog,
Let's feed the dog,
Come here, good boy,
Let's feed the dog.

Let's brush the dog,
Let's brush the dog,
Come here, good boy,
Let's brush the dog.

Let's walk the dog,
Let's walk the dog,
Come here, good boy,
Let's walk the dog.

Let's stroke the dog,
Let's stroke the dog,
Come here, good boy,
Let's stroke the dog.

- Decide on suitable actions for each verse of the song, e.g. *I've got a dog* – point to yourself, or pat yourself on the chest; *Let's feed the dog* – mime spooning food into a bowl; *Let's brush the dog* – mime brushing a dog; *Let's walk the dog* – mime holding on to a lead; *Let's stroke the dog* – mime stroking a dog. For the line *Come here, good boy* point with one finger to the space next to you and pretend to pat a dog.
- Play the song again.
- Encourage the pupils to mime feeding, brushing, walking, and stroking their dog.

AB p47 Activity 8 Say. Listen and play the game.

- Look at the pictures in the grid and talk about what each picture represents: *Yes, that's 'feed the dog' and this one is 'stroke the rabbit'.*
- Explain to the pupils that they are going to listen to these actions and play a game called *First five*.
- They need a pencil and five small pieces of paper.
- Tell the pupils to circle any five actions in pencil, and listen carefully to the CD.
- As they listen they should cover their circled actions with a piece of paper when they hear those actions mentioned.
- When a pupil has five actions covered he / she should put up his / her hand and wave five fingers. This means *First five!*
- Tell pupils that they must remain quiet when they finish because other pupils are still listening to the CD.
- At the end of the listening everyone should have five fingers waving *First five!*

))) 2.9

Adult: Let's walk the dog.
Let's stroke the horse.
Let's stroke the cat.
Let's brush the horse.
Let's brush the cat.
Let's feed the dog.
Let's feed the rabbit.
Let's feed the horse.
Let's stroke the rabbit.

- After listening they can rub out their pencil marks and play the game again. You can call out the actions or let Norton call them out.

Lesson 7

■ = Words ▢ = Other subjects

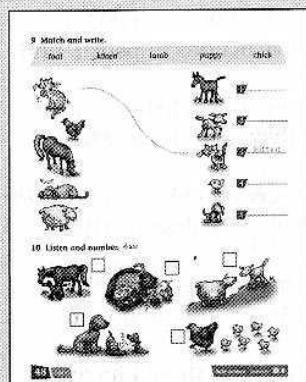
Learning through English



CB page 48



CB page 49



AB page 48

Objectives

- Become familiar with vocabulary for baby animals
- Listen and identify the baby animals
- Get to know about baby animals through English

Core language

Baby animal vocabulary: *puppy, kitten, lamb, foal, chick*

Review of

- animal vocabulary
- language used so far

Materials

Norton; Baby animal flashcards (*puppy, kitten, lamb, foal, chick*); Baby animal text cards; Bookmark; CD 2; Baby animal picture cards (PMB p24) – one photocopied set per pupil; Baby animal word cards (PMB p25) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce new vocabulary see p18

- Use the flashcards to teach the new baby animal vocabulary.
- Put the new flashcards with the other animal flashcards and play a game, e.g. *Pronunciation circle* (p18).

Match the words

- Put the baby animal flashcards on the board and take out the text cards.

- Let Norton read the names and ask the pupils to match them to the flashcards.
- Turn over the cards and play *Memory* (p19).

CB pp48–49 Activity 7 Look and say.

- Look at the animals in the pictures with the pupils.
- Ask them to use their bookmarks to find the baby animals: *Find the lamb. Yes, it's here.* As they look through the bookmark they should say the word.
- Ask about the colour of the mothers and the babies: *What colour is the puppy? What colour is the chick?*

CB pp48–49 Activity 8 Listen and find.

- Explain that the pupils need to listen and find the correct mother and her babies.
- Play the CD. Stop after each description and ask the pupils which pair is being described: *Can you see the mother? How many babies has she got? What colour is the mother / the baby?*

2.10

- Adult: Can you find these animals?
The mother's brown and red. She's got four babies.
The babies are yellow.
- Child: It's a hen ... and four chicks.
- Adult: The mother's brown. She's got one baby. The baby's brown, too.
- Child: It's a horse and a foal.
- Adult: The mother's grey and white. She's got three babies.
The babies are black and white.
- Child: It's a dog ... and three puppies.
- Adult: The mother's white ... and brown ... and pink. She's got three babies. The babies are white and brown and pink, too.
- Child: It's a cat ... and three kittens.
- Adult: The mother's white. She's got one baby. The baby's white, too.
- Child: It's a sheep, and a lamb.

Count and order

- Tell the pupils to count how many babies each mother has: *How many babies has the horse got?*
- Talk about the number of baby animals that the different animals have: *The hen has four chicks.*
- Talk about any baby animals the pupils have seen and how many babies there were. Be ready to recast some of the pupils' comments: *Rabbits can have lots of baby rabbits. Horses usually only have one foal.*

Teaching tip: information on baby animals

Cats usually have between three and five kittens, but it can be fewer, or even up to nine. Dogs usually have between three and six puppies. Sheep usually have one (or sometimes two) lambs. Horses usually have one foal. The number of chicks a hen has can vary greatly, but a typical number in a rural flock would be four to six.

PMB pp24–25 Make the picture / word cards

- Give out the photocopies of the baby animals picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.

Match the words

- Use Norton to take the baby animal flashcards out of the kit and say each name as he takes them out.
- Ask the pupils to put their picture cards in the same order as Norton calls them out.
- When Norton has called out the five baby animals, put the flashcards on the board.
- Ask the pupils to hold up different baby animals: *Show me the (kitten).*
- Then let Norton take out the baby animal text cards and read them out, focusing on the initial sound.
- Ask the pupils to put their word cards next to the matching picture card.
- Let Norton put the text cards next to the matching flashcards on the board.

AB p48 Activity 9 Match and write.

- Look at the pictures of mother animals on the left side of the page and the babies on the right side.
- Explain to the pupils that they have to draw a line from the mother animals to the baby animals then write the words for the baby animals.

Answers: 1 foal 2 lamb 3 kitten 4 chick 5 puppy

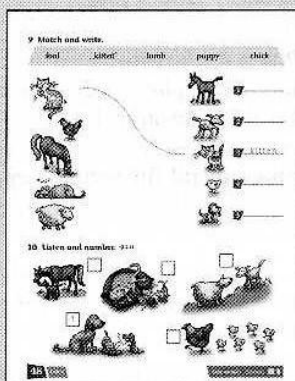
Play a game

- If you have time, play a game with the baby animal text cards and flashcards on the board, e.g. *Reversing cards* (p18) or *Memory* (p19).

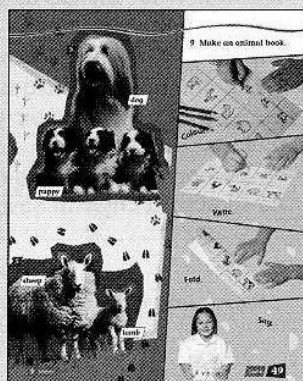
Lesson 8

= Other subjects

Learning through English



AB page 48



CB page 49

Objectives

- Review animal vocabulary
- Make a book
- Practise ordering and sequencing work

Core language

Review of

- animal vocabulary
- baby animal vocabulary
- language used so far

Materials

Norton; Baby animal flashcards (x5); Baby animal text cards; 'Make an animal book' (PMB p26) – one photocopy per pupil, and a completed example (optional); Scissors

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Play a flashcard game with the new vocabulary, e.g. *Snap* (p19) with matching flashcards and text cards.

AB p48 Activity 10 Listen and number.

- Look at the picture with the class.
- Tell the pupils they should listen carefully and number the animal pictures. Tell them to see if they can identify the pictures from the animal sounds, before they hear the animal words.

2.11

- Adult: What's this?
Child: It's a dog and two puppies.
- Adult: What's this?
Child: It's a horse and a foal.
- Adult: What's this?
Child: It's a cat and three kittens.
- Adult: What's this?
Child: It's a hen and six chicks.
- Adult: What's this?
Child: It's a sheep and a lamb.

PMB p26 CB p49 Activity 9 Make an animal book.

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make an animal zig-zag book. Show them your completed example if you have made one. Explain that one side shows the parent animals, and one side shows the baby animals.

- Give each pupil a PMB photocopy and scissors.
- Go through the stages with the pupils (demonstrate as you do so):

- 1 They cut out the central part from the page: *Cut this part out.*
- 2 They colour in the animals and write the animal words (let them look at the PMB word cards, or put text cards on the board, for support if they need it): *Colour the animals and write their names on the lines.*
- 3 They fold the paper in half to make a double-sided strip: *Fold the paper in half like this.*
- 4 They fold the strip to make a zig-zag book: *Fold next to each animal, like this.*
- Talk about the pupils' pictures: *What colour is the cat? What colour is the kitten? Show me your favourite animal.*
- Pupils can take it in turns to present some or all of their animal pairs: *This is a (dog). Its baby is a (puppy).*
- Fast finishers could play a game with their PMB picture cards, e.g. *Memory* (p19).

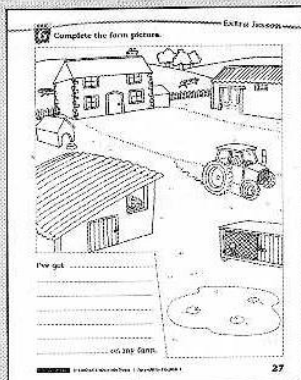
Sing a song

- Let the pupils choose a song from the unit that they would like to sing.

Lesson 8a (optional)

Learning through English

(Extension)



PMB page 27

Objectives

- Review language pupils are now familiar with
- Join in talking about a farm
- Make a picture of a farm

Core language

Review of

- animal vocabulary
- baby animal vocabulary
- language used so far

Other language

window; field; next to; tractor; fence; pond; farmer; gate
I've got a (cow) on my farm.

Materials

Norton; 'Complete the farm picture' (PMB p27) – one photocopy per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Talk about farms

- Remind pupils of what you talked about during the unit by looking back at the picture on Class Book p43.
- Talk about:
 - who lives on a farm, e.g. the family and the animals;
 - any farms the pupils may have visited or seen on television;
 - where animals live on farms (in barns, hutches, kennels, etc.).
- When pupils make comments in L1 be ready to recast:
The ducks like the pond. They're swimming. The horse lives here in the stable. The goat is tied up. The cow and the sheep are in the field.

PMB p27 Complete the farm picture.

- Give out the photocopies and talk to the pupils about the picture.
- Explain to them that the picture of the farm is not finished.
- Use the picture to recall family and people words as well as animal vocabulary: *What animals live on the farm? ... And how many people live there? A man? A woman? Perhaps a Mum, a Dad, and some children?*

- Use the picture to introduce new vocabulary: *window, field, next to, tractor, fence, pond, farmer, gate.*
- Explain that the pupils need to do the following:
 - draw the farmer and the people who live on the farm: *How many (children) live here? You can draw the Mum and Dad and Grandma and ...*
 - draw the animals they want on their farm: *Have you got hens and ducks? Have you got chicks?*
 - colour their pictures.
- When they have finished drawing and colouring they should complete the writing section, putting in the number of animals, e.g. *I've got 2 cats, 3 dogs, 4 hens, and 1 horse on my farm.*
- Encourage the pupils to use their PMB picture and word cards to help them with their drawing and writing.

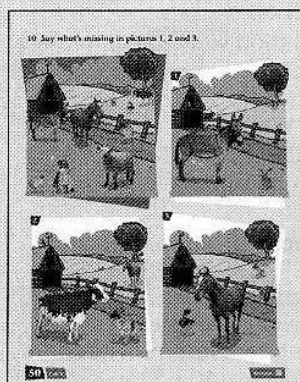
Speaking about a visual display

- Put the pupils' farm pictures on the board or on a wall (if possible, leave the display in place for a few days).
- Let the pupils help you arrange their work.
- Encourage them to do the following:
 - talk about the people who live on the farms: *So, there are six people on your farm: Dad, a sister, Grandpa ... Who else?*
 - say where the people and animals are: *The dog is here next to the horse. Where are the ducks? Can you see them? They're here in the pond.*
 - count the different kinds of animals: *What animals are on your farm? I can see four ducks. How many sheep?*
 - say which animals they like / don't like / are their favourites:
Teacher: *What animals do you like? / What's your favourite animal?*
Pupil: *I like hens. / The rabbit is my favourite.*
- When you have finished using the display let the pupils take their farm pictures home to show their parents.
- Encourage them to tell their parents all the words they now know in English.

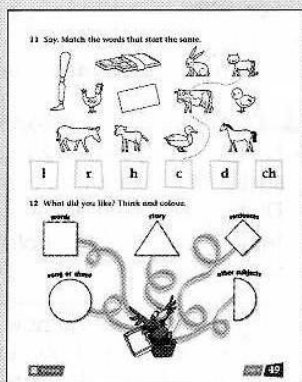
Lesson 9

= Words

Revision



CB page 50



AB page 49

Objectives

- Revise the language of the unit
- Identify missing animals from a set
- Practise pronunciation of initial sounds

Core language

chick, chocolate /tʃ/

duck, donkey /d/

cat, cow /k/

horse, hen /h/

lamb, leg /l/

rabbit, rectangle /r/

Review of

- animal vocabulary
- baby animal vocabulary
- language used in this unit
- previous vocabulary sets

Materials

Norton; Animal flashcards (x10); Animal text cards; Baby animal flashcards (x5); Baby animal text cards; A selection of flashcards from previous units (to match initial sounds with animal vocabulary); CD 2

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use the flashcards and text cards to play a game to revise all the animal and baby animal vocabulary of the unit, e.g. *Whispers* (p19).

Sing a song

- Sing the animals song again (Listening 2.2) and do the actions.

CB p50 Activity 10 Say what's missing in pictures 1, 2 and 3.

- Ask the pupils to look carefully at the pictures of animals at the farm.
- They should point to and name all the animals they can see in the first enclosure.
- Then they look at the other three enclosures and say what's missing.
- Pupils can say the words quietly to themselves, or work in pairs.

Answers: picture 1 – dog, duck, and horse; picture 2 – cat, chick, and rabbit; picture 3 – donkey, cow, and lamb

AB p49 Activity 11 Say. Match the words that start the same.

- Ask the pupils to look at the pictures and to say the words quietly to themselves. Go through the words with the class.
- Ask them to match the pictures with the same initial sounds by drawing a line between them. They should use a different coloured line for each pair of pictures.
- If you prefer, you can match the pairs first as a whole-class activity using the rhyme *Play the game. Play the game. Say a word that starts the same as ...* (see p49).
- Ask the pupils to look at the initial letters under the pictures.
- They should say each sound and match it to the two pictures which have that sound, using the same colour.
- Use other flashcards to help pupils think of other words that start with the sounds they have been saying, e.g. *h – horse, hen, head, hands*.

Teaching tip

Remind pupils that they can draw coloured circles around the matching pairs instead of drawing linking lines if they prefer (see p49). They should then colour the box for the letter(s) to match.

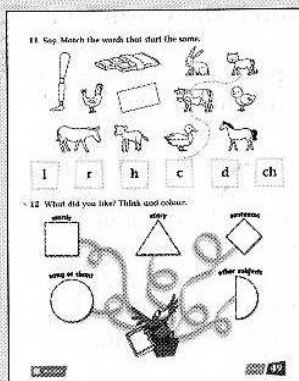
Answers: l – lamb, leg; r – rectangle, rabbit; h – horse, hen; c – cow, cat; d – duck, donkey; ch – chick, chocolate

Play a game

- Let Norton use the flashcards or text cards and let the pupils use their picture cards or word cards to play a game of whole-class *Snap* (p19).

Lesson 10 (Review)

Review



AB page 49

Objectives

- Review of Unit 6

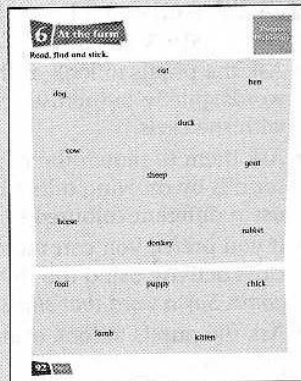
Core language

Review of

- animal vocabulary
- baby animal vocabulary
- language used in this unit

Materials

Norton; Fixit Game poster; Character counters; All materials used in Unit 6



AB page 92

AB p49 Activity 12 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p36).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

AB p92 Picture Dictionary see p7

- Let the pupils find p92 in their Activity Book and the stickers for Unit 6 and continue with their Picture Dictionary.
- Invite some pupils to hold up their finished pages to show the class.



The pupils are now ready to sit the Unit 6 test (see pp166–167), and also the Term 2 test (see pp176–177 for parallel tests A and B).



The pupils are now ready to do the culture lessons on 'Food and toys' (see p148).

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Explain to the pupils that as this is the last lesson in Unit 6 they will be thinking about what they did in the unit.

End-of-unit review

- Look at the different sections on the poster.
- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by:
 - showing them flashcards, things they have made, pictures in their books
 - playing songs, and saying rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult.

Play the Fixit Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p36).
- Remind them to use the refrain *Look in the book!* and to look in their books whenever they need to.

Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards and text cards to revise the two animal sets.
- Talk to the pupils about how they could organize the flashcards on the board, e.g. young animals; mothers with babies; animals I like; animals I don't like; animals that are only on farms, etc.
- Remind the pupils how categorizing words can help them to remember them.

Lesson 1

■ = Words ● = Song / chant

Introducing vocabulary



CB page 51

Objectives

- Become familiar with action vocabulary
- Find out more about the characters
- Join in a song

Core language

Action vocabulary: *run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, throw a frisbee, juggle*

Review of language used so far.

Other language

Come on!; Let's ...; Look at me!; Stop now please; That was fun!

Materials

Norton; Fixit Game poster; Action flashcards (*run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, throw a frisbee, juggle*); Bookmark; CD 2; Action picture cards (PMB p28) – one photocopied set per pupil; Action word cards (PMB p29) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Unit overview

- Talk to the pupils about what they like to do in the park. Ask them if they know any words in English for actions and abilities. Ask them what words they would like to learn.

- Ask them to look through Unit 7 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board, relating them to the sections on the poster:

Words – actions

Chant – *Hop, hop, hop ...*

Story – *Playing in the park*

Sentences – *I can / can't ...*

Song – *Exercise is lots of fun ...*

Words – abilities (growing up)

- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary see p18

- Use the action flashcards to teach the new vocabulary.
- Leave the flashcards on the board as you play a game (see below).

Play a game

- Use Norton to practise the new vocabulary by asking the pupils to do the actions in place:
- Norton: *Run, very good. Now juggle.*
- Use the flashcards as prompts if they need them.
- When the pupils are confident doing the actions play the TPR game *Norton says...* (p18).

CB p51 Activity 1 Look and say. Then listen and find.

- Talk about the picture of the park with the class. Ask who they can see and what they are doing: *Who's this? Look, he can juggle.*
- Talk about the advantages of being outside in the park: *It's a big park. There's lots of space.*
- Ask pupils who they would like to be if they were in the picture: *Do you like jumping? Is this you?*
- Talk about all the people in the picture. Pupils may suggest in L1 and you can recast: *They're riding their bikes. The baby is learning to walk.*
- Ask the pupils to find and say all the new action words in the picture.
- Tell the pupils to use their bookmarks to find each action as they listen to the CD.
- Play the CD, pausing after each dialogue to check they have found the actions.

2.12

Titch: Run!
 Adult: Come on. Walk! Walk!
 Boy: Hop! Hop! Hop!
 Norton: Come on! Let's fly.
 Poppy: Let's ride our bikes!
 Flo: Come on! Kick the ball!
 Boy: Let's climb the tree!
 Fred: One – two – three – jump!
 Bing: Let's juggle!
 Boy: Come on! Throw the frisbee!

Teaching tip

You can explain to the pupils that although they have learnt the vocabulary as *ride a bike, kick a ball, climb a tree*, and *throw a frisbee*, the children say *ride our bikes, kick the ball, climb the tree*, and *throw the frisbee* because they are talking about specific objects.

CB p51 Activity 2 Listen and say the chant.

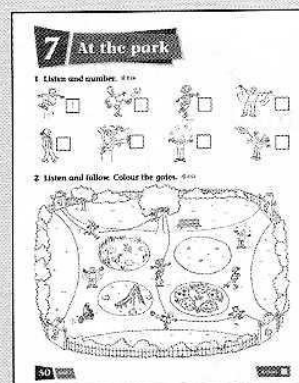
- Play the chant and encourage the pupils to do or mime the actions.
- Play the chant again verse by verse and encourage the pupils to join in with the echo line and the final line.
- You could divide the class into two groups and let them say and do alternate lines.

2.13

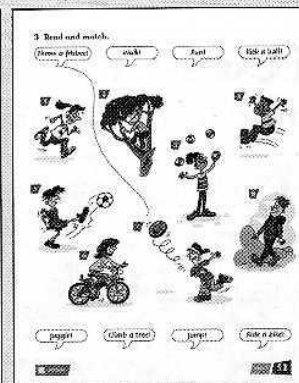
- Adult: Hop, hop, hop!
 Children: Hop, hop, hop!
 Adult: One, two, three,
 Children: Look at me!
 Adult: Run, run, run!
 Children: Run, run, run!
 Adult: One, two, three,
 Children: Look at me!
 Adult: Jump, jump, jump!
 Children: Jump, jump, jump!
 Adult: One, two, three,
 Children: Look at me!
 Adult: Fly, fly, fly!
 Children: Fly, fly, fly!
 Adult: One, two, three,
 Children: Look at me!
 Adult: Stop now please!
 Children: Stop now please!
 Adult: Threé, two, one,
 Children: That was fun!

PMB pp28–29 Make the picture / word cards

- Give out the photocopies of the action picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.
- Use the flashcards to teach or remind the pupils how to play *Three in a row!* (p19).
- Then let them play the game using their picture cards.
- Use Norton to call out the cards.

Lesson 2 = Words**Practising vocabulary**

AB page 50



AB page 51

Objectives

- Review action vocabulary
- Listen and identify actions
- Listen and follow instructions
- Read and identify play actions

Core language

Review of

- action vocabulary
- colour vocabulary
- language used so far

Other language*Are you ready?; gate***Materials**

Norton; Action flashcards (x10); Action text cards; CD 2; Colour flashcards (x11); PMB action picture cards; PMB action word cards

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Let Norton hold up the action flashcards and say what is on each one.
- Ask the pupils to stand up and listen to what Norton says, and to do the actions without leaving their place.
- Put the flashcards on the board.

Match the words

- Let Norton hold up the action text cards one by one and read them, focusing on the initial sounds.
- Ask the pupils to put the text cards next to the flashcards on the board.

AB p50 Activity 1 Listen and number.

- Look at the pictures with the pupils. Ask them to say the actions.
- Explain that they have to listen and number the pictures in the correct order.

2.14

- 1 Adult: Are you ready? Jump!
- 2 Adult: Are you ready? Hop!
- 3 Adult: Are you ready? Fly!
- 4 Adult: Are you ready? Climb a tree!
- 5 Adult: Are you ready? Kick a ball!
- 6 Adult: Are you ready? Juggle!
- 7 Adult: Are you ready? Throw a frisbee!
- 8 Adult: Are you ready? Walk!

- Let Norton check the answers by asking the pupils to say the action when he calls out a number.

AB p50 Activity 2 Listen and follow. Colour the gates.

- Before doing this activity use the colour flashcards to quickly revise the colours.
- Look at the picture with the pupils.
- Talk about what the children are doing in the park: *Show me the child who's (juggling).*
- Ask the pupils to point to the four different gates: *Point to gate number (three).*
- Explain that they have to listen to the CD and follow a route through the park. They start at one gate, follow the path with the actions they hear, and finish at another gate.
- Pupils can trace their route with a pencil or with a finger.
- They should put a dot of colour on the gate they finish at, according to the instructions on the CD.
- Play the first recording and check that the pupils understand.
- Listen and check the next three recordings.
- When the pupils finish listening they can colour the gates completely.
- Optional extension: Pupils can dictate paths through the park for the rest of the class, or a partner, to follow.

2.15

Start at gate number one. Run, climb, hop, kick a ball, jump. Go to the gate. Colour the gate green.

Start at gate number two. Juggle, walk, hop, fly, run. Go to the gate. Colour the gate purple.

Start at gate number three. Ride a bike, kick a ball, hop, walk, juggle. Go to the gate. Colour the gate orange.

Start at gate number four. Jump, walk, hop, fly, ride a bike. Go to the gate. Colour the gate yellow.

Answers: Gate 1 – purple, Gate 2 – orange, Gate 3 – yellow, Gate 4 – green

Play a game

- Play a game with the action flashcards and text cards, e.g. *Memory* (p19).
- When you finish the game leave the flashcards and text cards in pairs on the board.

AB p51 Activity 3 Read and match.

- Let Norton read out some actions from the board.
- Ask the pupils to stand up and do the actions.
- Look at the drawings in the activity.
- Ask the pupils to tell you what the instruction is for each person.

- Tell them to match each speech bubble with the appropriate picture (they can draw different coloured lines to link them).

Answers: 1 Run! 2 Climb a tree! 3 Juggle! 4 Jump!
5 Kick a ball! 6 Ride a bike! 7 Throw a frisbee! 8 Walk!

Play a game

- Give out the pupils' PMB word cards and picture cards.
- Let the pupils use their cards to play *Memory* (p19) in pairs.

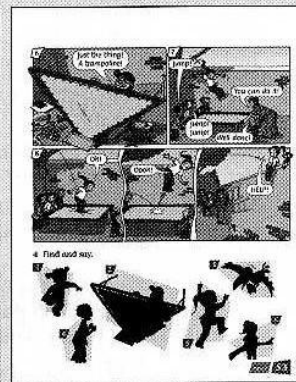
Lesson 3

▲ = Story

Story



CB page 52



CB page 53

Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Practise story language

Core language

I can (run); Can you (jump)?; Yes. / No.

Review of

- action vocabulary
- language used so far

Other language

I'm stuck!; climb up / down; Just the thing!; trampoline; You can do it!

Materials

Norton; CD 2; Action flashcards (x10)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use Norton and model *Can you ...?* questions using the action flashcards as prompts.
- Let him answer using *Yes (he does the action)* or *No*:
Teacher: *Can you fly, Norton?*
Norton: *Yes. (Norton does the action!)*
- Let Norton ask the pupils to do some actions and then let the pupils ask Norton.
- When they are confident asking the questions and doing the actions, encourage them ask one another in pairs.

CB pp52-53 Activity 3 Story

- Talk about the pictures with the pupils.
- Ask them to name all the characters and actions they know: *Who's this? Bing can jump.*
- Ask them to predict what the story is about: *Where's Flo? What's in Mr Fixit's kit?*
- Acknowledge their contributions and recast their comments in English (L2): *Flo can't climb down. She's stuck. They're calling Mr Fixit.*
- Ask the pupils to listen and follow the story in the Class Book.
- Play the CD. Practise 'good listening' and use your 'silence signal'.

2.16

- [1] Narrator: The children are in the park.
Bing: I can jump!
Poppy: I can juggle!
Titch: I can hop, hop, hop!
- [2] Flo: I can climb the tree!
Flo: I'm stuck!
- [3] Flo: Help! I can't climb down!
Bing: Can you jump?
Norton: Can you fly?
- [4] Narrator: The children need Mr Fixit.
Flo: Help, Mr Fixit!
Help, I'm stuck!
I can't climb down
and I can't climb up!
- [5] Narrator: Mr Fixit looks in his kit.
Mr Fixit: What's in my kit today?
Let me see ...
- [6] Mr Fixit: Just the thing! A trampoline!
- [7] Bing: Jump!
Poppy: Jump, jump!
Mr Fixit: You can do it!
Narrator: Flo jumps.
Titch: Well done!
- [8] Flo: Oh!
Oooh!
HELP!
- Narrator: Oh no! Now Flo's stuck on the wall!

- Talk about the story and the pupils' predictions.
- Talk about what the characters are doing: *Poppy can juggle. Titch can hop.*
- Teach the rhyme: *Help, Mr Fixit! Help, I'm stuck! I can't climb down and I can't climb up!*
- Teach some actions, e.g. hands held up, fingers open for the first part, pointing down and up for the second part.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

CB p53 Activity 4 Find and say.

- Talk to the pupils about the silhouettes from the story: *Who's this? Where's this picture in the story? That's right, it's here - frame (1).*
- Explain that they have to look back through the story, find the pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.

- Encourage the whole class to join in and practise in chorus.

Answers: 1 Titch (frame 1): 'I can hop, hop, hop!' 2 Mr Fixit (frame 6): Just the thing! A trampoline! 3 Norton (frame 3): 'Can you fly?' 4 Bing (frame 7): 'Jump!' 5 Poppy (frame 2): 'I can climb the tree!' 6 Poppy (frame 2): 'I'm stuck!'

Listen to the story again

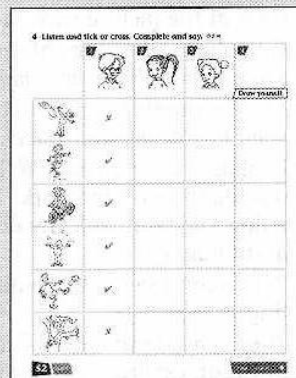
- Remind the pupils of the story rhyme and the actions.
- Listen to the story again.
- Encourage the pupils to join in with the story as much as possible.

Lesson 4 ♦ = Sentences

Language focus



CB page 54



AB page 52

Objectives

- Become familiar with using *I can't ...*
- Review expressions using *can*
- Personalize familiar language
- Listen and identify characters' abilities

Core language

I can't (fly).

Review of

- action vocabulary
- language used so far

Materials

Norton; CD 2; Character flashcards (x7); Action flashcards (x10)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Say a chant

- Say the *Hop, hop, hop* chant from Lesson 1 again (Listening 2.13).

Personalize language

- Remind pupils of the story by putting the character flashcards on the board and asking what each person said in the story: *Who says 'I can (jump).?'*
- Put the action flashcards next to the characters as appropriate.
- Use the flashcards to ask the pupils to talk about themselves: (*Juan*), *what can you do?*

Review vocabulary

- Review the action words and play a game, e.g. say a sentence with *I can (ride a bike) or I can't (fly)* and pupils stand up if it is true for them.

Say the story rhyme

- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions: *Help, Mr Fixit! Help, I'm stuck! I can't climb down and I can't climb up!*

Retell the story

- Use the Story Frames Book to retell the story. (If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.)
- Encourage the pupils to join in and tell you what they remember. When retelling the story,
 - start with questions about what the pupils know: *Where are the children?*
 - continue with a summary of each picture, prompting and encouraging the pupils to join in: *What's (Titch) saying?*
 - be ready to recast words and short phrases that the pupils contribute in L1, e.g. *Yes, Norton's looking in Mr Fixit's kit. Flo's stuck again!*

AB p53 Activity 5 Look and draw. Act.

- Look at the pictures with the pupils.
- Explain that they are going to complete the pictures to make their own version of the story – including themselves!
- Ask the pupils to tell you who they can see in each picture, and what the characters might be saying.
- Ask them what they could draw in each picture to complete the story.

Frame 1: Pupils draw themselves.

Frame 2: (Nothing to draw.)

Frame 3: (Nothing to draw.)

Frame 4: Pupils draw something that Flo has landed on.

- When pupils have understood what they have to do, let them complete the pictures. Fast finishers can colour them.

Practise the story language

- When the pupils have finished their pictures, practise the language that they will need in order to act out the stories.

Frame 1: Pupil: *I can ...*

Frame 2: Flo (the rhyme): *Help, Mr Fixit! Help, I'm stuck! I can't climb down and I can't climb up!*

Frame 3: Mr Fixit: *What's in my kit today? Let me see ...*

Frame 4: Flo: *Help!*

- Say the lines and ask the pupils to repeat them after you.
- Say the rhyme together (frame 2).

Act out a story

- Choose one of the pupils' stories to act out.
- Ask five pupils to come to the front of the class (including your chosen child). Allocate the other parts (Flo, Mr Fixit, and Poppy and Bing – two non-speaking parts, except for the rhyme).

- Encourage the group to act out the story for the class.
- The whole class can join in with the rhyme.
- Offer as much support as the pupils need, and let them act it out a second time if they need to. Tell them not to worry if they make mistakes.
- You might like to repeat the acting out with a different pupil's story, or with a different group of pupils.

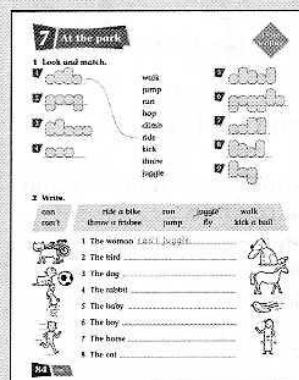
AB p54 Activity 6 Write.

- Talk about what the children are doing in the pictures.
- Tell your class that they have to decide what each child is saying, find the correct action word in the word bank, and write the word on the line.

Answers: 1 run 2 hop 3 walk 4 fly 5 throw a frisbee
6 juggle 7 jump 8 ride a bike

Lesson 5a (optional)

Writing = Words



AB page 84

Objectives

- Recognize and identify word shapes
- Read and identify the matching picture
- Write action words based on visual clues

Core language

Review of

- action vocabulary
- language used so far

Other language

bird; baby

Materials

Norton; PMB action picture cards; PMB action word cards; Action flashcards (x10); Action text cards; Music CD (for game)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use some of the PMB action picture cards and word cards to play *Whispers* (p19).

AB p84 Activity 1 Look and match.

- Remind the pupils of the word shapes in Unit 3 and Unit 5 (Activity Book pages 80 and 82).
- Remind them that seeing a word's shape can help us remember the word when we're writing.
- Tell them they have to find the shape for each of the action words in the word bank, and draw a line from the shape to the word.
- When they finish ask them to tell you what parts of the shapes helped them find the matching word.
- Be ready to recast pupils' comments: *There are two letters (that go down).*

Answers: 1 ride 2 jump 3 throw 4 run 5 climb 6 juggle
7 walk 8 kick 9 hop

Play an action game

- Use the action flashcards and text cards for a circle game. Use as many cards as there are pupils in your class.
- Put the flashcards and text cards around the floor in a circle.
- Play some music and let the pupils move around the outside of the circle.
- When the music stops, each child does the action on the card next to them, and says the action using an *I can ...* sentence: *I can (walk).*

AB p84 Activity 2 Write.

- Look at the pictures in this activity and ask the pupils what is happening in each one.
- Remind them of the words *bird* and *baby*.
- Focus on the use of *can* or *can't*.
- Explain that they have to read the word on each line, e.g. *woman*, *bird*, etc., find the matching picture, decide whether the person (or animal) can do the action or not and copy the appropriate action words from the word bank, e.g. *can jump / can't juggle*.
- Check the answers by asking questions: *Can the woman juggle? Can the boy run?*
- When the pupils have checked and corrected their answers, ask the class to read the sentences in chorus.

Answers: 1 The woman can't juggle. 2 The bird can fly.
3 The dog can't throw a frisbee. 4 The rabbit can jump.
5 The baby can't kick a ball. 6 The boy can run.
7 The horse can walk. 8 The cat can't ride a bike.

Play a game

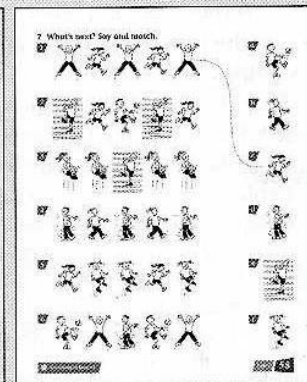
- Use the pupils' PMB action word cards to play a game of *Active Bingo* (p19).

Lesson 6 ● = Song / chant

Learning for life



CB page 55



AB page 55

Objectives

- Review vocabulary and language of the unit
- Learn about exercising to keep fit
- Join in a song

Core language

Review of

- action vocabulary
- language used so far

Other language

exercise; lots of fun; jump up / down; touch your toes; turn around

Materials

Norton; Fixit Game poster; Action flashcards (x10); Action text cards; CD 2; A selection of flashcards and text cards from other units (to match initial sounds with action vocabulary)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Mid-unit review

- Use the poster and the Class Book to remind pupils of all the activities and language done so far in this unit. Praise them for their progress so far.

Review vocabulary (categorizing)

- If possible, arrange the pupils around the board. Use the flashcards and text cards to do a categorizing activity.
- Ask the pupils how they could categorize the flashcards and text cards in different ways, e.g. things a child can / can't do, things a (dog) can / can't do.
- Organize the cards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.
- Focus on initial sounds and ask the pupils if they can remember other words that start with the same sound, e.g. *r / r /, run – What other words start with this sound?*
- Have some flashcards and text cards from this and other units ready to help pupils remember, e.g. *red, robot, rabbit, ride a bike.*

CB p55 Activity 6 Listen and sing the song.

- Look at the pictures with the pupils.
- Use them to teach the phrases *jump up and down*, *touch your toes*, *turn around*.
- Say the phrases and encourage the pupils to do the actions.
- Talk about the importance of exercise.
- Ask the pupils how they feel when they've been sitting down for a long time or running around playing.
- Explain how when we're doing exercise we need more oxygen to make our muscles work harder. This means our hearts and lungs need to work harder than usual, which is why we feel out of breath and our hearts beat faster. So, we're exercising our heart and lungs as well as our bodies, but it's good for us and helps us to stay healthy and live longer.
- Play the song and encourage the pupils to do some actions.

2.19

(Tune: 'Little brown jug')

Exercise is lots of fun
You can walk or you can run
Kick a ball, climb a tree
Ride a bike or hop like me
Jump, jump, jump, up and down
Touch your toes and turn around
Jump, jump, jump, up and down
Touch your toes and turn around

Exercise is lots of fun
You can walk or you can run
Kick a ball, climb a tree
Ride a bike or hop like me

- Talk to the pupils about all the actions they heard in the song.
- Agree with the pupils on how to mime the actions they heard in the song.
- Play the song again and encourage the pupils to join in and do the actions.

AB p55 Activity 7 What's next? Say and match.

- Give a series of instructions: *Jump! Hop! Walk! Jump! Hop!*
- Ask the pupils what comes next (*Walk!*).
- Ask them to 'read' the pictures in the Activity Book, tell you what the instructions are, tell you what comes next in each case, and draw a line to the next activity.
- Check the answers with the class. Pupils can 'read out' the completed series of instructions.

Answers: 1 c (run) 2 a (kick a ball) 3 e (climb) 4 b (walk)
5 f (hop) 6 d (turn around)

Children choose

- Let the pupils work in small groups to invent a series of instructions to give to their classmates. If they like, they can create a predictable sequence like the patterns in the Activity Book, and ask their classmates to predict how the sequence of instructions should continue – and also do the action!

Lesson 7 = Words = Other subjects

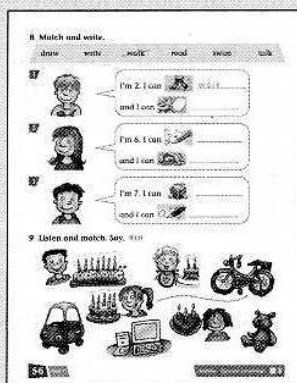
Learning through English



CB page 56



CB page 57



AB page 56

Objectives

- Become familiar with abilities vocabulary
- Learn about things we can do at different ages
- Write the words for abilities based on visual clues

Core language

Ability vocabulary: *write, draw, talk, swim, read*

Review of

- action vocabulary
- language used so far

Other language

He / she can ...; How old is he / she?

Materials

Norton; CD 2; Ability flashcards (*write, draw, talk, swim, read*); Ability text cards; Bookmark; Ability picture cards (PMB p28) – one photocopied set per pupil; Ability word cards (PMB p29) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Sing the *Exercise is lots of fun* song again (Class Book p55, Listening 2.19).
- Encourage the pupils to join in and do the actions.

Introduce new vocabulary see p18

- Teach the new ability vocabulary using Norton and the flashcards.

- Ask the pupils some *Can you ...?* questions.
- Talk about how we learn to do new things as we grow older.
- Ask about Titch: *Can she ...?*

Match the words

- Put the flashcards on the board.
- Let Norton take the text cards out of the kit and read them.
- As he reads each one, ask the pupils to put the word next to the matching flashcard.

CB p56 Activity 7 Look and say.

- Ask the pupils to look at the words and pictures down the left side of the page.
- Ask them to find the picture for each ability with their bookmarks, and say the word.

CB pp56–57 Activity 8 Listen, find and say.

- Ask the pupils to look at the photos.
- Explain that the photos are of four children as they grow up.
- Ask them to find a baby, a child of five, etc.
- Ask them what the symbols next to each photo mean.
- Make sure your class understand that the symbols represent what the children can and can't do at each age.
- Tell the pupils to listen to the CD, find the correct photo, and say the age.

2.20

Look at the pictures.

She can read and write. How old is she?

She can walk. She can't talk. How old is she?

He can draw. He can't swim. He can't write. How old is he?

He can swim. He can't write. How old is he?

Answers: 7, 1, 4, 5

PMB pp28–29 Make the picture / word cards

- Give out the photocopies of the ability picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.

AB p56 Activity 8 Match and write.

- Look at the pictures of the children and the information in the speech bubbles.
- Ask the pupils to look at the speech bubbles and 'read' them.
- They should then write the words that match the pictures in the speech bubbles.
- When they finish encourage them to read the speech bubbles.

Answers: 1 I'm 2. I can walk and I can talk. 2 I'm 6. I can draw and I can swim. 3 I'm 7. I can read and I can write.

Lesson 8 = Other subjects

Learning through English



AB page 56

Objectives

- Review action and ability vocabulary
- Make a photo album
- Practise ordering and sequencing work

Core language

Review of

- action vocabulary
- ability vocabulary
- language used so far

Other language

Happy birthday!

Materials

Norton; Action flashcards (x10); Action text cards; Ability flashcards (x5); Ability text cards; CD 2; 'Make a photo album' (PMB p30) – one photocopy per pupil and a completed example (optional); Scissors



CB page 57

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Play a game of class *Snap* (p19) using either the ability flashcards or the text cards.
- Let the pupils use their PMB ability picture cards or word cards.

AB p56 Activity 9 Listen and match. Say.

- Look at the pictures with the pupils.
- Talk about the birthday cakes and the number of candles.
- Ask them about the ages of the children in the pictures: *How old is ...?*
- Ask them which presents they think are for which child.
- Tell them to listen to the recording to check their predictions, and to draw a line from the child to the present.

2.21

- Girl: I'm five. I've got a bike.
 Adult: Happy birthday!
 Boy: I'm two. I've got a teddy.
 Adult: Happy birthday!
 Boy: I'm seven. I've got a computer.
 Adult: Happy birthday!
 Girl: I'm three. I've got a car.
 Adult: Happy birthday!

PMB p30 CB p57 Activity 9 Make a photo album.

- Ask the pupils to look at the photos in the Class Book.
 - Ask them to tell you what the child in the photos is making, and what the different stages are.
 - Explain that they are going to make a 'photo album' showing what they could do at different ages.
 - Show them your completed example if you have made one. Explain the pictures: *In this picture I'm two. I can walk.*
 - Give each pupil a PMB photocopy, and scissors.
 - Go through the stages with the pupils (demonstrate as you do so):
- 1 They draw and colour the pictures: *Can you see the boy's drawings? You can draw four pictures like this and colour them.*
 - 2 They complete the sentences under the pictures: *Can you see what the boy's writing?*
 - 3 They cut out the page and fold it to make the album: *Cut out the page and fold it very neatly.*
 - 4 They point to the pictures and say what they could do at the different ages: *Hold it up and point to one of the pictures. Say what you can do in the picture.*
- Pupils could also make a cover for their album by writing *My Photo Album* and their name on the front of their folded piece of paper. They could colour and decorate the cover.

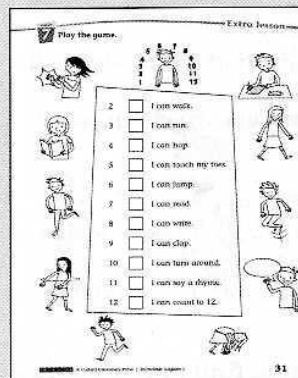
Play a game

- Use the two sets of flashcards and text cards for this unit and play *What's missing?* (p19).

Lesson 8a (optional)

Learning through English

(Extension)



PMB page 31

Objectives

- Review language pupils are now familiar with
- Join in playing a language game
- Show achievement by completing a 'can do' page

Core language

Review of

- action vocabulary
- ability vocabulary
- language used so far

Materials

Norton; PMB action picture cards; PMB action word cards; PMB ability picture cards; PMB ability word cards; 'Play the game' (PMB p31) – one photocopy per pupil; Dice

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use the two sets of the PMB picture cards and word cards from this unit to play a game of *Whispers* (p19).

Preparing for the game

- Before you play this game remind the pupils about playing games with dice (e.g. in Unit 4): *We can all play together, in groups. You take turns – My turn. Your turn.*
- Remind them what they learnt about numbers on dice: *The opposite sides always add up to seven.*
- If the pupils haven't done this before let them use a pair of dice for adding practice.
- Ask them to find out all the combinations that make the sums from 2 to 12, e.g. $1 + 1 = 2$, $1 + 2 = 3$, ... $6 + 6 = 12$.
- Drawing the dice in number groups on the board can help them remember.

PMB p31 Play the game.

- Give out the photocopies.
- Talk to the pupils about the pictures and the statements.
- Explain the rules of the game:
- Pupils play in groups.
- The aim of the game is for each group to tick all the 'can' statements.
- Each group has to roll the dice: *A five and a two make seven. 'I can read'. OK, what can you read in English?*
- Everyone in the group has to do the action and tick the box.
- If they throw a number that they have already ticked they can have another go.
- For *I can read* the pupils can read any word they like in English.
- For *I can write* they can write any English word on the board.
- For *I can say a rhyme* they can say any English rhyme they know.
- Give each group a pair of dice, and let them play the game.

Display

- If you have a display area, arrange the 'I can' lists on the wall for a week or two.
- Then let the pupils take them home to show their parents.

Play a game

- Use some of the vocabulary sets from previous units, e.g. food and drink, toys, animals and play *A very long sentence* (p18).

Sing a song

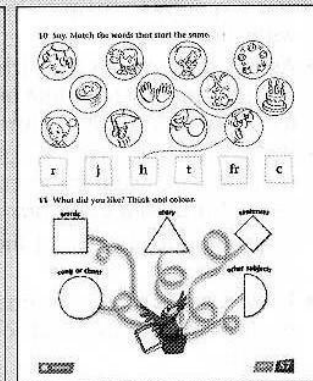
- Let the pupils choose a song to sing from this unit.

Lesson 9 = Words

Revision



CB page 58



AB page 57

Objectives

- Revise the language of the unit
- Practise pronunciation of initial sounds
- Identify similar initial sounds from familiar vocabulary
- Arrange familiar vocabulary to show similar and different sounds

Core language

cake, cow /k/
Fred, frisbee /fr/
hands, hop /h/
juggle, jump /dʒ/
rabbit, run /r/
Titch, talk /t/

Review of

- action vocabulary
- ability vocabulary
- language used in this unit
- previous vocabulary sets

Materials

Norton; CD 2; Action flashcards (x10); Action text cards; Ability flashcards (x5); Ability text cards; A selection of flashcards from previous units (to match initial sounds with action and ability vocabulary); Sets of PMB picture cards from this and previous units

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Sing the *Exercise is lots of fun* song again (Class Book p55, Listening 2.19).

Review vocabulary

- Use the flashcards to play a game to revise all the vocabulary of the unit, e.g. *True or not true?* (p18).
- Put the flashcards on one side of the board and the text cards on the other and let the pupils match them.
- Focus on the relationship between the sound and the written form of the first letter(s) in the word.

AB p57 Activity 10 Say. Match the words that start the same.

- Ask the pupils to look at the pictures and to say the words quietly to themselves. Go through the words with the class.
- Ask them to match the pictures with the same initial sounds by drawing a line between them. They should use a different coloured line for each pair of pictures.
- If you prefer, you can match the pairs first as a whole-class activity using the rhyme *Play the game. Play the game. Say a word that starts the same as ...* (see p49).
- Ask the pupils to look at the initial letters under the pictures.
- They should say each sound and match it to the two pictures which have that sound, using the same colour.
- Use flashcards from previous units to help pupils think of other words that start with the sounds they have been saying, e.g. *r* – robot, *red*, etc.

Answers: *r* – run, rabbit; *j* – jump, juggle; *h* – hop, hands; *t* – talk, Titch; *fr* – Fred, frisbee; *c* – cake, cow

CB p58 Activity 10 Say the action words.

- Look at the pictures with the pupils.
- Tell them that they have to identify the actions from the pictures.
- Do this as a whole-class activity looking at the pictures one by one.

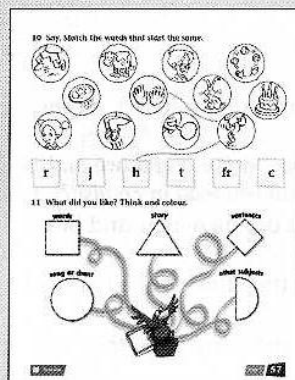
Answers: 1 run 2 jump 3 read 4 throw a frisbee 5 write 6 fly 7 walk 8 kick a ball 9 talk 10 juggle 11 swim 12 hop 13 ride a bike 14 draw 15 climb a tree

Pronunciation 'odd one out'

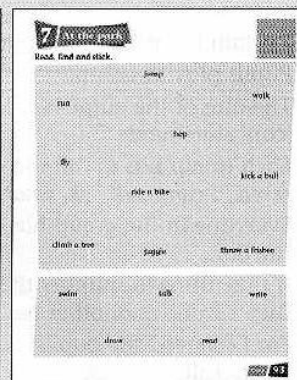
- Let the pupils use some sets of all the PMB picture cards used so far: characters, colours, family, people, food and drink, toys, materials, body and face, animals, actions and ability.
- Let them work in pairs with the sets.
- Ask the pupils to arrange a line of three picture cards: two starting with the same sound and the third different.
- They should put the line tidily on their desk, move around in pairs from desk to desk, and decide which picture in each line is the odd one out.
- When they've looked at all the lines ask them to hold up their three pictures.
- Ask the rest of the class to say the odd one out in each line.

Lesson 10 (Review)

Review



AB page 57



AB page 93

Objectives

- Review of Unit 7

Core language

Review of

- action vocabulary
- ability vocabulary
- language used in this unit

Materials

Norton; Fixit Game poster; Character counters; All materials used in Unit 7

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Explain to the pupils that as this is the last lesson in Unit 7 they will be thinking about what they did in the unit.

End-of-unit review

- Look at the different sections on the poster.
- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by:
 - showing them flashcards, things they have made, pictures in their books;
 - playing songs, and saying rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult.

Play the Fixit Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p36).
- Remind them to use the refrain *Look in the book!* and to look in their books whenever they need to.

Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards and text cards to revise the action and ability vocabulary sets.
- Talk to the pupils about how they could organize them on the board, e.g. things I can do; things I can't do; things I could do at different ages, etc.

AB p57 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p36).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

AB p93 Picture Dictionary *see p7*

- Let the pupils find p93 in their Activity Book and the stickers for Unit 7 and continue with their Picture Dictionary.
- Invite some pupils to hold up their finished pages to show the class.

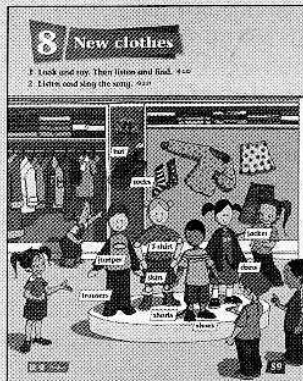


The pupils are now ready to sit the Unit 7 test (see pp168–169).

Lesson 1

■ = Words ● = Song / chant

Introducing vocabulary



CB page 59

Objectives

- Become familiar with clothes vocabulary
- Get to know more about the characters
- Join in a song

Core language

Clothes vocabulary: *trousers, T-shirt, skirt, shoes, jacket, dress, shorts, jumper, hat, socks*

Review of language used so far

Other language

clothes

Materials

Norton; Fixit Game poster; Clothes flashcards (*trousers, T-shirt, skirt, shoes, jacket, dress, shorts, jumper, hat, socks*); Bookmark; CD 2; Clothes picture cards (PMB p32) – one photocopied set per pupil; Clothes word cards (PMB p33) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Unit overview

- Talk to the pupils about clothes. Ask them if they know any words in English for items of clothing. Ask them what words they would like to learn.
- Ask them to look through Unit 8 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board, relating them to the sections on the poster:
Words – clothes
Song – *I've got shoes and socks ...*
Story – *Poppy's party*
Sentences – *I'm wearing ...*
Song – *Stamp your feet ...*
Words – weather
- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary see p18

- Use the clothes flashcards to teach the new vocabulary.
- Give the flashcards to some pupils to hold at the front of the class.
- Let Norton call out the new vocabulary.
- Encourage the pupils to hold up their card when they hear it called out

Play a game

- Play a game with the ten flashcards, e.g. *Reversing cards* (p18).

CB p59 Activity 1 Look and say. Then listen and find.

- Ask the pupils to look at the picture and tell you what they can see.
- Pupils may suggest in L1 and you can recast: *Yes, the children are in a shop. They're looking at clothes.*
- Talk about:
– the shop and the clothes: *Point to the (dress).*
– colours and sizes: *What colour is the jacket? Is it a big hat or a small hat?*
– what the characters like: *What does Titch like?*
- Ask the pupils to find and say all the new clothes words in the picture.
- Tell the pupils to use their bookmarks to find the clothes each character likes as they listen to the CD.
- Play the CD, pausing after each dialogue to check they have found the clothes.

2.22

Fred: I like the red trousers.
Flo: I like the purple dress.
Bing: I like the red shoes.
Poppy: I like the blue skirt.
Titch: I like the hat.
All: Oh Titch!
Fred: And I like the blue shorts.
Flo: And I like the pink jacket.
Poppy: And I like the orange T-shirt.
Bing: And I like the blue and purple jumper.
Titch: I like the socks.
All: Oh Titch! NO!

CB p59 Activity 2 Listen and sing the song.

- Arrange the relevant seven clothes flashcards on the board in the same order as in the song.
- Play the song and ask the pupils to listen and point to the correct flashcard.
- Play the song again and encourage the pupils to join in.

2.23

(Tune: 'Row, row, row your boat')

I've got shoes and socks,
I've got trousers too,
Jumper, hat, skirt and dress,
Clothes for me and you.

I've got shoes and socks,
I've got trousers too,
Jumper, hat, skirt and dress,
Clothes for me and you.

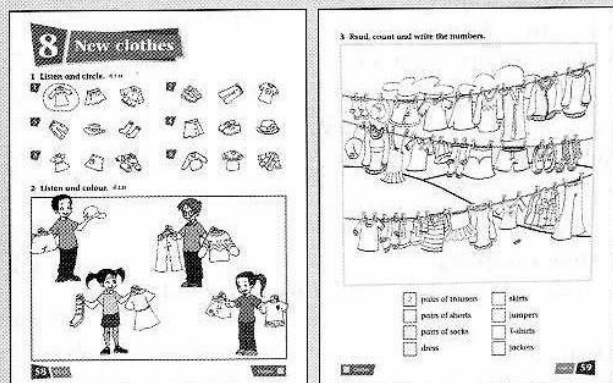
- Ask seven pupils to come to the front of the class.
- Give each one a flashcard.
- Play the song again and encourage the pupils to hold up their card when they hear their word.
- When pupils are very familiar with the song, they could sing it as a round (Listening 2.58).

PMB pp32-33 Make the picture / word cards

- Give out the photocopies of the clothes picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- They can use them to play a game of *Snap* (p19) with Norton. (Norton can use the flashcards and say the words as he takes them out of the kit.)
- Let the pupils cut out the word cards and match them with the picture cards.

Lesson 2 = Words

Practising vocabulary



AB page 58

AB page 59

Objectives

- Review clothes vocabulary
- Listen and identify clothes
- Listen and follow instructions
- Participate in asking questions and answers using clothes vocabulary

Core language

Review of

- clothes vocabulary
- colour vocabulary
- numbers 1-12
- language used so far

Other language

new; What have you got?; pair(s) of (trousers / shorts / socks / shoes)

Materials

Norton; CD 2; Clothes flashcards (x10); Clothes text cards; PMB clothes picture cards; PMB clothes word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Put the seven clothes flashcards for the Lesson 1 song (shoes, socks, trousers, jumper, hat, skirt, and dress) around the room in random order.
- Play the song again (Listening 2.23). Ask the pupils to point to the flashcards as they hear the words in the song.
- Play the song again and check that all the pupils are becoming familiar with the vocabulary.

Review vocabulary

- Play a game with the flashcards, e.g. *Flashing a card* (p18).
- Arrange all the flashcards on the board.

Match the words

- Let Norton hold up the clothes text cards one by one and read them, focusing on the initial sounds.
- Ask the pupils to put the text cards next to the flashcards on the board.

AB p58 Activity 1 Listen and circle.

- Talk to the pupils about the unit title: *New clothes*. Check they understand the meaning of *new*, e.g. mime unwrapping something new.
- Ask the pupils if they always like their new clothes.
- Check the pupils know all the names for the clothes in this activity: *Point to the (trousers). Show me the (skirt).*
- Tell them to listen carefully, and circle the item of clothing they hear.
- Play the CD. Check the answers with the class.

2. 24

- 1 Girl: I like my new dress. Thank you, Mum.
- 2 Boy: I like my new T-shirt. Thanks, Dad.
- 3 Boy: I like my new trousers. Thank you, Mum.
- 4 Girl: I like my new shoes. Thank you, Dad.
- 5 Girl: I like my skirt. Thanks, Mum.
- 6 Girl: I like my new jacket. Thank you, Mum.

AB p58 Activity 2 Listen and colour.

- Explain that the characters have been shopping. Each character has bought two items.
- Ask the pupils to listen carefully and colour the clothes with a dot of colour.
- Check pupils understand the meaning of *What have you got?*
- They can complete the colouring when they finish listening.

2.25

- Adult: Hello, Flo. What have you got?
Flo: I've got a blue T-shirt and an orange skirt. Look!
- Adult: Hello, Bing. What have you got?
Bing: I've got green shorts and a yellow hat. Look!
- Adult: Hello, Poppy. What have you got?
Poppy: I've got a pink dress and purple socks. Look!
- Adult: Hello, Fred. What have you got?
Fred: I've got a red jumper and black trousers. Look!

Speaking practice

- Ask the pupils to look at the characters' new clothes.
- Put the character flashcards on the board one at a time.

- Ask different pupils to pretend to be the characters, and tell you what new clothes they have:
Teacher: *Flo, what have you got?*
Pupil: *I've got a blue T-shirt and an orange skirt.*
- Make sure they understand that they should use 'a' (or 'an' if before a vowel) for single items, but leave this out for plural items such as shoes, socks, shorts, and trousers, e.g. *I've got green shorts.*
- Let the pupils use their PMB clothes picture cards to play a game in pairs with Norton.
- Each pair should turn their two sets of picture cards upside down.
- When Norton asks them *What have you got?* they should each turn over a card and tell one another what they have.
- Encourage them to use the colour words as well as the clothes words: *I've got (purple) trousers. I've got a (pink) hat.*
- They can do this until all the cards are face up.

AB p59 Activity 3 Read, count and write the numbers.

- Talk about the picture. Focus on clothes that have two parts: *socks, shoes, shorts, and trousers* (*shorts and trousers* are considered plural in English because they have two legs).
- Teach the phrase *a pair of* (*trousers / shorts / shoes / socks*).
- Ask the pupils to find different items of clothing in the picture: *Point to a pair of socks. Can you see another pair of socks?*
- Ask them to count the similar items of clothing: *How many (pairs of trousers) can you see? How many dresses?*
- Ask the pupils to read the words at the bottom of the page, count the clothing items, and write the correct number in the box.

Answers: 2 pairs of trousers, 2 pairs of shorts, 4 pairs of socks, 1 dress, 3 skirts, 4 jumpers, 5 T-shirts, 2 jackets

Play a game

- Let the pupils use their picture cards and word cards to play a game in pairs, e.g. *Memory* (p19).

Lesson 3 = Story

Story



CB page 60



CB page 61

Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Practise story language

Core language

I'm wearing my new (trousers).

Review of

- clothes vocabulary
- language used so far

Other language

birthday; party; I hate them!; Have a happy day; clown; perfect

Materials

Norton; CD 2

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Sing the *I've got shoes and socks* song again (Listening 2.23).

Review language

- Help the pupils recall the question and answer *How old are you? I'm (six).*
- Explain that Norton can't remember their ages and wants to know.
- Let Norton ask the pupils and then let all the pupils ask one another in pairs.

CB pp60-61 Activity 3 Story

- Talk to the pupils about birthdays and teach the phrase *birthday party*.
- Ask pupils to look at the pictures in the Class Book.
- Ask them to name all the characters and clothes they know: *Who's this? What's (Fred) wearing? Does (Titch) like her clothes?*
- Ask them to predict what the story is about.
- Acknowledge their contributions and recast their comments in English (L2): *Titch isn't happy. Mr Fixit has got lots of clothes in his kit. Titch is happy now. She's a clown.*

- Ask the pupils to listen and follow the story in the Class Book.
- Play the CD. Practise 'good listening' and use your 'silence signal'.

2.26

- [1] Narrator: It's Poppy's birthday.
Poppy: It's my birthday! I'm seven!
(reading) Come to my party today. Poppy.
- [2] Narrator: Flo has got new clothes. Fred has got new clothes too.
Flo: I'm wearing my new skirt.
Fred: And I'm wearing my new trousers.
- [3] Narrator: But Titch has got old clothes!
Titch: What can I wear?
A jumper?
A jacket?
Shorts?
NO!
- [4] Narrator: Titch is cross.
Titch: I don't like my clothes!
I hate them!
- [5] Narrator: The children go to Poppy's party.
All except Poppy: Happy birthday Poppy
Happy birthday Poppy
Happy birthday Poppy
Have a happy day!
- Narrator: But Titch is still cross!
- [6] Narrator: Mr Fixit looks in his kit.
Mr Fixit: What's in my kit today? Let's see ...
socks ... shoes ... a hat ...
- [7] Narrator: He's got some special clothes.
Mr Fixit: ... and a big red nose!
- [8] Narrator: Now Titch has got new clothes too!
Titch: Look! I'm a clown! Perfect for a party!

- Talk about the story and the pupils' predictions.
- Teach the song from the story: *Happy birthday Poppy. Happy birthday Poppy. Happy birthday Poppy. Have a happy day!*
- Practise singing it several times substituting different pupils' names.
- Tell the pupils to remember to sing it on all their birthdays.
- Listen to the story again. Encourage the pupils to join in with the *Happy birthday Poppy* song.

CB p61 Activity 4 Find and say.

- Talk to the pupils about the cut-out pictures from the story: *Who's this? What's (Titch) wearing? Where's this picture in the story? That's right, it's here – frame (3).*
- Explain that they have to look back through the story, find the same pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.
- Encourage the whole class to join in and practise in chorus.

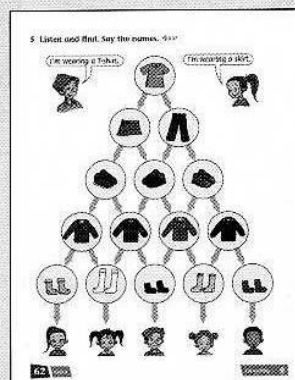
Answers: 1 Titch (frame 3): 'What can I wear? A jumper? A jacket? Shorts? NO!' 2 Mr Fixit (frame 7): '... and a big red nose!' 3 Titch (frame 4): 'I don't like my clothes! I hate them!' 4 Fred (frame 2) 'And I'm wearing my new trousers.' 5 Poppy (frame 1): 'It's my birthday! I'm seven.' 6 Titch (frame 8): 'Look! I'm a clown! Perfect for a party!'

Listen to the story again

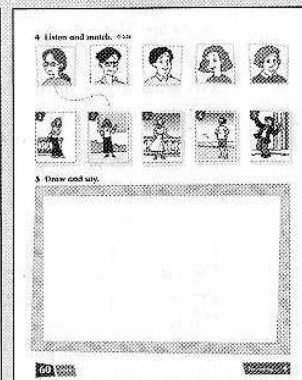
- Listen to the story again.
- Encourage the pupils to join in with as much as they can remember.

Lesson 4 ♦ = Sentences

Language focus



CB page 62



AB page 60

Objectives

- Review language structure *I'm wearing ...*
- Personalize familiar language
- Listen and identify who's speaking

Core language

Review of

- clothes vocabulary
- language used so far

Materials

Norton; Clothes flashcards (x10); CD 2

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Play a game with the clothes flashcards, e.g. *Flashing a card* (p18) or the TPR game *True or not true?* (p18).
- For a different TPR game you could use the colours of the pupils' clothes and say *Stand up if you're wearing (green trousers)!*

CB p62 Activity 5 Listen and follow. Say the names.

- Look at the clothes maze with the pupils.
- Ask them to point to the items of clothing: *Point to the (white socks).*
- Explain that they have to listen and follow the route to the character, then say who it is.
- Play the CD, pausing as necessary to make sure pupils are following, and to check the answers.

2.27

- Fred: I'm wearing a T-shirt.
I'm wearing trousers.
I'm wearing black shoes.
I'm wearing a green jacket.
I'm wearing black socks.
Who am I?

Flo: I'm wearing a T-shirt.
I'm wearing a skirt.
I'm wearing red shoes.
I'm wearing a purple jacket.
I'm wearing green socks.
Who am I?

Bing: I'm wearing a T-shirt.
I'm wearing trousers.
I'm wearing brown shoes.
I'm wearing a black jacket.
I'm wearing red socks.
Who am I?

Poppy: I'm wearing a T-shirt.
I'm wearing a skirt.
I'm wearing black shoes.
I'm wearing a blue jacket.
I'm wearing white socks.
Who am I?

Titch: I'm wearing a T-shirt.
I'm wearing trousers.
I'm wearing black shoes.
I'm wearing a green jacket.
I'm wearing yellow socks.
Who am I?

Speaking practice

- Practise the sentences in chorus: *I'm wearing a T shirt. I'm wearing a purple jacket. I'm wearing green socks.*
- Get the pupils to tell you what they're wearing.
- Confident pupils can also dictate a route through the maze for others to follow.

AB p60 Activity 4 Listen and match.

- Look at the numbered 'photos' with the pupils.
- Explain that they are old photos of some of the adults in Fred, Flo, and Titch's family.
- Look at the pictures above the photos and ask the pupils to tell you who they are: *Mum, Dad, uncle, aunt, and Grandma.*
- Tell the pupils to listen carefully and find the photo, then match the photo to the correct adult.

2.28

Flo: Mum, where's your photo?
Flo's Mum: Here it is, Flo. Look. I'm wearing a T-shirt and a skirt.

Flo: Dad, where's your photo?
Flo's Dad: Here it is. Look. I'm wearing shorts and a T-shirt.

Flo: Uncle Mike, where's your photo?
Uncle: Here it is. Look. I'm wearing trousers and a jacket.

Flo: Aunt Sue, where's your photo?
Aunt: Here it is. Look. I'm wearing a jumper and trousers.

Flo: Grandma, where's your photo?
Grandma: Here it is. Look. I'm wearing a dress and a hat.

Answers: Mum – 2, Dad – 4, Uncle – 5, Aunt – 1, Grandma – 3

AB p60 Activity 5 Draw and say.

- Talk to the pupils about going to birthday parties and ask them what they like to wear.
- Ask them to draw themselves in their best clothes at a birthday party.
- Ask them to show their drawing to the class and say what they are wearing in the picture.

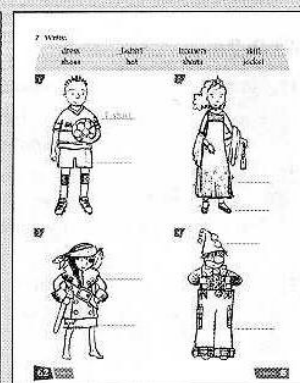
Lesson 5

▲ = Story ■ = Words

Parallel story



AB page 61



AB page 62

Objectives

- Join in retelling the story
- Create an alternative story
- Participate in acting out a story
- Identify and write clothes words

Core language

Review of

- clothes vocabulary
- language used so far

Materials

Norton; CD 2; Story Frames Book; Clothes flashcards (x10); Clothes text cards; PMB clothes word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing the song from the story

- Remind pupils of the *Happy birthday Poppy* song from the story (Class Book p60, Listening 2.26) and sing it again.

Retell the story

- Use the Story Frames Book to retell the story. (If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.)
- Encourage the pupils to join in and tell you what they remember. When retelling the story,
 - start with questions about what the pupils know: *What clothes has Mr Fixit got in his kit?*
 - continue with a summary of each picture, prompting and encouraging the pupils to join in: *So, Flo says 'I'm wearing my ...'*
 - be ready to recast words and short phrases that the pupils contribute in L1, e.g. *Yes, Titch looks cross. There's a flower on her hat.*

AB p61 Activity 6 Look and draw. Write your name. Act.

- Look at the pictures with the pupils.
- Explain that they are going to complete the pictures to make their own version of the story, so that Titch is coming to *their* birthday party instead of Poppy's.
- Ask the pupils to tell you who they can see in each picture, and what the characters might be saying.

- Ask them what they could draw or write in each picture to complete the story.

Frame 1: Pupils write their name on the invitation.

Frame 2: Pupils draw themselves on the doorstep.

Frame 3: Pupils draw the clown clothes that Mr Fixit is taking out of the kit.

Frame 4: Pupils draw Titch's clown outfit. (They can also draw themselves in this frame if they want to.)

- When pupils have understood what they have to do, let them complete the pictures. Fast finishers can colour them.

Practise the story language

- When the pupils have finished their pictures, practise the language that they will need in order to act out the stories.

Frame 1: Pupil: *It's my birthday. I'm (age).*

Frame 2: The other children: *Happy birthday (name), Happy birthday (name), Happy birthday (name), Have a happy day!*

Frame 3: Mr Fixit: *What's in my kit today? Let's see ... (say some clothes).*

Frame 4: Titch: *Look! I'm a clown. Perfect for a party!*

- Say the lines and ask the pupils to repeat them after you.
- Say or sing the song together (frame 2).

Act out a story

- Choose one of the pupils' stories to act out.
- Ask seven pupils to come to the front of the class (including your chosen child). Allocate the other parts (Titch, Mr Fixit, Poppy, Bing, Flo, and Fred).
- Encourage the group to act out the story for the class.
- The whole class can join in with the rhyme.
- Offer as much support as the pupils need, and let them act it out a second time if they need to. Tell them not to worry if they make mistakes.
- You might like to repeat the acting out with a different pupil's story, or with a different group of pupils.

Play a game

- Use the clothes flashcards and text cards to play a game, e.g. *What's missing?* (p19).
- Let the pupils use their PMB word cards to play a game, e.g. *Active Bingo* (p19).

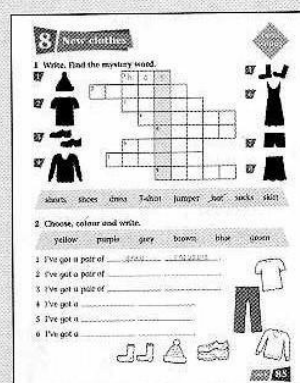
AB p62 Activity 7 Write.

- Look at the children in fancy dress and talk with the pupils about what they are wearing.
- Ask the pupils to say what each person is wearing.
- Tell them they have to find the clothes words in the word bank, and write the words on the labels next to the clothes.

Answers: 1 T-shirt, shorts 2 dress, shoes 3 jacket, skirt 4 hat, trousers

Lesson 5a (optional)

Writing = Words



AB page 85

Objectives

- Identify and write clothes words in a crossword
- Select vocabulary to describe clothes
- Write phrases using colour and clothes words

Core language

Review of

- clothes vocabulary
- language used so far

Materials

Norton; Clothes flashcards (x10); Clothes text cards: PMB clothes word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Let Norton use the clothes flashcards and text cards and let the pupils use their PMB picture cards and word cards to play a game of class *Snap* (p19).

AB p85 Activity 1 Write. Find the mystery word.

- Show the pupils the crossword.
- Make sure they understand that the pictures are the clues and that the words are written across the boxes: *Look at picture number one. Yes it's a hat. So, the first letter of 'hat' goes in the box with '1' on it.*
- Explain that there is a mystery word written down the middle in the shaded boxes: *The mystery word starts with the last letter of 'hat'.*
- Ask pupils to complete the crossword and reveal the mystery word.
- The pupils can use the word bank to check the spelling of the words.
- When the pupils have finished let Norton use the flashcards and do the crossword on the board.
- Ask the pupils to help him by telling him what to write.

Answers: 1 hat 2 T-shirt 3 shoes 4 jumper 5 socks 6 dress 7 shorts 8 skirt

The mystery word is *trousers*.

AB p85 Activity 2 Choose, colour and write.

- Ask the pupils to look at the clothes pictures.
- Explain that they should choose any colour they like from the colour box to colour the clothes pictures.
- They should then write the complete descriptions, e.g. *I've got a pair of (purple) socks.*
- When they have finished they can read their lists to each other.

Play a game

- Use some of the vocabulary sets from previous units, e.g. food and drink, toys, animals and play *A very long sentence* (p18).

Lesson 6

● = Song / chant

Learning for life

CB page 63



AB page 63

Objectives

- Review vocabulary and language of the unit
- Learn about playing games and obeying rules
- Join in a song

Core language

Review of

- clothes vocabulary
- language used so far

Other language

Stamp your feet; Clap your hands; Slap your legs; Tap your nose; If you're wearing something (blue).

Materials

Norton; CD 2; Fixit Game poster; Clothes flashcards (x10); Clothes text cards; A selection of flashcards and text cards from other units (to match initial sounds with clothes vocabulary)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Mid-unit review

- Use the poster and the Class Book to remind pupils of all the activities and language done so far in this unit. Praise them for their progress so far.

Review vocabulary (categorizing)

- If possible, arrange the pupils around the board. Use the flashcards and text cards to do a categorizing activity.

- Ask the pupils to help you organize the cards in different ways, e.g. clothes for my top half; clothes for my bottom half; clothes for boys; for girls; for both; clothes I've got; clothes I like; warm clothes and cool clothes.
- See if the pupils have any other ideas, and organize the cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.
- Focus on initial sounds and ask the pupils if they can remember other words that start with the same sound, e.g. *j /dʒ/, jumper* – *What other words start with this sound?*
- Have some flashcards and text cards from this and other units ready to help pupils remember, e.g. *jacket, juice, jump, juggle.*

CB p63 Activity 6 Listen and sing the song.

- Look at the song page with the pupils.
- Use the pictures to teach the phrases *Clap your hands. Stamp your feet. Slap your legs. Tap your nose.*
- Say them and encourage the pupils to do the actions.
- Explain that they are going to learn an action song.
- Ask the pupils to tell you what colour clothes the children in the pictures are wearing.
- Ask the pupils to look at the children stamping and say what colour they're wearing that the others *aren't* wearing (blue).
- Do the same with the other pictures.
- Then play the song and ask pupils to listen and see if they were right about the colours.
- Play the song again. This time tell the pupils to do the actions if they are wearing clothes of the right colour.
- Play the song again and encourage the pupils to join in the singing and do the actions.

2.29

(Tune: 'This old man')

Stamp your feet,
Stamp your feet,
If you're wearing something blue!
(stamping)
If you're wearing something blue!
Clap your hands,
Clap your hands,
If you're wearing something red!
(clapping)
If you're wearing something red!
Slap your legs,
Slap your legs,
If you're wearing something green!
(slapping legs)
If you're wearing something green!
Tap your nose,
Tap your nose,
If you're wearing something black!
(tapping nose)
If you're wearing something black!

- If you have time, let the pupils choose colours that have not been mentioned in the song so far, and decide what actions they would use with these new colours.
- Suggest actions they could use, e.g. *turn around, touch your toes, bend your knees*, etc.

- Sing the song again without the CD.
- Encourage the pupils to shout out the colour words!

AB p63 Activity 8 Match. Listen and colour.

- Look at the pictures and talk about the actions the children are doing.
- Explain that there are five pairs of pictures showing children doing the same actions, e.g. *They're both tapping their noses.*
- Ask your class to find the two children doing the same action and draw lines to match them.
- Ask them to listen carefully to the CD and find out which colour matches each of the actions: *They're clapping their hands so they're wearing something blue.*
- Pause the CD after each description to let the pupils colour the clothes.

2.30

Clap your hands if you're wearing something blue.

Jump if you're wearing something brown.

Tap your nose if you're wearing something green.

Slap your legs if you're wearing something purple.

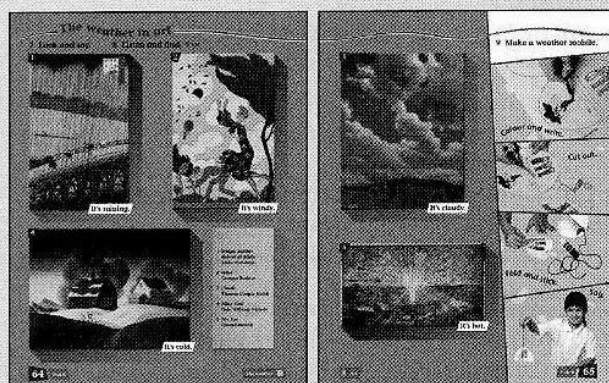
Stamp your feet if you're wearing something red.

- When pupils have finished colouring have a feedback stage – pupils can say some clothes colours from their pictures, e.g. *a red hat, yellow trousers.*

Lesson 7

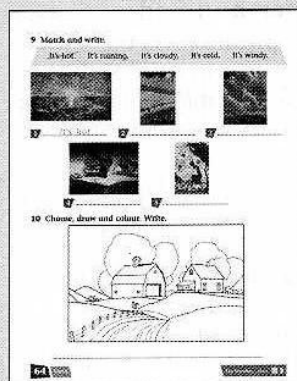
■ = Words ■ = Other subjects

Learning through English



CB page 64

CB page 65



AB page 64

Objectives

- Become familiar with weather vocabulary
- Personalize familiar language
- Listen and identify paintings from descriptions

Core language

Weather vocabulary: *hot, cold, raining, windy, cloudy*

It's (hot).

Review of

- clothes vocabulary
- colours vocabulary
- language used so far

Other language

What's the weather like?

Materials

Norton; CD 2; Weather flashcards (*hot, cold, raining, windy, cloudy*); Weather text cards; Weather picture cards (PMB p32) – one photocopied set per pupil; Weather word cards (PMB p33) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce new vocabulary see p18

- Talk about the different clothes we wear for different kinds of weather.
- Use the weather flashcards to teach the new vocabulary.

- Remember to use full phrases so that the pupils will recall them as chunks of language: *It's windy*.
- Play a game with the weather flashcards, e.g. *Pronunciation circle* (p18).
- Ask the pupils about the weather today: *What's the weather like today?*

Match the words

- Put the weather flashcards on the board and take out the text cards.
- Let Norton read the text cards and ask the pupils match them to the flashcards.
- Turn over the cards and play *Memory* (p19).

CB pp64-65 Activity 7 Look and say.

- Talk about the pictures with the pupils.
- Say the weather phrases and ask them to point to the appropriate picture and repeat the phrase.

CB pp64-65 Activity 8 Listen and find.

- Ask the pupils about the five pictures. Ask them what they can see, and what colours are in each picture.
- Play the CD. For each picture, stop the recording after the question *What's the weather like?* and let the pupils answer.

Answers: 1 picture 3 2 picture 4 3 picture 2 4 picture 5 5 picture 1

- Talk about how the artists use different colours to represent different kinds of weather.
- Ask pupils to say which colours suit hot weather and which colours suit cold weather (they may have different ideas).

2.31

- Adult: What colours can you see in the picture?
 Child: White ...
 Adult: And?
 Child: Blue ...
 Adult: Anything else?
 Child: Green and brown.
 Adult: What's the weather like?
 Child: It's cloudy.
 Adult: What colours can you see in the picture?
 Child: White ... and blue and red ...
 Adult: Anything else?
 Child: Green ... and grey.
 Adult: What's the weather like?
 Child: It's cold.
 Adult: What colours can you see in the picture?
 Child: Brown ...
 Adult: Anything else?
 Child: Brown and blue ...
 Adult: And ...
 Child: Pink, white, red and grey.
 Adult: What's the weather like?
 Child: It's windy.
 Adult: What colours can you see in the picture?
 Child: Orange and yellow ...
 Adult: And ...
 Child: Green ...
 Adult: Anything else?
 Child: Blue and grey ... and red.
 Adult: What's the weather like?
 Child: It's hot.
 Adult: What colours can you see in the picture?
 Child: Grey and blue ...

- Adult: Anything else?
 Child: Black and red.
 Adult: What's the weather like?
 Child: It's raining.

AB p64 Activity 9 Match and write.

- Look at the five pictures with the pupils.
- Ask them to tell you what they can see.
- Ask them to read out the weather descriptions in the word bank at the top of the page.
- Tell them they have to match the descriptions with the pictures, and copy the text onto the lines under the appropriate pictures.

Answers: 1 It's hot. 2 It's raining. 3 It's cloudy. 4 It's cold. 5 It's windy.

PMB pp32-33 Make the picture / word cards

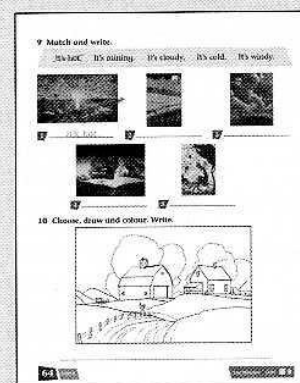
- Give out the photocopies of the weather picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.

Play a game

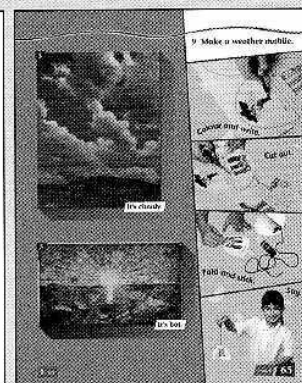
- Use the flashcards and text cards to play a game, e.g. *What's missing?* (p19).
- Let the pupils use their PMB picture cards and word cards to play the game in pairs.

Lesson 8 = Other subjects

Learning through English



AB page 64



CB page 65

Objectives

- Review weather vocabulary
- Make a weather mobile
- Practise ordering and sequencing work

Core language

Review of

- clothes vocabulary
- language used so far

Materials

Norton; Weather flashcards (x5); 'Make a weather mobile' (PMB p34) – one photocopy per pupil and a completed example (optional); Scissors; Glue; String; CD 2

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Ask the pupils to tell you what the weather is like today.
- Ask them to tell you what they are wearing.
- Play a game with the weather flashcards, e.g. *Flashing a card* (p18).

AB p64 Activity 10 Choose, draw and colour. Write.

- Look at the picture with the pupils. Ask if they recognize it (it is based on picture number 4, 'Bitter Cold', on Class Book p64).
- Tell the pupils that they can choose what weather to show in the picture. They should add details to the picture and colour it, and write a description of the weather underneath. For example, they could draw the sun in the sky, children flying kites, colour the field green, and write *It's hot and windy*.
- They can use the pictures in Activity 9 for inspiration.

PMB p34 **CB p65** Activity 9 Make a weather mobile.

- Ask the pupils to look at the photos in the Class Book.
 - Ask them to tell you what the child in the photos is making, and what the different stages are.
 - Explain that they are going to make a weather mobile. Show them your completed example if you have made one. Explain that each side shows a different sort of weather: *Here it's windy. Can you see the hat? It's flying away.*
 - Ask the pupils about the weather on each side of your mobile.
 - Give out the PMB photocopies, scissors, glue, and string.
 - Go through the stages with the pupils (demonstrate as you do so):
- 1 They colour the pictures and complete the sentences: *Can you see the girl writing? Colour the picture first, then write...*
 - 2 They cut out the four parts: *Cut around the pictures like this, very carefully.*
 - 3 They fold each one in half and stick them back to back to make the mobile: *Fold them over like this. Use the glue to stick them together.*
 - 4 They stick the string in the middle so that their mobile can be hung up. *Stick the string inside here – so that you can't see it.*
- As you go around helping and encouraging, talk about their work and be ready to recast phrases and words: *They're very cold and she's very warm. She's having a drink to cool down.*
 - When they finish the mobiles, they hold them up and say what each side shows: *It's (raining).* (This can be done in groups or as a whole-class activity.)
 - They could display them in class or take them home to show their family.

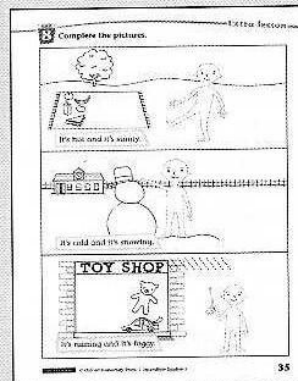
Sing a song

- Let the pupils choose a song to sing.

Lesson 8a (optional)

Learning through English

(Extension)



PMB page 35

Objectives

- Review language pupils are now familiar with
- Become familiar with some new weather vocabulary
- Complete and describe weather pictures
- Identify and write clothes words

Core language

Review of

- clothes vocabulary
- weather vocabulary
- language used so far

Other language

scarf, umbrella, gloves

It's sunny; It's snowing; It's foggy.

Materials

Norton; Real clothes: scarf, umbrella, gloves; PMB clothes picture cards; PMB clothes word cards; PMB weather picture cards; PMB weather word cards; 'Complete the pictures' (PMB p35) – one photocopy per pupil

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce new vocabulary

- Teach pupils the names of the clothing items you have brought in: *scarf, umbrella, gloves.*
- Play the TPR game *True or not true?* (p18) to help the pupils remember the names, e.g. put on the hat and say *I'm wearing a scarf* (not true).
- Teach the new weather phrases. You could draw some small pictures on the board to support the meaning, e.g. a sun shining for *It's sunny*; a snowman with snowflakes to show *It's snowing* and shade over a drawing or use tracing paper to show *It's foggy*.

Play a game

- Use the two sets of PMB picture cards and word cards from this unit to play a game of *Whispers* (p19).

PMB p35 Complete the pictures.

- Give out the photocopies of the three incomplete weather pictures.

- Explain to the pupils that the pictures are not finished.
- Talk about what they can see in each picture: *In the park there's a picnic under the tree. Can you see a snowman in the playground? What toys can you see in the toy shop?*
- Ask what the weather is like in each picture: *What's the weather like in the park? Is it cold?*
- Tell the pupils that they are the person in the picture.
- They should finish the pictures by drawing:
 - (picture 1) the ball the person is kicking, some more items on the picnic rug, and the sun in the sky;
 - (picture 2) the snowman's features (and arms, buttons, scarf, etc.), and some snow falling. If they want, they can draw some more children in the playground, e.g. throwing snowballs;
 - (picture 3) the umbrella, and some more toys in the shop window.
- They should then draw clothes they are wearing in the three situations. Remind them that the clothes should be appropriate to the weather.
- They can use the space on the right-hand side to add a speech bubble saying *I'm wearing ...*, or label the clothes.
- Be ready to provide any other new vocabulary pupils may need, e.g. *wellies / boots* for the rain.
- While they are drawing and colouring encourage them to talk about what they are doing, and help them to recall as much previous vocabulary as possible.
- When they finish they can either keep their three pictures together, or cut them out and group them in weather categories.
- Display the work where all pupils can see it.
- They can talk about all the differences they can see in their pictures, e.g. clothes, toys, etc.
- Encourage them to say *I can see ...*, *I'm wearing ...*, *The snowman's got ...*

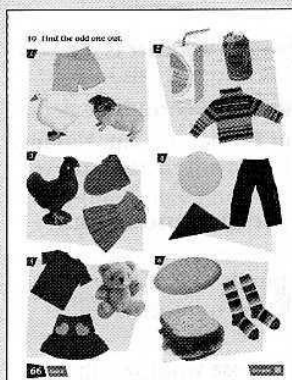
Play a game

- Play a game of *I hear with my little ear ...* (p20) using the pictures the pupils have coloured.

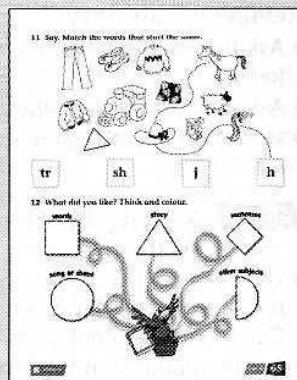
Lesson 9

■ = Words

Revision



CB page 66



AB page 65

Objectives

- Revise the language of the unit
- Identify an odd one out
- Practise pronunciation of initial sounds
- Identify similar initial sounds

Core language

hat, horse, hair /h/
juice, jumper, jacket /dʒ/
shorts, shoes, sheep /ʃ/
triangle, train, trousers /tr/

Review of

- clothes vocabulary
- weather vocabulary
- language used in this unit
- previous vocabulary sets

Materials

Norton; Clothes flashcards (x10); Clothes text cards; Weather flashcards (x5); Weather text cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use both sets of flashcards and revise all the vocabulary of the unit. Play a flashcard game such as *Reversing cards* (p18).

CB p66 Activity 10 Find the odd one out.

- Look at the groups of photos. Talk to the pupils about the items in the first group.
- Ask them to decide which one is different from the others: *Which one is different? Which is the odd one out?*
- They should also tell you why. Make it clear to the pupils that there isn't just one right answer. For example, the difference could be based on the vocabulary sets: *Yes, shorts is the odd one out, because the duck and the sheep are animals.* Or it could be based on initial sounds: *Yes, 'duck' could be the odd one out because it doesn't start with 'sh' /ʃ/.*
- Go over all the other groups and let the pupils choose the odd one out.

- Suggested answers are given below, but pupils may suggest other alternative answers. As long as these are logical, they should be accepted as correct!

Answers: 1 *shorts* (because it's not an animal) or *duck* (because it doesn't start with the sound *sh* /ʃ/) 2 *jumper* (because it's not a drink) or *fizzy drink* (because it doesn't start with the sound *j* /dʒ/) 3 *hen* (because it's not clothes) or *dress* (because it doesn't start with the sound *h* /h/) 4 *trousers* (because it's not a shape) or *circle* (because it doesn't start with the sound *tr* /tr/) 5 *teddy* (because it's not clothes) or *skirt* (because it doesn't start with the sound *t* /t/) 6 *socks* (because it's not food) or *biscuit* (because it doesn't start with the sound *s* /s/)

Focus on initial sounds

- Use the flashcards and text cards to focus on the initial sounds of the words for clothes and weather.
- Ask the pupils if they can remember any other words with the same initial sounds.
- Ask them to look in their Picture Dictionaries to check for vocabulary from other units.

AB p65 Activity 11 Say. Match the words that start the same.

- Ask the pupils to look at the pictures and to say the words quietly to themselves. Go through the words with the class.
- Ask them to match the pictures with the same initial sounds by drawing a line between them. They should use a different coloured line for each set of pictures.
- Point out that this time there are three pictures for each sound.
- If you prefer, you can match the pictures first as a whole-class activity using the rhyme *Play the game. Play the game. Say a word that starts the same as ...* (see p49).
- Ask the pupils to look at the initial letters under the pictures.
- They should say each sound and match it to the three pictures which have that sound, using the same colour.

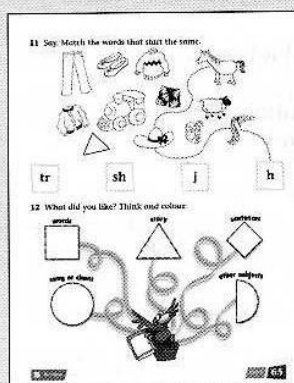
Answers: tr – triangle, train, trousers; sh – sheep, shorts, shoes; j – juice, jumper, jacket; h – hair, hat, horse

Sing a song

- Remind the pupils of the *I've got shoes and socks* song (Listening 2.23) and sing it again.

Lesson 10 (Review)

Review



AB page 65

Objectives

- Review of Unit 8

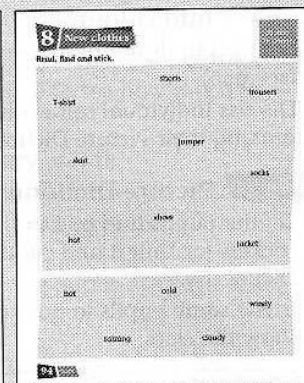
Core language

Review of

- clothes vocabulary
- weather vocabulary
- language used in this unit

Materials

Norton; Fixit Game poster; Character counters; All materials used in Unit 8



AB page 94

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Explain to the pupils that as this is the last lesson in Unit 8 they will be thinking about what they did in the unit.

End-of-unit review

- Look at the different sections on the poster.
- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by:
 - showing them flashcards, things they have made, pictures in their books
 - playing songs, and saying rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult.

Play the Fixit Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p36).
- Remind them to use the refrain *Look in the book!* and to look in their books whenever they need to.

Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards and text cards to revise the clothes vocabulary sets.
- Talk to the pupils about how they could organize the cards on the board, e.g. clothes I've got; clothes I like; clothes for warm weather; clothes for cold weather; clothes for windy weather.

- Remind the pupils how categorizing words can help them to remember them.

AB p65 **Activity 12** What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p36).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

AB p94 **Picture Dictionary** see p7

- Let the pupils find p94 in their Activity Book and the stickers for Unit 8 and continue with their Picture Dictionary.
- Invite some pupils to hold up their finished pages to show the class.



The pupils are now ready to sit the Unit 8 test (see pp170–171).



Multimedia extension: you may now like to use the Art 1 section of the optional DVD, if you haven't already used it in Unit 1.

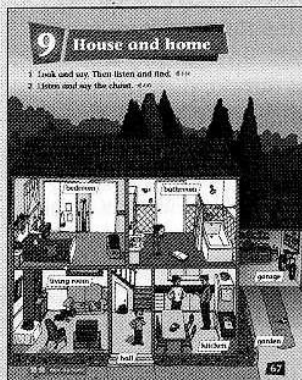
9

House and home

Lesson 1

■ = Words ● = Song / chant

Introducing vocabulary



CB page 67

Objectives

- Become familiar with house vocabulary
- Get to know more about the characters
- Join in a finger rhyme

Core language

House vocabulary: *bedroom, bathroom, hall, living room, kitchen, garage, garden*

Review of language used so far

Other language

Knock, knock, knock; hide; Look inside; You're in there!

Materials

Norton; Fixit Game poster; House flashcards (*bedroom, bathroom, hall, living room, kitchen, garage, garden*); Flashcards from previous units (*jacket, bike, teddy, ball, and car* – NB/ flashcards for *bike* and *teddy* are on the reverse of the house flashcards); Bookmark; CD 2; House picture cards (PMB p36) – one photocopied set per pupil; House word cards (PMB p37) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Unit overview

- Talk to the pupils about houses. Ask them if they know any words in English for rooms in a house or things in them. Ask them what words they would like to learn.
- Ask them to look through Unit 9 in their Class Books. Talk with them about the unit, and quickly write the different topics and activities on the board, relating them to the sections on the poster:
Words – parts of a house
Chant – *Knock, knock, knock*
Story – *Norton's missing!*
Sentences – *Where's ...? He's / she's in the ...*
Song – *We're in the kitchen, washing up*
Words – places in a town

- Remind the pupils that at the end of the unit they will use the poster to play a game to see how much they have remembered.

Introduce new vocabulary see p18

- Use the house flashcards to teach the new vocabulary.
- Ask the pupils about their favourite rooms: *What's your favourite room?*
- Practise in chorus then let the pupils ask each other in pairs.

CB p67 Activity 1 Look and say. Then listen and find.

- Ask the pupils to look at the picture.
- Ask them who they can see and what they are doing.
- Ask them to find and say all the new house vocabulary in the picture.
- Ask them if they ever lose their things (e.g. *school bags, toys, hats, shoes*) and how they find what they lose: *Who do you ask? Who helps you?*
- Using the flashcards from previous units check that pupils remember *jacket, bike, teddy, ball, and car*. (The flashcards for *bike* and *teddy* are on the reverse of the house flashcards, so if you have covered these for this unit, you may prefer to quickly draw pictures on the board.)
- Ask the pupils to point to these items in the picture.
- Tell them that all the characters have lost something, and are asking Mum where it is.
- Play the first dialogue.
- Ask the pupils what Flo has lost (her jacket and bag), and which rooms Mum says they are in: *Where's Flo's (jacket)?*
- Tell them to use their bookmarks to find the objects.
- Continue with the other dialogues, pausing after each one to check the pupils have found the objects.

2.32

Flo: Mum!
Flo's Mum: Yes, Flo?
Flo: Where's my jacket?
Flo's Mum: It's in the living room.
Flo: And where's my bag?
Flo's Mum: It's in the hall.
Fred: Mum! Where's my bike?
Flo's Mum: It's in the garage, Fred.
Fred: Thank you! And where's my ball?
Flo's Mum: It's in the garden.
Flo's Dad: Where's my book?
Flo's Mum: It's in the bathroom.
Flo's Dad: Oh, thanks!
Titch: Mum!
Flo's Mum: Yes, Titch?
Titch: Where's my teddy?
Flo's Mum: Er ... it's in your bedroom.
Titch: And where's my car?
Flo's Mum: It's here. It's in the kitchen!
Flo's Mum: Now, where's my hat?
Flo's Dad: It's on your head!
Flo's Mum: Oh!

CB p67 Activity 2 Listen and say the chant.

- Tell pupils they are going to learn a chant about rooms in the house.
- Play the chant through once.

2.33

Knock, knock, knock,
Run and hide,
Knock, knock, knock,
Look inside.
Bathroom, bedroom, kitchen, where?
Living room, garage ...
You're in there!

- Tell pupils that they are going to use the chant to play a finger game.

- Explain the vocabulary, and teach the actions.

Knock, knock, knock – knock on the desk.

Run and hide – put your fingertips together.



(Explain that the closed hands represent a house, where someone's hiding.)

Bathroom, bedroom, kitchen, where? Living room, garage ... – open each pair of fingers quickly and close them again.



(Explain that each pair of fingers represents a room – they pause on *where?* and don't open any fingers.)

- Play or say the chant again, and do the actions to demonstrate.
- Ask pupils to say the chant with you. Repeat it several times without the actions so that pupils can learn the words.
- Then ask two pupils to help you show the rest of the class how to play the action game:
- Pupil A knocks on the desk and says *Knock, knock, knock*.
- Pupil B puts fingertips together and says *Run and hide*.
- Pupil B turns around so the other pupil can't see and marks one of his / her fingers, e.g. by using a coloured pen or sticking one by one quickly as they say the rooms. Pupil A tries to see the marked finger.
- Pupil A knocks on the desk again and says *Knock, knock, knock*.
- Pupil B says *Look inside*.
- Together they say *Bathroom, bedroom, kitchen, where? Living room, garage ...* Pupil B separates and rejoins his / her fingertips one by one quickly as they say the rooms. Pupil A tries to see the marked finger.
- Pupil A says *You're in there!* and points to the finger where the mark is.

- If Pupil A is right, they change roles.
- Let all the pupils practise the actions and say the words.
- Play the rhyme again and encourage them to do the actions.
- Once the pupils are clear about the actions let them listen to the rhyme again and play the game in pairs.

PMB pp36–37 Make the picture / word cards

- Give out the photocopies of the house picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- They can use them to play a game of *Snap* (p19) with Norton. (Norton can use the flashcards and say the words as he takes them out of the kit.)
- Let the pupils cut out the word cards and match them with the picture cards.

Lesson 2 ■ = Words**Practising vocabulary**

AB page 66



AB page 67

Objectives

- Review house vocabulary
- Listen and identify house vocabulary
- Listen and follow instructions

Core language

Review of

- house vocabulary
- language used so far

Materials

Norton; CD 2; House flashcards (x7); House text cards; PMB house picture cards; PMB house word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Say the finger rhyme

- Say the finger rhyme from Lesson 1 (Listening 2.33) again and do the actions.

Match the words

- Let Norton take the house flashcards out of the kit one by one (without showing the pupils), saying the beginning of each word as he looks at the card.
- Ask the pupils to guess each room.
- Put the flashcards on the board.

- Let Norton take out the text cards and read them, focusing again on the initial sounds.
- Ask the pupils to put the text cards next to the flashcards on the board.

AB p66 Activity 1 Listen and colour.

- Talk to the pupils about the four rooms at the top of the page.
- Ask them to tell you what rooms they are, and what they can see in them.
- Ask the pupils about their bedrooms at home: *What colour is your bedroom? Is it big or small?*
- Ask about the other rooms in their house: *What colour is your (kitchen)?*
- Tell them to listen carefully and put a dot of colour (on the walls and floor) in the room, according to what they hear on the recording.
- They can complete the colouring when they finish listening.
- Explain that describing a room as one colour means that most things in the room, e.g. the walls, carpets, and curtains are this one colour. The other things in the room can be different colours.

2.34

- Child 1: What colour is the bathroom?
 Child 2: It's blue.
- Child 1: What colour is the kitchen?
 Child 2: It's yellow.
- Child 1: What colour is the living room?
 Child 2: It's green.
- Child 1: What colour is the bedroom?
 Child 2: It's orange.

AB p66 Activity 2 Listen and draw the route.

- Ask pupils to look at the picture. Ask what they think is happening.
- Ask if they can see the dog and cat at the top right of the picture.
- Explain that the dog is chasing the cat around the house.
- Ask pupils to look at what has been knocked over, and to guess which rooms the animals might have been through.
- Tell pupils that they are going to hear where the dog and cat go. They have to listen carefully and draw a line (from *Start here*) to show the route they take.
- Play the CD, and ask pupils to first trace the route with their fingers.
- Play the CD again, pausing after each room to give the pupils time to draw the route.

2.35

- Woman: Where's the dog? And the cat?
 Man: In the garden.
 No, in the kitchen ...
 In the living room ...
 In the hall ...
 In the bathroom ...
 In the garden ...
 In the bedroom ...
 In the hall ...
 In the garden ...
 In the garage ...
 Woman: No, in the garden!

- When they finish let the pupils look at one another's books.
- Ask them to tell Norton what rooms the cat and dog run through:
 Norton: *So, the cat's in the kitchen ... and the dog ... and now they're in ...*
 Pupils: *the living room ... and in the hall.*
- Optional extension: Confident pupils could dictate a new route for others to follow through the house with their fingers. Start by asking *Where's the dog? And the cat?* And then let them continue *In the ..., etc.*

AB p67 Activity 3 Where is it? Find. Then match.

- Talk about the pictures with the pupils.
- Ask them to identify the items at the top of the page and find each item in the house: *Where's the (T-shirt)?*
- Pupils should answer *In the (garden).*
- Do one example with the whole class and ask the pupils to continue in pairs.
- When they have found all the items, ask them to match each small picture to the appropriate place word by drawing a line.
- Check the answers by asking the class to say them in chorus:
 Teacher: *Where's the fizzy drink?*
 Pupils: *In the hall, etc.*
- Fast finishers can ask and answer in pairs about other items in the house, e.g. *Where's the (cake)? In the (kitchen).*

Answers: fizzy drink – hall; teddy – living room; train – bathroom; ball – garage; hat – bedroom; dog – kitchen; T-shirt – garden

Play a dictation game

- Give out the PMB picture cards and word cards.
- Ask pupils to quickly look back at Activity Book page 66, and then close their books again.
- Tell them they are going to hear a new route for the cat and dog. They should listen carefully and put their PMB picture cards in the order they hear.
- 'Dictate' a new route for the cat and dog, pausing to let pupils find the cards for each room.
- When they finish ask the pupils to tell you the new route.
- They can then match their word cards to the picture cards in the new route.

Lesson 3 = Story

Story



CB page 68

Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Find details in a picture
- Practise story language

Core language

He's in the (kitchen).

Review of

- house vocabulary
- language used so far

Other language

missing; It's time to ...; Look at that!

Materials

Norton; CD 2; House flashcards (x7)



CB page 69

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Say the finger rhyme

- Say the finger rhyme from Lesson 1 (Listening 2.33) again and do the actions.

CB pp68-69 Activity 3 Story

- Before this activity hide Norton somewhere in the classroom.
- Let the pupils look at the pictures. Ask them to name all the characters they can see and say where they are: *Where's Fred? Where's Mr Fixit now?*
- Ask them to predict what the story is about: *What's Fred eating? Who's missing? Who's in the kit?*
- Summarize their predictions: *There are feathers here. Mr Fixit is squeezing it too tightly. Mr Fixit thinks it's Norton because it's blue. There's a bee.*
- Play the CD. Practise 'good listening' and use your 'silence signal'.

2.36

- [1] Narrator: Mr Fixit can't find Norton.
Mr Fixit: Norton's missing! Is he here?
Titch: Let's look.
- [2] Narrator: Everyone looks for Norton. They look in the kitchen.
Mr Fixit: Look. He's in the kitchen.
- [3] Mum: That's not Norton!
Mr Fixit: Oh dear!
- [4] Narrator: They look in the bathroom.
Mr Fixit: Look. He's in the bathroom.
- [5] Fred: That's not Norton!
Mr Fixit: Oh no!
- [6] Narrator: They look in the garden.
Titch: I can see Norton in the garden! Look!
- [7] Mr Fixit: NO!
Where IS Norton?
Fred and Titch: Oh, Mr Fixit, quick, quick, quick! It's time to look inside your kit!
- [8] Narrator: Mr Fixit opens the kit and ...
Mr Fixit: Oh look at that!
Norton's in the kit.
Titch: Norton's got a living room too!

- Talk about the story and the pupils' predictions.
- Talk about the characters and what they are doing in each frame.
- Teach the rhyme: *Oh, Mr Fixit, quick, quick, quick! It's time to look inside your kit!*
- Teach some actions, e.g. *Oh, Mr Fixit, quick quick quick! ...* – beckon with your hand to come quickly; *It's time to look inside your kit!* – point to the kit in the classroom, or mime opening the lid of the kit.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

Find Norton!

- Put the house flashcards around the classroom where pupils can see them.
- Ask the pupils to pretend that the space near the flashcard is that part of the house.
- Then tell the pupils that Norton is missing again!
- Let the pupils look for him in the classroom.
- Use the story language to check where Norton is: *Where's Norton? Is Norton in the hall?*

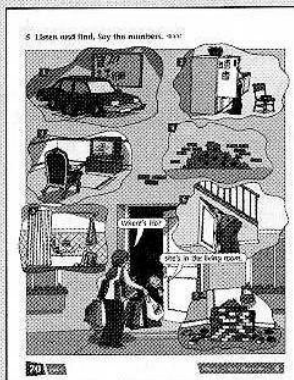
CB p69 Activity 4 Find and say.

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story? That's right, it's here – frame (5).*
- Explain that they have to look back through the story, find the same pictures, and then say what each character is saying in that frame.
- Give the pupils a few minutes to find the pictures and say the words quietly to themselves.
- Go through the answers with the class.
- Encourage the whole class to join in and practise in chorus.

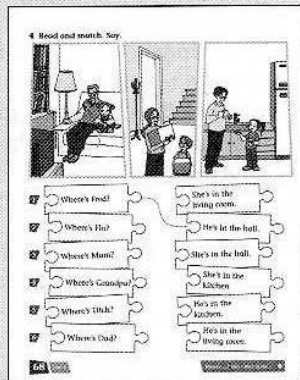
Answers: 1 Fred (frame 5): 'That's not Norton!' 2 Titch (frame 1): 'Let's look.' 3 Titch (frame 6): 'I can see Norton in the garden. Look!' 4 Mr Fixit (frame 1): 'Norton's missing! Is he here?' 5 Mr Fixit (frame 7): 'NO! Where IS Norton?' 6 Mr Fixit (frame 4): 'Look. He's in the bathroom.'

Lesson 4 ◆ = Sentences

Language focus



CB page 70



AB page 68

Objectives

- Review use of pronouns *he* and *she*
- Review use of *in the (kitchen)*
- Listen and identify house vocabulary
- Personalize familiar language through dramatic play

Core language

He's / She's in the (kitchen).

Review of

- house vocabulary
- language used so far

Materials

Norton; House flashcards (x7); CD 2; Character flashcards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Play a game with the house flashcards, e.g. *True or not true?* (p18).

CB p70 Activity 5 Listen and find. Say the numbers.

- Look at the pictures with the pupils.
- Check the pupils understand that *Mum* needs some help quickly: *Mum's got a lot of shopping.*
- Ask the pupils to look at the pictures and try to guess where all the characters are: *Where's Dad? Is he in the garage?*
- Tell pupils they are going to listen to a dialogue between Mum and Titch, and that they will find out where everyone is. Ask them to say the number of each room mentioned.
- Play the recording and get them to check their guesses (the answers are given in square brackets).

2.37

Mum: Titch! I need some help.
Titch: I'm here, Mum.
Mum: Where's Flo?
Titch: She's in the living room. [3]
Mum: Where's Fred?
Titch: He's in my bedroom. [7]

Mum: Where's Dad?
Titch: He's in the kitchen. [2]
Mum: Where's Grandma?
Titch: She's in the bathroom. [5]
Mum: Where's Mr Fixit?
Titch: He's in the garage. [1]
Mum: Where's Norton?
Titch: He's in the garden. [4]
Mum: Where's Grandpa?
Titch: He's in the hall. [6]
Mum: Oh no!

Core language focus

- Ask again where the characters are in Class Book page 70, Activity 5.
- Rephrase the pupils' answers using *He* and *She* as appropriate, e.g.
Teacher: *Where's Flo?*
Pupils: *In the living room.*
Teacher: *Yes, that's right. She's in the living room.*
- Make it clear to the pupils that when we talk about men and boys we say *he*, and when we talk about women and girls we say *she*.
- Stick the house flashcards on the board and show the pupils the character flashcards.
- Let the pupils use the pictures in their Class Book to tell you where to put the characters: *Where's Fred?*
- Encourage them to answer with the appropriate pronoun: *He's in the bedroom.*
- Stick each character flashcard next to the appropriate room flashcard.
- Turn the room flashcards over.
- Ask the pupils if they remember where the characters are.
- Ask the same questions again: *Where's Flo?*

AB p68 Activity 4 Read and match. Say.

- Before doing this activity check your class are clear about the pronoun distinction.
- Explain to the pupils that they have to look and see what rooms the characters are in.
- They should read each question and match it to the appropriate answer.
- Go through the answers with the class, and encourage them to say them in chorus.

Answers: 1 He's in the hall. 2 She's in the kitchen. 3 She's in the hall. 4 He's in the living room. 5 She's in the living room. 6 He's in the kitchen.

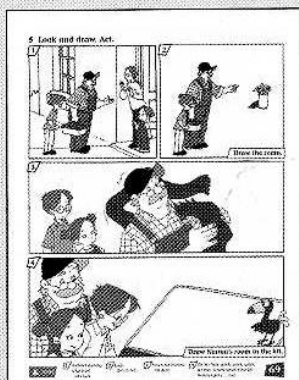
Mime game

- Ask pupils to come up to the front of the class one at a time.
- They should take a house flashcard out of the kit and look at it with you.
- You can help the pupil decide on a mime to show what room he / she is in.
- Remind them that they shouldn't say anything, just mime.
- Ask the rest of the class to tell you where the pupil is: *Where's (name)? She's in the bedroom.*

Lesson 5

▲ = Story ■ = Words

Parallel story



AB page 69

Objectives

- Review house vocabulary and language used so far
- Join in retelling the story
- Create an alternative story
- Participate in acting out a story
- Identify and write house words

Core language

Review of

- house vocabulary
- language used so far

Materials

Norton; CD 2; Character flashcards; Story Frames Book; PMB house picture cards; PMB house word cards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Say the story rhyme

- Ask the pupils if they can remember the rhyme from the story. Encourage them to say it and do the actions:
Oh, Mr Fixit, quick, quick, quick! It's time to look inside your kit!

Memory game

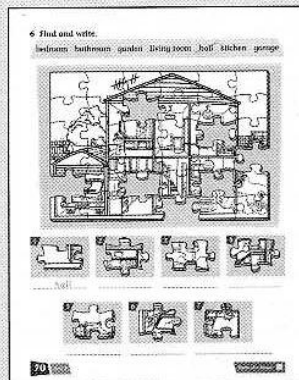
- Use Norton to take out the character flashcards.
- Ask the pupils to tell you anything the characters say in the story.
- Practise the phrases in chorus.

Retell the story

- Use the Story Frames Book to retell the story. (If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.)
- Encourage the pupils to join in and tell you what they remember. When retelling the story,
 - start with what the pupils know: *Who's missing? Where's Mr Fixit?*
 - continue with a summary of each picture, prompting and encouraging the pupils to join in: *Mr Fixit's got his kit. Titch is saying 'I can see Norton.'*
 - be ready to recast words and phrases that the pupils contribute in L1: *There are lots of feathers on the ground.*

AB p69 Activity 5 Look and draw. Act.

- Look at the pictures with the pupils.



AB page 70

- Explain that they are going to complete the pictures to make their own version of the story.
- Ask the pupils to tell you the differences they can see between this version and the Class Book story (Mr Fixit thinks he has found Norton, but it is just a scarf, whose fringe looks like Norton's wings, etc.)
- Ask them to tell you who they can see in each picture, and what the characters might be saying.
- Ask them what they could draw in each picture to complete the story.

Frame 1: (Nothing to draw.)

Frame 2: Pupils draw some furniture to show which room Mr Fixit is looking in.

Frame 3: (Nothing to draw.)

Frame 4: Pupils draw some furniture to show which 'room' the kit is for Norton.

- When pupils have understood what they have to do, let them complete the pictures. Fast finishers can colour them.

Practise the story language

- When the pupils have finished their pictures, practise the language that they will need in order to act out the stories.

Frame 1: Mr Fixit: *Norton's missing. Is he here?*
Titch: *Let's look.*

Frame 2: Mr Fixit: *Look. He's in the ... (name of room).*

Frame 3: Fred: *That's not Norton!*
Mr Fixit: *Oh dear!*

Frame 4: All (the rhyme): *Oh, Mr Fixit, quick, quick, quick! It's time to look inside your kit!*
Mr Fixit: *Oh, look at that! Norton's in the kit.*
Titch: *Norton's got a ... (name of room) too!*

- Say the lines and ask the pupils to repeat them after you.
- Say the rhyme together (frame 4).

Act out a story

- Choose one of the pupils' stories to act out.
- Ask five pupils to come to the front of the class (including your chosen child). Allocate the parts (Mr Fixit, Titch, Fred, and Mum and Norton – these last two are non-speaking parts, except for the rhyme).
- Encourage the group to act out the story for the class.
- The whole class can join in with the rhyme.
- Offer as much support as the pupils need, and let them act it out a second time if they need to. Tell them not to worry if they make mistakes.
- You might like to repeat the acting out with a different pupil's story, or with a different group of pupils.

Play a game

- Give out the PMB house picture cards and word cards.
- Ask pupils to revise the words by matching them together once, and to then play a game in pairs, e.g. *What's missing?* (p19).

AB p70 Activity 6 Find and write.

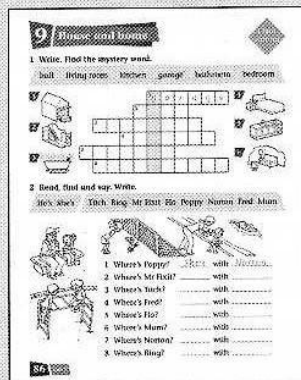
- Talk about the jigsaw picture with the pupils.
- Let them answer questions: *Which rooms can you see? What's this room?*

- Ask the pupils to say the room each piece comes from.
- Tell them to find the word for the room in the word bank, and write it under the jigsaw piece.

Answers: 1 hall 2 bathroom 3 living room 4 kitchen
5 bedroom 6 garage 7 garden

Lesson 5a (optional)

Writing ■ = Words



AB page 86

Objectives

- Identify and write house words in a crossword
- Identify characters and use *he* and *she* appropriately
- Write sentences

Core language

Review of

- house vocabulary
- language used so far

Materials

Norton; PMB house picture cards; PMB house word cards; House flashcards (x7); Character flashcards; Family flashcards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use some sets of the pupils' PMB house picture cards and word cards to play *Whispers* (p19).

AB p86 Activity 1 Write. Find the mystery words.

- Show the pupils the crossword.
- Remind them of the crossword they did in Unit 8.
- Make sure they understand that the pictures are the clues and that the words are written across the boxes: Look at picture number one. Yes, it's a garage. So, the first letter of 'garage' – 'g' – goes in the box with '1' on it.
- Explain that there is a mystery word written down the middle in the shaded boxes: The mystery word also starts with 'g'.
- Ask pupils to complete the crossword and reveal the mystery word.
- The pupils can use the word bank to check the spelling of the words.

- When the pupils have finished let Norton use the flashcards and do the crossword on the board.
- Ask the pupils to help him by telling him what to write.

Answers: 1 garage 2 hall 3 bathroom 4 bedroom 5 kitchen
6 living room

The mystery word is *garden*.

AB p86 Activity 2 Read, find and say. Write.

- Talk to the pupils about the picture.
- Ask them to tell you which characters are together: Who's this? Titch, and she's with Mum.
- Focus on the use of *he* and *she* as you talk about the pictures.
- Explain that they should read the questions and answer them saying *He's* or *She's* for the character they are asked about.
- They should then write *He's* or *She's* and the other character's name in the spaces.
- Check the answers with the class. Let some pupils ask the questions, for other pupils to read out the answers.

Answers: 1 She's with Norton. 2 He's with Flo. 3 She's with Mum. 4 He's with Bing. 5 She's with Mr Fixit. 6 She's with Titch. 7 He's with Poppy. 8 He's with Fred.

Play a game

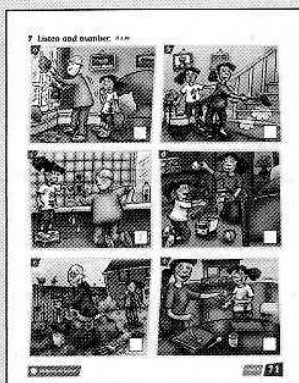
- Let the pupils use the character, family, and house flashcards to play a game of *Pass the ball* (p19).
- In this variation, when the music stops let the pupils pick two flashcards, i.e. one character or family flashcard and a house flashcard.
- Ask the pupil to say who the character is and where he or she is: *This is Grandma. She's in the living room.*
- If using the aunt, uncle, and cousin flashcards, encourage pupils to use the person's name as well, i.e. *This is Aunt Sue, This is Uncle Mike, This is cousin Dan, This is cousin Rosa.*
- If some pupils are worried or don't feel confident doing this, let them show the cards to the rest of the class and ask them to say who it is and where he / she is.

Lesson 6 ● = Song / chant

Learning for life



CB page 71



AB page 71

Objectives

- Review vocabulary and language of the unit
- Join in a song
- Learn about helping around the house

Core language

Review of

- house vocabulary
- vocabulary from previous units
- language used so far

Other language

We're ... washing up / tidying up / cleaning up; Everything is tidy; Can I help?

Materials

Norton; CD 2; Fixit Game poster; House flashcards (x7); House text cards; Character flashcards

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Say the finger rhyme

- Say the finger rhyme from Lesson 1 (Listening 2.33) again and do the actions.

Mid-unit review

- Use the poster and the Class Book to remind pupils of all the activities and language done so far in this unit. Praise them for their progress so far.

Review vocabulary (categorizing)

- If possible, arrange the pupils around the board. Use the house flashcards and text cards to do a categorizing activity.
- Ask the pupils to categorize the flashcards and text cards in different ways, e.g. upstairs; downstairs; outside; the rooms you go through from the beginning of the day till it's time to go to school; easy to remember and harder to remember.
- Organize the cards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the cards according to what they say.

CB p71 Activity 6 Listen and sing the song.

- Ask the pupils if they help around the house.

- Talk about the things they can do: *tidy your toys, collect things, make piles, put them in cupboards, etc.*
- Remind them of what it means to share, and that if everyone lives in the house everyone should do some of the chores.
- Point out that sharing work means more free time for all.
- Look at the pictures and ask pupils to find the kitchen, the bedroom, the bathroom, and the living room.
- Talk about what the children are doing in each of the pictures: *He's (washing up). She's (tidying up in the bedroom).*
- Be ready to recast any comments your class make about the children helping in the house: *She's drying the dishes. He's standing on a chair.*
- Tell the pupils they are going to learn a song about working together at home and having more time to play together.
- Play the song and ask the pupils to point to the pictures as they listen to each verse.

2.38

(Tune: 'Skip to my Loo')

We're in the kitchen, washing up,
We're in the kitchen, washing up,
We're in the kitchen, washing up,
Washing up together!

We're in the bedroom, tidying up,
We're in the bedroom, tidying up,
We're in the bedroom, tidying up,
Tidying up together!

We're in the bathroom, cleaning up,
We're in the bathroom, cleaning up,
We're in the bathroom, cleaning up,
Cleaning up together!

Everything is tidy. We can play
Everything is tidy. We can play
Everything is tidy. We can play
We can play together!

- Ask the pupils what actions they could do for each verse: *What can you do in the (kitchen)?*

- Choose suitable actions that everyone can do together, e.g.

washing up – pretend your left hand is a plate and wash it with your right hand;

tidying up – put one hand above the other (and repeat) to mime piling things up;

cleaning up – move your right hand in the air as if polishing e.g. a mirror;

we can play – wave hands happily.

- Play the song again and encourage the pupils to join in and do the appropriate actions.

AB p71 Activity 7 Listen and number.

- Look at the pictures and talk about what the pupils can see.
- Explain that they are going to listen to the girl offering to help her parents in the house and garden.
- Tell them to listen and identify the picture that goes with each dialogue. Explain that they will use the sound effects for this.
- They should write the number next to each picture.

2.39

- 1 (sound of someone wiping a bath clean)
Girl: Dad, can I help?
Dad: Yes, please. Here you are.
- 2 (sound of someone digging)
Girl: Dad, can I help?
Dad: Yes, please. Here you are.
- 3 (sound of someone laying the table)
Girl: Mum, can I help?
Mum: Yes, please. Here you are.
- 4 (sound of cleaning windows)
Girl: Dad, can I help?
Dad: Yes, please. Here you are.
- 5 (sound of toys being tidied up)
Girl: Mum, can I help?
Mum: Yes, please. Here you are.
- 6 (sound of vacuuming)
Girl: Mum, can I help?
Mum: Yes, please. Here you are.

- When they finish let Norton call out the numbers.
- Ask the pupils to tell Norton where the girl is.

Answers: 1 bathroom (c) 2 garden (e) 3 kitchen (f)
4 living room (a) 5 bedroom (d) 6 hall (b)

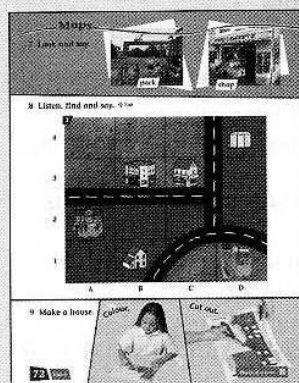
Play a game

- Use the house flashcards from this unit and the character flashcards.
- Put the character flashcards on the board. Arrange the house flashcards under the character flashcards, face down.
- Ask the pupils to guess where each character is:
Teacher: *Where's (Flo)?*
Pupils: *She's in the (garden).*
- When they guess correctly turn the house card face up.

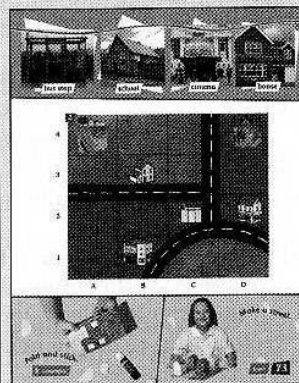
Lesson 7

■ = Words ▢ = Other subjects

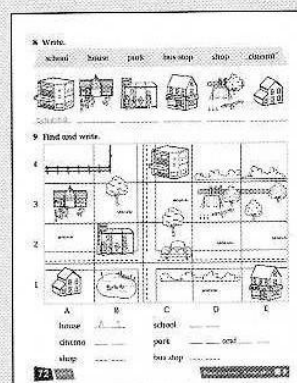
Learning through English



CB page 72



CB page 73



AB page 72

Objectives

- Become familiar with town vocabulary
- Make a grid map
- Identify places on a grid map
- Listen and find differences

Core language

Town vocabulary: *house, school, bus stop, shop, park, cinema*

Names of alphabet letters: *A, B, C, D*

Review of

- house vocabulary
- language used so far

Materials

Norton; Town flashcards (*house, school, bus stop, shop, park, cinema*); Town text cards; Flashcards for *Bing, boy, bathroom*; Bookmark; CD 2; Town picture cards (PMB p36) – one photocopied set per pupil; Town word cards (PMB p37) – one photocopied set per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce new vocabulary see p18

- Introduce the new vocabulary using Norton and the flashcards.
- Ask the pupils about the towns where they live.
- Ask what else there is in their towns besides houses.

- Let Norton take the text cards out of the kit and read them.
- As he reads each one, ask the pupils to put the word next to the matching flashcard.

Names of four letters A, B, C, and D

- Remind the pupils of the sounds of letters.
- Use the word *bus* as an example.
- Ask them if they can remember any other words that start with the same sound.
- If they need help recalling words use the flashcards for *Bing, boy, bathroom*.
- Explain that the letters in English have names (i.e. the alphabet). So, the sound at the beginning of *boy* is /b/ but the letter is called *b* /bi:/.
- Explain that to do the next activity they need to know four letter names.
- Teach them the names:
 - A /ei/
 - B /bi:/
 - C /si:/
 - D /di:/
- Tell them they will learn the English names of the other letters in Class Book 2.

Make a grid map

- Draw a four by four grid on the board with squares big enough for flashcards.
- Label the base A, B, C, D and the left side 1, 2, 3, 4.
- Explain how to name the squares on the grid.
- Start by showing the pupils how to find A2. Use English as much as possible, and demonstrate as you talk: *Start at letter A and move up to square 2.*
- Write the reference A2 in the grid, and repeat with other squares.
- Ask for volunteers to come and help you name the squares.
- Be ready to recast as pupils check with you: *Yes, start at C and move up to square 4. That's C4.*
- When the pupils are clear about the grid references, rub out the writing in the squares.
- Ask them to listen to your instructions and show you where to stick the town flashcards on the grid: *Put the house in (B3).*
- When you have used all the flashcards point out that you have made a little map.

CB pp72-73 Activity 7 Look and say.

- Look at the six photos at the top and ask the pupils to tell you about the places and things that are in each one: *What's this? How many (windows) can you see? What's in the shop? Is it a big house?*
- Ask them to find each of the places with their bookmark and say the name.

CB pp72-73 Activity 8 Listen, find and say.

- Look at the two grid maps with the pupils.
- Make sure the pupils see that the same items are on both maps, but the items are in different places.
- Ask the pupils to find one difference and tell you how it is different:

Teacher: *Tell me about the (house). Where is it in map 1?*
 Pupils: *It's in (B1).*

- Tell the pupils to listen carefully and find the places on both maps.
- Play the recording for picture 1. Pause after each question to let pupils find the reference, and tell you what it is.
- Play the recording for picture 2. Pause after each question to let the pupils find the square, and tell you what's there.

1.40

Look at picture 1.
 Where's the school?
 Where's the park?
 Where's the shop?
 Where's the house?
 Where's the cinema?
 Where's the bus stop?

Look at picture 2.
 What's in square B3?
 What's in square D4?
 What's in square C2?
 What's in square A4?
 What's in square B1?
 What's in square D2?

Answers: (picture 1) the school = A2, the park = D1, the shop = C3, the house = B1, the cinema = B3, the bus stop = D4;
 (picture 2) B3 = the house, D4 = the school, C2 = the bus stop, A4 = the park, B1 = the cinema, D2 = the shop

PMB pp36-37 Make the picture / word cards

- Give out the photocopies of the town picture cards and word cards.
- Let the pupils colour and cut out the picture cards.
- Let them cut out the word cards and match them with the picture cards.
- They can use the cards to play a game of class *Snap* (p19) with Norton.

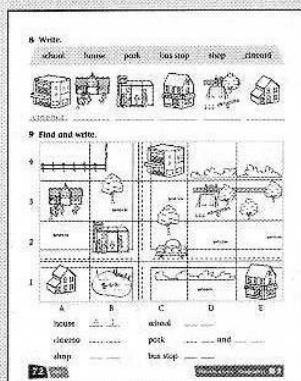
AB p72 Activity 8 Write.

- Talk about each of the pictures.
- Ask the pupils to match the words and the pictures.
- When they finish, put the town flashcards on the board in the same order as in the activity.
- Let Norton read the text cards one by one.
- Ask the pupils to tell Norton where to put the text cards.

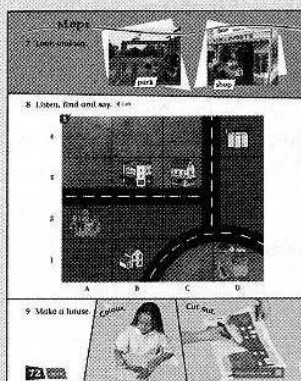
Answers: (from left to right) cinema, school, bus stop, shop, park, house

Lesson 8 = Other subjects

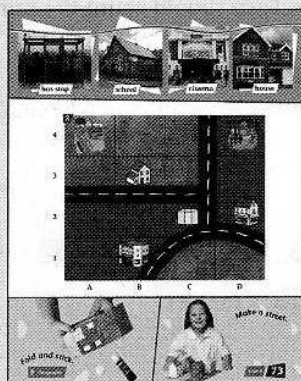
Learning through English



AB page 72



CB page 72



CB page 73

Objectives

- Review house and town vocabulary
- Make a house
- Practise ordering and sequencing work

Core language

Review of

- house vocabulary
- town vocabulary
- language used so far

Materials

Norton; Town flashcards (x6); Town text cards; 'Make a house' (PMB p38) – one photocopy per pupil, and a completed example; Scissors; Glue

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Play a game with the town flashcards and text cards, e.g. *Memory* (p19).

AB p72 Activity 9 Find and write.

- Look at the items in the grid.
- Ask the pupils to tell you where each item is: *Where's the (bus stop)?*
- Remind them how to find the references if they are having difficulties.

- Ask the pupils to write the grid references next to the words.

Answers: house = A1, cinema = C4, shop = E1, school = A3, park = D3 and E3, bus stop = B2

PMB p38 CB p72 Activity 9 Make a house.

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the child in the photos is making, and what the different stages are.
- Explain that they are going to make a house. Show them your completed example if you have made one. Talk about different parts of the house, e.g. *the roof, door, windows, walls*.
- Give each pupil a PMB photocopy, scissors, and glue.
- Go through the stages with the pupils (demonstrate as you do so):

1 They colour and cut out the house: *Colour your house and cut it out very carefully.*

2 They fold the house and stick it together: *Fold the walls and the roof like this. Stick it with some glue.*

3 They make a street: *Let's put all the houses together to make a street. Show me your house.*

- Help the pupils think of things to add to the houses and the finished street. For example, they could:

- draw some curtains or blinds;
- write a house number on the front door;
- put people in the houses, i.e. draw someone at the door or at the windows;
- add some trees, e.g. recycled cardboard rolls with tissue paper leaves;
- add some toy vehicles, e.g. cars, trucks, etc.

- While the pupils are making their houses you can talk about their individual work. Recognize and praise their efforts: *That's good. Cut it out slowly. What colour is the door? Good folding! Well done!*

- When they finish they can point to their house, and talk about colours, numbers of people, windows, the family or people in their house.

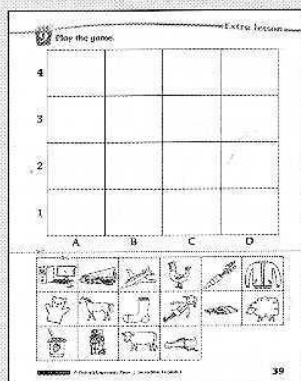
- Fast finishers can colour the pictures on Activity Book p72.

Sing a song

- Ask the pupils to choose a song they would like to sing.

Lesson 8a (optional)

Learning through English (Extension)



PMB page 39

Objectives

- Review English pupils are now familiar with
- Practise grid referencing
- Play a matching game with grid references

Core language

Where's the house?

It's in B4.

Review of

- house vocabulary
- town vocabulary
- language from other units

Materials

Norton; House flashcards (x7); House text cards; Town flashcards (x6); Town text cards 'Play the game' (PMB p39) – one photocopy per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use the house and town flashcards and text cards to play a game, e.g. *What's missing?* (p19).

PMB p39 Play the game.

- Give the pupils the photocopies of the pictures and the grid.
- Explain that they have to colour and cut out the pictures, and cut out the grid.
- Ask the pupils to talk about where they can put the pictures on their grid.
- Tell the pupils to work in pairs and to put a divider between them, e.g. use a book or a card.
- Pupil A puts each picture in a square (without Pupil B seeing).
- Pupil B then asks questions to find out where the items are: *Where's the (carrot)?*
- Pupil A responds, e.g. A3.
- Pupil B then puts the picture in the same square in his or her own grid.
- When they finish they should take down the divider and check that both grids are exactly the same.

- Optional extension: Pupils could play a version of *Battleships*. They each place all the items on their grids (using the divider so their partner can't see). They then take it in turns to say a square, e.g. C4. If their partner has an item in that square, they say *Yes! A carrot* and take the item out of the grid (or turn it over). The winner is the first one to find all their partner's items.

Play Match and count

- Tell the pupils they are going to play a game with Norton.
- Ask the pupils to place their pictures anywhere they like on their grid.
- When they have put all their pictures in place tell them that Norton is going to call out the grid references for his pictures: *The shop is in A4.*
- Tell pupils to call out *Match!* when they have a picture in the same place as Norton, and to turn their picture over.
- They should count the number of matches they have at the end of the game.

Play a game

- Use some of the vocabulary sets from previous units, e.g. food and drink, toys, animals and play *A very long sentence* (p18).

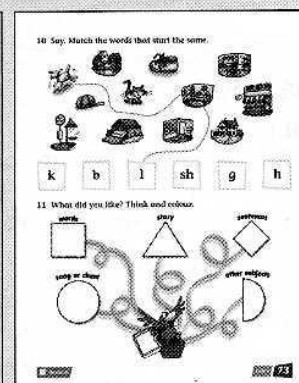
Lesson 9

■ = Words

Revision



CB page 74



AB page 73

Objectives

- Revise the language of the unit
- Participate in a game using all the vocabulary sets
- Practise pronunciation of initial sounds

Core language

bus stop, bathroom /b/

garage, garden /g/

house, hat /h/

kitchen, kitten /k/

living room, lamb /l/

shop, shoe /ʃ/

Review of

- house vocabulary
- town vocabulary
- language used in this unit
- previous vocabulary sets

Materials

Norton; Selected flashcards from different units (one from each of nine different vocabulary sets)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

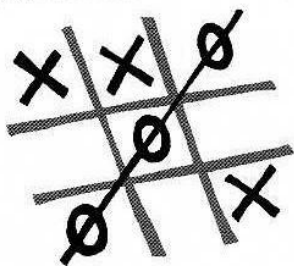
- Sing the *We're in the kitchen* song (Class Book p71, Listening 2.38) again.

CB p74 Activity 10 Say more words in each set.

- Look at the page with the pupils, and ask them to tell you what's in the photos.
- Ask them to name as many other things as they can from the same vocabulary sets.

Play Noughts and crosses

- Make a grid three by three on the board making it large enough to place flashcards in it.
- Demonstrate the game of *Noughts and crosses* by using Norton as a partner, and playing a game with him while the pupils watch.



- Explain that one person draws circles (*noughts*) and the other person draws crosses: *So, I draw noughts, and Norton draws crosses.*
- The players take it in turns to draw one of their symbols in the grid: *We take it in turns to draw our symbols in the grid.*
- The aim is to get three symbols in a row before your partner does: *I want to get a row of noughts before Norton gets a row of crosses!*
- Make sure pupils understand that you need to get three symbols in a row to win, and that these can be vertically, horizontally, or diagonally: *You can make a row here, here, or here.*
- When you have finished playing, clean the grid and stick nine flashcards from nine different vocabulary sets on the board.
- Organize the pupils into two groups.
- Explain that one group is 'noughts' and the other group is 'crosses'.
- The groups take turns to choose a square, and say another word from that set.
- When the group says the new word from the set, take the card away and put a O (*nought*) or X (*cross*) on the grid.

AB p73 Activity 10 Say. Match the words that start the same.

- Ask the pupils to look at the pictures and to say the words quietly to themselves. Go through the words with the class.
- Ask them to match the pictures with the same initial sounds by drawing a line between them. They should use a different coloured line for each pair of pictures.
- If you prefer, you can match the pictures first as a whole-class activity using the rhyme *Play the game*.

Play the game. Say a word that starts the same as ... (see p49).

- Ask the pupils to look at the initial letters under the pictures.
- They should say each sound and match it to the two pictures which have that sound, using the same colour.
- Use other flashcards to help pupils think of other words that start with the sounds they have been saying, e.g. *ball, banana, biscuit, leg, shorts, sheep, goat, hands, horse, hen.*

Teaching tip

Remind pupils that they can draw coloured circles around the matching pairs instead of drawing linking lines if they prefer (see p49). They should then colour the box for the letter(s) to match

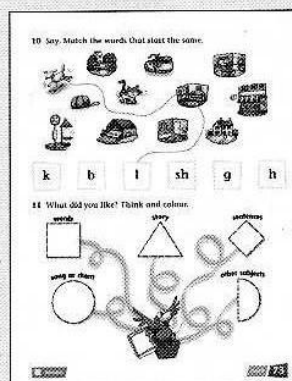
Answers: k – kitchen, kitten; b – bus stop, bathroom;
l – living room, lamb; sh – shoe, shop; g – garage, garden;
h – house, hat

Sing a song

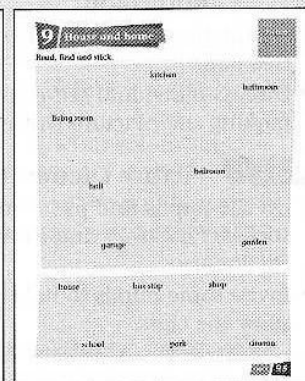
- Remind the pupils of the *Knock, knock, knock* finger chant (Listening 2.33) and let them say it (and do the actions) in pairs again.

Lesson 10 (Review)

Review



AB page 73



AB page 95

Objectives

- Review of Unit 9

Core language

Review of

- house vocabulary
- town vocabulary
- language used in this unit

Materials

Norton; Fixit Game poster; Character counters; All materials used in Unit 9

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson. Explain to the pupils that as this is the last lesson in Unit 9 they will be thinking about what they did in the unit.

End-of-unit review

- Look at the different sections on the poster.
- Ask the pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities and language by:
 - showing them flashcards, things they have made, pictures in their books;
 - playing songs, and saying rhymes and chants.
- Ask them to let you know what they liked or didn't like, and what they found easy or difficult.

Play the Fixit Game

- Divide the class into small groups. Give each group one of the character 'counters' and let them play the game as before (see p36).
- Remind them to use the refrain *Look in the book!* and to look in their books whenever they need to.

Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organizing the words they had learnt.
- Use the flashcards and text cards to revise the house and town vocabulary sets.
- Talk to the pupils about how they could organize the cards on the board, e.g. upstairs; downstairs; outside; easy to remember; harder to remember; places you spend a lot of time in every day; places near your house and far from your house.
- Remind the pupils how categorizing words can help them to remember them.

AB p73 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p36).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

AB p95 Picture Dictionary *see p7*

- Let the pupils find p95 in their Activity Book and the stickers for Unit 9 and continue with their Picture Dictionary.
- Invite some pupils to hold up their finished pages to show the class.



The pupils are now ready to sit the Unit 9 test (see pp172–173), and also the Term 3 test (see pp178–179 for parallel tests A and B).

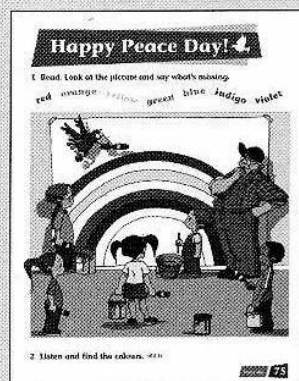


The pupils are now ready to do the culture lessons on 'Pets and clothes' (see p150).

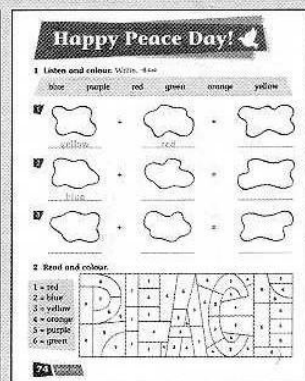


Multimedia extension: you may now like to use the Geography section of the optional DVD.

Happy Peace Day!



CB page 75



AB page 74

Objectives

- Become more aware of what peace means
- Find out about 'International Day of Peace', 21st September
- Learn about colour mixing
- Make a rainbow poster

Language

rainbow, peace, indigo, violet

We need (orange); Mix the paint; Look, orange!

Review of colour vocabulary

Materials

Colour flashcards (x11); Colour text cards; CD 2; A colour picture of a rainbow; Paints (optional); A large piece of paper (to make a class rainbow poster); Paper for letters (see details in lesson notes if you would like to prepare the rainbow poster and letters before the lesson)

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce the topic

- Peace Day is celebrated internationally on 21st September every year (some countries celebrate it on a different date, but this is the United Nations' official date). Before you introduce this topic to your class you could look at these two websites. The first one is the official UN website and the second one is a UN designated site:
<http://www.internationaldayofpeace.org/>
<http://www.un.org/events/peaceday/2005/>
- Teach the word *peace* and talk to the pupils about what peace means to them.
- Ask them for examples of peace in school and at home, e.g. feeling happy and enjoying school when others support and encourage us; not fighting over things with our brothers and sisters or other children in class; feeling at home with those who love and take care of us.
- Ask them for any references to peace in the world that they may have heard about on the news.

- Ask them if they have seen any symbols connected with peace, e.g. a dove, linked hands, a rainbow.
- Talk about why these symbols stand for peace:
 - a dove flies from one place to another and can bring a message of hope;
 - linking hands is a sign of friendship;
 - a rainbow comes out when the rain stops and the sun shines again. It is made up of all the different colours in the world.

CB p75 Activity 1 Read. Look at the picture and say what's missing.

- Read the colours at the top of the page with the pupils.
- Use your rainbow picture to show them that these are the colours of the rainbow in order.
- Explain that the word *indigo* is the same as dark blue, and the word *violet* is the same as purple.
- Talk about what the characters are painting, what colours they've already painted, and what the problem is: *What colour has (character) got? What's the problem? What colours are missing?*
- Ask the pupils what the characters can do to solve their problem: *What can they do?*
- Help pupils to understand that the characters can get the missing colours by mixing the colours they already have.

CB p75 Activity 2 Listen and find the colours.

- Explain that Mr Fixit is going to help the children mix the missing colours.
- Play the first dialogue and ask what colour the characters make: *What colour do they make?*
- Play the other dialogues and ask the pupils to point to the colours at the top of the page when they hear them.

2.41

Flo: Red, orange, yellow, green, blue, indigo, violet.
Mr Fixit, we need orange, green and violet.

Mr Fixit: OK. Let's work together. Let's make orange. We need red ...

Fred: Here it is.

Mr Fixit: ... and yellow.

Bing: Here it is.

Mr Fixit: Mix the paint.

Titch: Look, orange! Red and yellow make orange.

Fred: Now we need green.

Mr Fixit: OK. Let's work together. We need yellow ...

Bing: Here it is.

Mr Fixit: ... and blue.

Poppy: Here it is.

Mr Fixit: Mix the paint.

Titch: Look, green! Yellow and blue make green.

Bing: And now we need violet.

Flo: Violet. That's purple.

Mr Fixit: OK. Let's work together. We need blue ...

Poppy: Here it is.

Mr Fixit: ... and red.

Fred: Here it is.

Mr Fixit: Mix the paint.
 Titch: Look, purple! Blue and red make purple.
 All: Red, orange, yellow, green, blue, indigo, violet!

- Talk about the picture and the dialogues with the pupils.
- Ask what colour each character's got: *Who's got (blue)? Poppy's got blue.*
- Ask what new colours they make from mixing two colours: *Mr Fixit says 'Mix the paint ... Red and yellow make ... orange.'*
- Talk about how the characters solved their problem by working together.

Focus on language

- Ask the pupils if they can remember:
 - which two colours the characters needed each time: *Mr Fixit said 'We need red and ...'*
 - which three colours they made: *Red and yellow make ...*
- Use the colour flashcards to make colour sums on the board.
- Encourage the pupils to say the colour sums in chorus: *(Yellow) and (blue) make (green).*
- Optional extra: let the pupils experiment mixing the colours together using paint.

AB p74 Activity 1 Listen and colour.

- Tell the pupils to take out their crayons or pencils.
- Ask them to listen to the recording of each of the colour sums, and to try to say the answer before they hear it.
- Ask them to put a dot of colour in each blob as they listen. They can complete their colouring later.
- Optional writing activity: Pupils can write the names under each colour.

2.42

- 1 Adult: Yellow and red make ...
 Child: Orange!
- 2 Adult: Blue and yellow make ...
 Child: Green!
- 3 Adult: Red and blue make ...
 Child: Purple!

AB p74 Activity 2 Read and colour.

- Talk about how to colour by number. Explain to the pupils that they have to colour each section of the puzzle using the colour key: *Point to all the (ones). What colour is number (three)?*
- If pupils are not confident reading the colour key, go through this with the class and get them to put a dot of colour next to each number.
- Ask pupils to read out the word that is revealed when they finish colouring (*PEACE*).

Make a peace rainbow

- Tell the pupils they are going to make a peace rainbow together.
- Draw a rainbow on a large piece of paper making sure there are seven sections.
- Draw the letters for *Happy Peace Day* or the word *peace* depending on the number of pupils in your class. Alternatively let the pupils draw the letters themselves.
- Divide up the colouring and cutting out so that each pupil in the class works on some part of the rainbow or on the letters.

- Stick the word *peace* or *Happy Peace Day* on the rainbow and let the pupils add their names.
- Put the rainbow on the wall in the classroom or on the corridor where everyone can see it.

Happy Christmas! (1)



CB page 76

Objectives

- Find out about Christmas in English-speaking countries
- Join in a Christmas song

Language

Christmas vocabulary: *card, robin, star, tree, angel, bell, candle*

Here's your card; Thank you!; Look, a (robin) and a (bell)!

Materials

A selection of Christmas cards; CD 2; Character flashcards

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce the topic and vocabulary

- Teach the word *Christmas*.
- Show the pupils some Christmas cards and talk about the pictures on the cards.
- Ask them if they have ever received any Christmas cards.
- Ask them if they know any English words connected with Christmas.
- Use some pictures from your sample Christmas cards (or draw pictures on the board) to teach *card, robin, star, tree, angel, bell, and candle*.

Play a game

- Start to draw one of the Christmas items on the board. Ask pupils to guess what it is. When someone has guessed it, continue with other Christmas items.

CB p76 Activity 1 Listen and find the cards. Say the numbers.

- Ask the pupils to look at the cards in the Class Book.
- Ask them to find different cards: *Find a card with a (robin) and a (candle).*
- Ask how many of each Christmas item they can see: *How many (robins) can you see?*

- Explain that Poppy is giving out cards to Flo, Fred, Titch, Bing, and Mr Fixit. Each card has a number. Pupils have to listen and say which number card each person gets.
- Play the first dialogue.
- Ask the pupils to find the card and tell you the number (card 1).
- Repeat with the remaining dialogues.

2.43

Poppy: Here's your card, Mr Fixit.
Mr Fixit: Thank you! Oh, a robin and a bell.
Poppy: Here's your card, Fred.
Fred: Thanks, Poppy. Look, a tree and candles.
Poppy: Here's your card, Titch.
Titch: Thank you, Poppy! Look, a tree and a star.
Poppy: Here's your card, Flo.
Flo: Thanks! A robin ... and a candle.
Poppy: Here's your card, Bing.
Bing: Thank you! Look, an angel and a star.

Answers: Mr Fixit – card 1, Fred – card 4, Titch – card 2,
Flo – card 5, Bing – card 3

Language focus

- Help the pupils practise the dialogue.
- Draw very simple copies of the five cards on the board.
- Divide the class in two.
- One half can pretend to be Poppy and say *Here's your card, (Mr Fixit)*.
- The other half can pretend to be the other characters and say *Thank you! A (robin) and a (bell)*.
- Use your character flashcards to indicate who is receiving the card, and point to the items on the cards so that pupils know what order to say them in.
- Move the character flashcards next to each of the drawings as the pupils say the dialogue.

CB p76 Activity 2 Listen and sing the song.

- Ask the pupils to listen to the song and tell you what Christmas words they can hear.
- Draw some stars, bells, robins, and a Christmas tree on the board or use real Christmas cards and stick them around the room.
- Tell the pupils to point to them as they sing the song.
- Encourage them to point to other pupils and themselves when singing the last line.

2.44

(Tune: 'Jingle Bells')

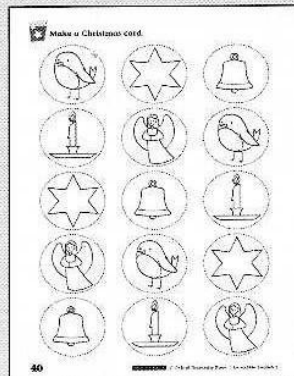
Stars and bells, stars and bells,
Robins and a tree.

Here's a card on Christmas Day
With love to you from me!

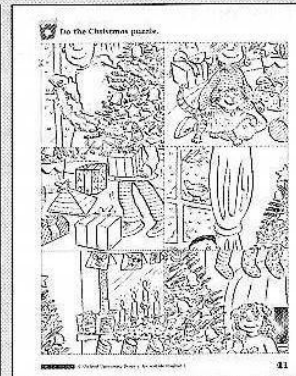
Oh! Stars and bells, stars and bells,
Robins and a tree.

Here's a card on Christmas Day
With love to you from me!

Happy Christmas! (2)



PMB page 40



PMB page 41

Objectives

- Make a Christmas card
- Join in a Christmas song
- Make a Christmas puzzle (optional)

Language

Review of Christmas vocabulary

Materials

CD 2; A selection of Christmas cards; Text cards (to be prepared by the teacher) for *card*, *robin*, *star*, *tree*, *angel*, *bell*, and *candle*; 'Make a Christmas card' (PMB p40) – one photocopy per pupil, and a completed card (see lesson notes); Blank cards (to be at least A4 size [29.5x21cm] when folded) – one card per pupil; Scissors; Glue; 'Do the Christmas puzzle' (PMB p41) (optional) – one photocopy per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Sing a song

- Sing the Christmas song from the last lesson (Listening 2.44).
- Use the real Christmas cards you used in the last lesson or draw simple pictures of *card*, *robin*, *star*, *tree*, and *bell* on the board.
- Arrange the pupils in groups to correspond to each of the five Christmas pictures.
- Ask the pupils to sing the song again and to stand up only when they say their word.

Match the words

- Match the text cards you have made to the drawings or Christmas cards on the board.

PMB p40 Make a Christmas card.

Advance preparation

Before the lesson you will need to make an example Christmas card. Fold a piece of A3 card or thick paper in half and draw and colour a Christmas tree on the front. Colour and cut out some of the pictures from PMB p40 and stick them on the tree as decorations.

- Ask pupils if they have a Christmas tree at home for Christmas. Ask what sort of decorations they put on it.
- Be ready to recast their comments: *So, you have tinsel and baubles. Lovely!*

- Show the pupils the card you have made. Explain that they are going to make one like it.
 - Give out the PMB photocopies and the blank cards.
 - Talk about the pictures of the decorations *robin, star, angel, bell, candle*.
 - Point out the pictures you have chosen to stick on your card: *How many candles?*
 - Go through the stages for how to make the card, and demonstrate as you do so:
- 1 Pupils draw a Christmas tree on their card: *Draw the tree here.*
 - 2 Pupils colour and cut out some of the decorations from the photocopy: *Colour and cut them out carefully.*
 - 3 Pupils stick these decorations on their tree: *Use the glue and stick them on the tree.*
 - 4 Pupils sign their card by writing their name inside: *You can write your name here.*
- Make sure pupils understand that they should choose which decorations to put on their tree – there will not be room to put all of them!
 - While the pupils are working go round the class and talk about their work and praise them: *That's a lovely tree. Very good colouring. Good work!*
 - Talk with the pupils about the decorations on their trees: *How many (bells)?*
 - Write a selection of Christmas greetings on the board in English, for pupils to copy inside their cards: *Happy Christmas!; Merry Xmas!; Season's Greetings!; Merry Christmas and a Happy New Year!; Peace at Christmas.*

Giving a card

- When the pupils have finished you could put all their names in the kit and ask each pupil to pick out a name.
- Each pupil picks out a name and gives his / her card to this other child.
- Encourage the pairs to come to the front of the class to give and receive their cards.
- Practise the language from the listening in the last lesson:
Pupil A: *Here's your card.* Pupil B: *Thank you!*
- Encourage the pupils to mention something on the card, e.g. *Look, a robin / three bells!*
- This way all the pupils receive a card and no feelings get hurt.
- Alternatively the pupils can take their cards to someone at home.

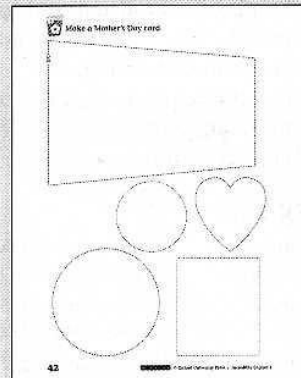
PMB p41 Do the Christmas puzzle (optional)

- Give out the photocopies.
- Talk to the pupils about what they can see.
- Explain that they should:
 - cut out all the pieces of the puzzle;
 - put the pieces together to make the picture;
 - stick the pieces in their notebooks or on another piece of paper;
 - colour the pictures;
 - count all the different items they can see.
- Ask pupils to hold up their completed puzzles and talk about what is in the picture.

Happy Mother's Day!



CB page 77



PMB page 42

Objectives

- Show appreciation for mothers and carers
- Make a picture
- Listen and identify some presents

Language

plant, picture, book, heart

This is for you, Mum!; Happy Mother's Day!

Review of

- *card, cake, teddy*
- *Mum, Dad, Grandma, Grandpa*
- *Thank you!*
- shapes vocabulary

Materials

CD 2; Realia (plant, picture, book, card); Text cards (to be prepared by the teacher) for *plant, book, picture*; Flashcards for *cake, teddy, Mum, Dad, Grandma, Grandpa*; 'Make a Mother's Day card' (PMB p42) – one photocopy per pupil, and a completed example (see lesson notes); Blank cards (to be at least A4 size [29.5x21cm] when folded) – one card per pupil; Scissors; Glue

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce the topic

- Before you introduce this topic, you could look at the following website: <http://www.bbc.co.uk/religion/religions/christianity/features/mday/index.shtml>
- Talk to the pupils about the people who love them and look after them.
- Explain simply how Mother's Day came to be celebrated, e.g. it's a day when children give presents, flowers, and cards to their mothers as a way of saying thank you.
- Depending on the situations in your class, you may like to include others in this celebration, e.g. family members or carers as well as mothers.
- Ask the pupils what kind of things their mothers or carers do for them.
- Ask what they could give to the people who care for them.

Teaching tip: information on Mother's Day

In the United Kingdom *Mother's Day* (also known as *Mothering Sunday*) is celebrated on the fourth Sunday in Lent. This means that it is on a different date every year, but usually in March or April. In some other countries it is celebrated on a different Sunday, for example in the U.S.A. it is celebrated on the second Sunday in May.

Introduce new vocabulary

- Use realia in the classroom to teach the new vocabulary *plant*, *picture*, and *book*, and to revise the word *card*.
- Take out the text cards you have prepared for the three new words and ask pupils to match them with the realia.
- Use flashcards to revise earlier vocabulary: *cake*, *teddy*, *Mum*, *Dad*, *Grandma*, *Grandpa*.

CB p77 Activity 1 Listen and find.

- Look at the picture in Activity 1 with the pupils.
- Ask them to tell you what they can see.
- Tell them to listen and find each item as it is mentioned.

2.45

Woman: Ooh, a teddy.
And a cake.
Look, a picture!
Oh, a card.
A plant. Lovely!
And a book.
Thank you!

CB p77 Activity 2 Listen and find. Say the names.

- Ask pupils to look at the pictures in Activity 2.
- Talk about the presents: *What's this?*
- Let pupils guess what each present is: *What's number one? Is it a book?*
- Tell the pupils to listen carefully, find the present on the page, and say who is giving it.

Listening 2.46

Poppy: This is for you, Mum. Happy Mother's Day!
Poppy's Mum: A teddy! Thank you!
Fred: This is for you, Mum. Happy Mother's Day!
Flo's Mum: What is it? Oh, a cake! Thank you!
Titch: This is for you, Mum. It's a picture. Happy Mother's Day!
Flo's Mum: Lovely! Thank you!
Bing: This is for you, Mum. It's a book. Happy Mother's Day!
Bing's Mum: Thank you!
Flo: This is for you, Mum. Happy Mother's Day!
Flo's Mum: Oh, it's a plant! Thank you!
Norton: This is for you, Mum. Happy Mother's Day!
Norton's Mum: Oh, a card! Thank you!

Focus on language

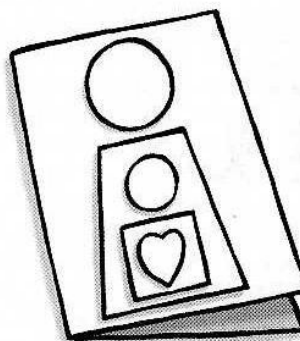
- Write the following dialogue on the board:
Child: *This is for you, Mum. Happy Mother's Day!*
Mum: *What is it?*
Child: *It's a (plant).*
Mum: *Thank you!*

- Practise the dialogue with the whole class in chorus. Hold up text cards / flashcards or point to realia to let pupils know what they are giving (*teddy*, *card*, *book*, *plant*, *cake*, or *picture*).
- Practise with the class in two groups.
- Then let pupils work in pairs to practise the dialogue. Each pupil should choose the present they want to give. They practise the dialogue once, then swap roles and repeat.
- Encourage the pupils to act out their dialogues for the class.
- More confident pupils might like to choose alternative presents, e.g. *a chocolate bar*, *a T-shirt* (depending on what vocabulary you have covered by this point).

PMB p42 Make a Mother's Day card.

Advance preparation

Make a Mother's Day card before the lesson. Colour and cut out the shapes on PMB p42, and stick these onto a blank card to make an image of a mother and child. Stick down the two largest shapes first, to form the mother's body and head, and on top of these stick the small circle, the square, and the heart, to form the child. See the illustration below.

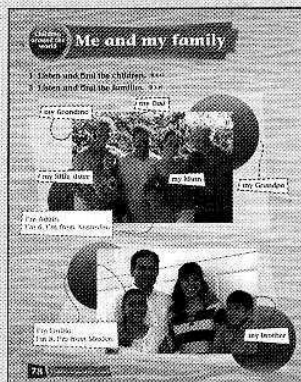


- Show the pupils the card you have made. Explain that they are going to make one like it to give to their mother (or someone who loves them) to say thank you for all this person does for them.
- Help pupils to see that the card shows a stylized picture of an adult and child.
- Copy the design onto the board, so that pupils have a large visible reference of where to stick the shapes.
- Give out the PMB photocopies and the blank cards.
- Talk about the names of the shapes on the photocopy. Revise *circle* and *rectangle* and teach the word *heart*.
- Go through the stages for how to make the card, and demonstrate as you do so:
 - 1 Pupils colour and cut out the shapes: *Colour the shapes and cut them out carefully.*
 - 3 Pupils stick the shapes onto a blank card to form the shape of a mother and child: *Use the glue and stick the shapes on your card like this.*
 - 4 Pupils sign their card by writing their name inside: *You can write your name here.*
- While the pupils are working go round the class and talk about their work and praise them: *A red heart and a blue rectangle for the child. Lovely!*
- If you like, you can write a selection of messages on the board in English, for pupils to copy inside their cards: *Thank you, Mum!; I love you, Mum!; Happy Mother's Day!*

Children around the world

(To be taught after Unit 3.)

Me and my family (1)



CB page 78



CB page 79



AB page 75

Objectives

- Get to know about children in four countries around the world
- Listen and follow
- Listen and identify

Language

Australia, Malaysia, Mexico, Canada

Where are you from? I'm from (country).

Review of language from Units 1–3

Materials

Map of the world or globe; CD 2; PMB p44 (World map) (optional) – one photocopy per pupil (NB/ you may like to outline the pupils' own country on the map before photocopying it); Photos of the pupils in your class (optional) – one small and one large photo of themselves; PMB p45 ('Me and my family' Personal album page) – one photocopy per pupil; PMB p43 (Personal album cover sheet) (optional) – one photocopy per pupil; Glue

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Teaching tip

If you have any small items from any of the countries mentioned, e.g. a toy boomerang or a Mexican ornament, you could put these in the kit as well, and ask pupils to guess where they are from.

Introduce the topic

- Show the pupils a world map or a globe. Show them where they live.
- Explain that they are going to learn about children in other countries.
- Ask them if they have ever travelled to other countries, or if they have relations / friends in other countries.
- If they have, find these places on the map or globe.
- You could put a small sticker with names on these places to show pupils that they already have contacts with the wider world.

CB pp78–79 Activity 1 Listen and find the children.

- Look at the pictures of the four children and their families. Talk about where they are from, and ask your class to find the children's countries on the map / globe.
- Ask the pupils to find the children's names and ages in the book.
- Play the CD and ask the pupils to look at their books as they listen.

2.47

- Adult: Hello, what's your name?
Dylan: I'm Dylan.
Adult: How old are you, Dylan?
Dylan: I'm seven.
Adult: And where are you from?
Dylan: I'm from Canada.
- Adult: Hello, what's your name?
Emilia: I'm Emilia.
Adult: How old are you, Emilia?
Emilia: I'm eight.
Adult: And where are you from?
Emilia: I'm from Mexico.
- Adult: Hello, what's your name?
Karima: I'm Karima.
Adult: How old are you, Karima?
Karima: I'm six.
Adult: And where are you from?
Karima: I'm from Malaysia.
- Adult: Hello, what's your name?
Adam: I'm Adam.
Adult: How old are you, Adam?
Adam: I'm six.
Adult: And where are you from?
Adam: I'm from Australia.

- Check that your class remember where the four children live.
- Practise the four children's names in chorus.

Language focus

- Focus on the phrase *I'm from (country)*.
- Explain to the pupils that we can say we are from a country or a region.
- Practise by asking your class to point to the pictures of each of the four children around the world: *Point to (Emilia)*. Ask them *Where are you from?*
- Tell the class to pretend to be the child they are pointing to and reply together *I'm from (Mexico)*.
- Then ask different pupils to answer this question for themselves.
- Encourage them to answer with the name of their country or region as appropriate: *I'm from Spain / Poland / Albania* or *I'm from Catalunya / Provence*, etc.
- Be ready to provide any language for countries or regions that pupils need. If you have pupils in your class from other countries, tell them that they can choose which country to say they are from (i.e. either where they were born, or where they are living now). Alternatively, they can say both, e.g. *I'm from Poland AND Spain*.

PMB p44 World map (optional)

- Give out the photocopies of the map on PMB p44.
- Ask the pupils to find the countries of the four children, and draw lines linking each child to their country: *Draw a line from Adam to his country—Australia*.
- Help them find their own country.
- Tell them the name for their country in English, and write it on the board.
- Tell them the empty box is for their picture: *You can draw yourself here*.
- Each pupil should draw himself / herself (or stick in a photo) and write his / her name.
- Show them how they should label and outline their country, and draw a line from their picture to their country: *You can draw a line around your country like this, write the name, and then draw a line from your picture to your country*.

Teaching tip

If you think your pupils will find it hard to outline their country on the map, you may like to outline it on the map for them before photocopying it.

AB p75 Listen and number.

- Look at the pictures at the top of the page and ask the pupils if they can remember the four names.
- Help them by saying the initial sounds of the names:
Teacher: *k /k/...*
Pupils: *Karima*.
Teacher: *Yes, that's right*.
- Play the CD.
- Ask the pupils to number the pictures in the correct order.

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

2.48

- 1 Emilia: Hello, I'm Emilia. I'm from Mexico.
- 2 Adam: Hello, I'm Adam. I'm from Australia.
- 3 Dylan: Hello, I'm Dylan. I'm from Canada.
- 4 Karima: Hello, I'm Karima. I'm from Malaysia.

Speaking practice

- Look at one of the children's photos on Class Book pp78–79.
- Focus on the child's photo and the text about the child.
- Remind the pupils of how each child says their name, age, and country and practise saying this in chorus.
- Ask individual pupils to follow the children's model, encouraging them to say their own names, ages, countries, or regions: *I'm (Juan). I'm (six). I'm from (Spain)*.

PMB p43 PMB p45 Personal album

- Give out the photocopies of PMB p45. This is the first page of what will be the pupils' 'Personal album' where they make a record of their own lives, following the model of the children in the 'Children around the world' section.
- Tell the pupils that they will complete the top part in today's lesson, and the bottom part in the next lesson.
- Show the pupils where to stick their photo or draw a picture of themselves at the top of the page: *Draw yourself or stick your photo here*.
- Show them how to complete the sentences with their name, age, and country or region. *Write your name in this space ... and your age here in this space. Then write where you're from here at the end*.
- If you wish, give out the photocopies of PMB p43 for pupils to make a cover for the Personal album. They can colour the title and the picture of the globe, write their name on the cover, and use this as a front sheet for their album. They can attach the album pages together by using a hole punch and treasury tags or string, or they can stick the cover on the front of e.g. a cardboard folder, with the other pages for the album inside. Alternatively, you can wait until your class have made all their Personal album pages before they make the cover, and then staple the pages together.

Me and my family (2)

(See mini pages for Lesson 1.)

Objectives

- Find out more about the children's families in the four countries
- Listen and identify
- Work on a 'Personal album'

Language

big / little sister, family

Review of

- family vocabulary
- language used in Units 1–3

Materials

Family flashcards (x9); Family text cards; CD 2; Pupils' Personal album page from Lesson 1 (PMB p45); Photos of pupils' families (optional); Glue

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Review vocabulary

- Use the family flashcards and text cards from Unit 2 to recall vocabulary.
- Play a game, e.g. *Memory* (p19).
- Ask the pupils to tell you as much as they can remember about the children from Canada, Malaysia, Australia and Mexico: *Where's Adam from? How old is Emilia?*

CB pp78-79 Activity 2 Listen and find the families.

- Ask your class to look at the pictures of the four children's families.
- Tell them they are going to hear the children talking about their families.
- Ask them to listen carefully to the children talking about the people who live with them, and say who's speaking.
- Play the CD, pausing after each sentence so your class have time to find the family described and say who it is.

2.49

- Adam: This is my Dad ... and this is my Mum. This is my Grandma ..., and this is my Grandpa. And this is my little sister.
- Dylan: This is my family. This is my Mum ... this is my Dad ... and this is my sister. And this is my dog!
- Karima: This is my Mum and this is my Dad. And this is my big sister.
- Emilia: This is my family. This is my Mum and this is my Dad. And this is my brother.

- When the pupils finish listening talk about how many people are in each family: *How many people are there in Dylan's family? Who has a big sister?*

AB p75 Activity 2 Say and write.

- Ask the pupils to name the people in Adam's family.
- They can label the picture by copying the words from the word bank.

PMB p45 Personal album

- Get out the photocopiable page that the pupils started in the last lesson.
- Teach any other family words your class need to complete their work, e.g. *Great-Grandma, Great-Grandpa*. (Write any new words on the board so they can use them.)
- Show them how to stick their family photo on the page or draw their family picture.
- Ask them to label their photo or picture in the same way as they labelled Adam's family.
- As the pupils work go round and talk to them about their photos.
- Use this opportunity to recast their comments and talk about their photos / drawings: *So this your uncle and aunt and your cousins ... your cousin looks like you!*

(To be taught after Unit 6.)

Food and toys (1)



CB page 80



CB page 81



AB page 76

Objectives

- Find out about the food children eat in other countries
- Become familiar with new food vocabulary
- Listen and identify
- Listen and show understanding
- Work on a 'Personal album'

Language

tacos, pineapple, burger, rice, curry

This is my favourite food; This is food from (Mexico).

Review of

- food vocabulary
- language used in Units 4-6

Materials

CD 2; Food and drink flashcards from Unit 3; Food and drink text cards; Pupils' Personal albums; PMB p46 ('Food and toys' Personal album page) – one photocopy per pupil; Photos / pictures from magazines of typical food from the pupils' own country (optional); Glue

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce the topic

- Let your class say the food chant from Unit 3 (Listening 1.27).

- Ask them what they can remember about Emilia, Adam, Dylan, and Karima: *Where's Emilia from? How old is Dylan? Who's got a big family?*
- Tell them that they are going to find out about food in other countries, and discover what the four children like to eat.

Review vocabulary

- Help your class recall the food vocabulary they already know by playing a game with the food and drink flashcards, e.g. *Flashing a card* (p18).

CB pp80–81 Activity 1 Say the food words. Listen and say who.

- Ask the pupils to look at the photos and tell you what food they can see.
- Use the photos to teach the new food words *tacos*, *pineapple*, *burger*, *rice*, and *curry*, and to revise *bananas*.
- Ask the pupils to point and repeat as you say the words.
- Make sure they understand the phrase *This is food from (Malaysia)*.
- Ask your class what the four children eat: *Who eats tacos? Yes, Emilia.*
- Ask if any of the food is like the food they eat at home.
- Ask the pupils which of the foods in the Class Book they like or dislike: *(Ania) do you like (tacos)?*
- Look at the photo of Dylan and remind the class of the phrase *My favourite food is ...*
- Tell your class that they are going to hear the children talking about what they like / don't like to eat.
- Ask them to listen carefully, point to the photos, and say who is talking.
- Play the CD, pausing after each speaker for pupils to answer.

2.50

Adam: Look. Pineapple and bananas. I like pineapple. I don't like bananas.

Dylan: This is my favourite food – a burger. Yum!

Emilia: This is food from Mexico – tacos. I love tacos!

Karima: This is food from Malaysia. Rice ... and curry. I like rice. And I love curry!

- After listening ask your class questions about what the children like: *What food does Adam like? What's Dylan's favourite food? What food does Emilia love?*

Play a game

- Play a TPR game and ask the pupils to stand up if they agree with what you say: *I like pineapple ... I don't like cheese ...*
- As soon as they understand how to play the game let different pupils stand up and say what they like and don't like. The rest of the class have to listen and stand up if they like or dislike the same food.

AB p76 Activity 1 Listen and draw ☺ or ☹.

- Tell the pupils that they are going to hear Dylan speaking about what he likes and doesn't like to eat.
- Ask them to listen and complete the faces with a happy or a sad mouth.

2.51

Dylan: Hello, I'm Dylan.
I like tacos.



I like pineapple – yum! ☺
I don't like curry and rice. ☹
I like burgers – Mmmm! ☺
I don't like bananas – yuk! ☹

- When the pupils finish listening practise saying the sentences in chorus.

PMB p46 Personal album

- Give out the photocopyable pages.
- Ask the pupils to show you the photos or magazine pictures they brought in of typical food from their country or to draw some typical food in the frame at the top of the page.
- Use this opportunity to teach any words the pupils will need for their album. If there is no easy translation for the name of the food, let the pupils say the name in their own language. You can explain to them that some food words become international, for example *pizza* is an Italian word that is now used all over the world.
- Be ready to recast any comments pupils make: *So this is your favourite food ... you eat it for dinner, do you?*
- Show the pupils where to stick their food photo and how to complete the sentences *This is food from ... It's ...* by filling in the country and the name of the food.
- Pupils will complete the bottom half of the page in Lesson 2.

Food and toys (2)

(See mini pages for Lesson 1.)

Objectives

- Find out about the toys children play with in other countries
- Listen and identify
- Work on a 'Personal album'

Materials

CD 2; Photos / pictures from magazines of the pupils' favourite toys (optional); Pupils' Personal album page from Lesson 1 (PMB p46); Glue

Language

mask, snorkel, skateboard, bat

This is my favourite toy.

Review of

- toy vocabulary
- language used in Units 4–6

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce the topic

- Ask your class to tell you what they remember about Emilia, Adam, Karima, and Dylan.
- Ask them to tell you about the four families and the food the children like and don't like: *How many people are there in Karima's family? Who likes to eat burgers?*
- Tell them that in this section they are going to learn about the children's toys.

CB pp80–81 Activity 2 Say the toy words. Listen and say who.

- Ask the pupils to look at the photos and find and say all the toys they know in English: *doll, robot, car, ball, bike, teddy*. Use the photos to revise these words as necessary.
- Use the photos to teach the new words *mask, snorkel, skateboard, and bat*.
- Ask the pupils to point and repeat as you say the words.
- Play a memory game by asking the pupils to look at the pages for a minute, and to then close their book and tell you all the toys they can remember.
- Write the words on the board as they tell you.
- Tell your class they are going to hear the children talking about their toys.
- Ask them to listen carefully, point to the photos, and say who is talking.
- Play the CD, pausing after each speaker for pupils to answer.

2.52

- Karima: I've got a teddy. And this is my bike.
 Dylan: Look at my cars. I like cars! I've got a bat and a ball too.
 Emilia: This is my favourite toy. It's a doll. I've got a mask and a snorkel too.
 Adam: This is my favourite toy. It's a robot. I've got a skateboard too.

- When they finish ask them to tell you what toys each child has got.

Language focus

- Point to the photos of different toys in the Class Book and ask the whole class to practise the sentence *I've got a (doll)*.
- Then ask the pupils to show you the photos (or pictures from magazines) they have brought in of their favourite toy, or to draw a picture of their favourite toy.
- Ask them to tell you what they have got.
- Be ready to recast and to teach any new vocabulary that they need: *It's a computer game / a dinosaur / a climbing frame / a truck / a train ...*

AB p76 Activity 2 Say and write.

- Ask your class to look at the toys and the characters and follow the spaghetti lines.
- They should complete the sentence by saying which toy each character has: *So Karima says 'I've got a ...'*.
- Tell them to copy the words from the word bank into the correct space in each speech bubble.

Answers: (from top to bottom) Emilia: I've got a mask and snorkel. Karima: I've got a bike. Dylan: I've got a bat and ball. Adam: I've got a robot.

PMB p46 Personal album

- Get out the photocopiable page that the pupils started in the last lesson.
- Show the pupils where to stick the photo or drawing of their favourite toy at the bottom of the page, and how to complete the sentence *This is my favourite toy. It's a ...*
- As the pupils work go round and talk to them about their photos: *What have you got? Is this your favourite toy?*

(To be taught after Unit 9.)

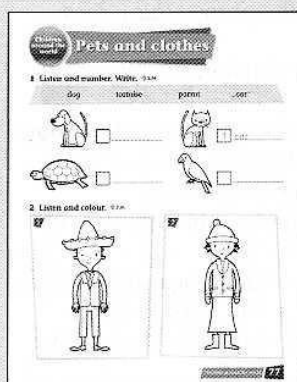
Pets and clothes (1)



CB page 82



CB page 83



AB page 77

Objectives

- Find out more about children and their pets in other countries
- Listen and identify
- Work on a 'Personal album'

Language

parrot, tortoise

He can run very fast; She can fly; She can't talk.

Review of

- animal vocabulary
- action vocabulary
- language used in Units 7–9

Materials

CD 2; Photos of pupils' pets or pictures from magazines of an animal they would like to have as a pet (optional); PMB p47 ('Pets and clothes' Personal album page) – one photocopy per pupil

Look in the kit see p23

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce the topic

- Ask your class to tell you what they remember about Emilia, Adam, Karima, and Dylan.
- Ask questions about the four families, the food the children like and the toys they've got: *Who's got a little sister? Who likes burgers? What toys has Emilia got?*

- Tell them that in this section they are going to learn about the children's pets.
- Explain that a *pet* is an animal that lives in the house with the family.
- Ask pupils if they've got any pets.

CB pp82–83 Activity 1 Say the animal words. Listen and say who.

- Look at the pictures of the children with their animals and talk about them.
- Use the photos to revise *cat* and *dog* and to teach the new words *tortoise* and *parrot*.
- Ask your class to tell you the pets the children have: *Has Karima got a pet? What has she got?*
- Ask them about the animals: *What colour is the parrot? Can the tortoise fly?*
- Tell your class they are going to hear the children talking about their pets.
- Ask them to listen to the descriptions of the pets, point to them, and say who's talking.
- Play the CD, pausing after each speaker for pupils to answer.

2.53

- Adult: Tell me about your pet.
 Dylan: I've got a dog. He can run very fast.
 Adult: Tell me about your pet.
 Adam: This is my cat. She's grey. She can climb trees.
 Adult: Tell me about your pet.
 Karima: I've got a parrot. She's grey and white and red. She can fly, but she can't talk.
 Adult: Tell me about your pet.
 Emilia: This is my tortoise. She can't walk very fast!
- When they finish listening ask them to tell you about the children and their pets: *What animal has Emilia got? Can Karima's parrot talk?*

AB p77 Activity 1 Listen and number. Write.

- Explain to the pupils that they have to listen to the descriptions and number the pictures, and then write the animal words next to the pictures.

2.54

- 1 She can climb trees. She can't fly.
 - 2 She can fly.
 - 3 He can run fast.
 - 4 She can't walk fast. She can't climb trees.
- After listening talk about the pets and what they can and can't do: *Can the cat fly? What can she do? What can the tortoise do?*
 - Go through the answers with the class.

Answers: 1 cat 2 parrot 3 dog 4 tortoise

PMB p47 Personal album

- Give out the photocopiable pages.
- Ask the pupils to show you their photos of their pets / animal pictures from magazines or to draw a picture at the top of the page (it can be their real pet, or a picture of an animal they would like to have as a pet).
- Use this opportunity to teach / remind them of any words they need to describe their pet: *He's big. He can swim. He's brown and he's got four legs. She walks slowly.*

- Be ready to recast their comments: *So your cat sits next to you ... You take your dog for a walk every day.*
- Show the pupils where to stick their photo.
- Explain that they have to write a sentence starting with *This is ...*
- Encourage them to write the name of the pet and any other information they would like to give: *This is my dog and his name is ...*
- Write some sentences on the board for the pupils to use as a model.
- Pupils will complete the bottom half of the page in Lesson 2.

Pets and clothes (2)

(See mini pages for Lesson 1.)

Objectives

- Find out more about the clothes children wear in other countries
- Listen and identify
- Work on a 'Personal album'

Language

sandals, blouse, shirt
I'm wearing my favourite clothes.
 Review of

- clothes vocabulary
- language used in Units 7–9

Materials

Clothes flashcards (x10) from Unit 8; Clothes text cards; CD 2; Pupils' Personal album page from Lesson 1 (PMB p47); Photos of the pupils (showing a complete outfit) (optional); PMB p43 (Personal album cover sheet) (optional) – one photocopy per pupil (if not already used)

Look in the kit *see p23*

- Say the kit chant and use Norton to help you present the items for today's lesson.

Introduce the topic

- Ask your class to tell you what they remember about Emilia, Adam, Karima, and Dylan.
- Ask about the four families and the pets the children have got: *What pet has Dylan got? Who's got a parrot?*
- Tell them that in this section they are going to learn about the children's clothes.
- Ask them what clothes words they can remember.
- Use the clothes flashcards and play a game, e.g. *Flashing a card* (p18).

CB pp82–83 Activity 2 Say the clothes words. Listen and say who.

- Ask the pupils to look at the pictures in the Class Book and find different items of clothing: *Find a green dress. Find some yellow trousers.*
- Use the pictures to teach the new vocabulary *sandals, blouse, and shirt*.
- Explain that a *blouse* is like a shirt, but it is worn by girls or women, and it is often more decorated or shaped than a shirt (for example, Emilia's blouse has ruffled sleeves and a ribbon at the neck).

- Ask them to say who's wearing the clothes they can see: *Who's wearing shorts and a hat?*
- Check that they understand what Karima says: *I'm wearing my favourite clothes.*
- Tell your class that they are going to hear the children talking about what they are wearing.
- Ask them to listen carefully, point to the photos, and say who is talking.
- Play the CD, pausing after each speaker for pupils to answer.

2.55

- Adult: What are you wearing?
 Emilia: I'm wearing a skirt and a blouse, and black shoes.
 Adult: What are you wearing?
 Dylan: I'm wearing a blue and white jumper, yellow trousers, and shoes.
 Adult: What are you wearing?
 Karima: I'm wearing my favourite clothes – a green and red dress and white sandals.
 Adult: What are you wearing?
 Adam: I'm wearing shorts and a shirt, and sandals. And a big hat!

- When they finish listening ask them to tell you what each child is wearing: *What's Adam wearing?*

AB p77 Activity 2 Listen and colour.

- Tell the pupils that they are going to hear two children talking.
- Explain that the girl is wearing clothes for cold weather, and the boy is wearing traditional Mexican clothes.
- Revise or teach the words *gloves* and *boots* (pupils may remember these from the optional Lesson 8a in Unit 8).
- Ask the pupils to listen and colour the clothes.
- You can ask them to put a dot of colour on the clothes as they listen, and finish the colouring later.

2.56

- Boy: I'm wearing my best clothes. I've got a red and white hat. I'm wearing black trousers and black shoes. And I'm wearing a green jacket.
 Girl: It's cold. I'm wearing lots of clothes! I've got a grey jacket and a purple skirt. I'm wearing blue gloves and a yellow hat. And I've got brown boots.

- When they finish colouring ask them to describe what the children are wearing.
- Focus on the use of *he* and *she*: *She's wearing a ... He's wearing a ...*

PMB p47 Personal album

- Get out the photocopiable page that the pupils started in the last lesson.
- Ask the pupils to show you their photos (if they have brought any) or to quickly draw a picture of themselves in the frame at the bottom of the page wearing e.g. a favourite outfit.
- Ask them to describe what they are wearing: *I'm wearing a pair of shorts and green jacket.*
- Ask the pupils to stick their photo in the frame and complete the sentence *I'm wearing ...*
- Use this opportunity to recast some of their comments: *You're wearing your best clothes / your First Communion outfit ...*

PMB p43 Make the Personal album cover

- Give out the cover for the Personal album if you have not already done so, and let the pupils colour it and write their name on the line.
- Show them how to put all their Personal album pages together (e.g. by using a hole punch and treasury tags / string, or by stapling the pages).
- Put the Personal albums in a prominent place so that the pupils can look at them and talk about them.

Test transcripts / answers

(All listenings are provided on the Tests CD.)

Unit tests

Unit 1 Test

1 Listen and join.

1 Transcript / Answers

One, five, four, eight, two, six, nine, three, seven, ten, nine.

2 Listen and colour.

2 Transcript / Answers

- 1 I'm Elle. My favourite colour's pink.
- 2 I'm Ben. My favourite colour's blue.
- 3 I'm Rav. My favourite colour's purple.
- 4 I'm Amy. My favourite colour's green.
- 5 I'm Josh. My favourite colour's yellow.

3 Read and tick.

Answers:

1 a big circle	✓	
2 a small square		✓
3 a small triangle	✓	
4 a big square		✓
5 a small rectangle	✓	

Unit 2 Test

1 Listen and circle.

3 Transcript / Answers

- 1 Poppy: This is my sister.
- 2 Flo: This is my aunt.
- 3 Bing: This is my Dad.
- 4 Flo: This is my cousin. His name's Dan.
- 5 Poppy: This is my Grandma.
- 6 Poppy: This is my Mum.
- 7 Titch: This is my cousin. Her name's Rosa.
- 8 Flo: This is my Grandma.
- 9 Fred: This is my Grandpa.
- 10 Titch: This is my brother.
- 11 Fred: This is my sister.
Titch: I'm Titch! I'm Titch!

2 Listen and draw.

4 Transcript / Answers

- 1 Adult: Hello, Titch. How old are you?
Titch: I'm four.
- 2 Adult: Hello, Emily. How old are you?
Emily: I'm seven.
- 3 Adult: Hello, Tom. How old are you?
Tom: I'm six.
- 4 Adult: Hello, Sam. How old are you?
Sam: I'm eight.

- 5 Adult: Hello, Katy. How old are you?
Katy: I'm seven.

- 6 Adult: Hello, Anna. How old are you?
Anna: I'm six.

3 Read and match.

Answers: 1 girl 2 man 3 boy 4 woman 5 girl

Unit 3 Test

1 Listen and circle.

5 Transcript / Answers

- 1 an orange
- 2 a yoghurt
- 3 an apple
- 4 a chocolate bar
- 5 a cake
- 6 a sandwich
- 7 a biscuit
- 8 a juice
- 9 a banana
- 10 a fizzy drink
- 11 an orange

2 Listen and match.

6 Transcript / Answers

- Adult: What have you got, Poppy?
Poppy: I've got a banana.
Adult: What have you got, Flo?
Flo: I've got a juice.
Adult: What have you got, Fred?
Fred: I've got a sandwich.
Adult: What have you got, Bing?
Bing: I've got a biscuit, and a fizzy drink.
Adult: What have you got, Titch?
Titch: I've got a cake and an apple.
Adult: What have you got, Mr Fixit?
Mr Fixit: I've got a sandwich, a biscuit and a juice.

3 Read and number.

Answers: Bing: a bread roll (3), a carrot (6); Titch: a cereal bar (2), an orange (4); Flo: milk (5), a banana (1)

Unit 4 Test

1 Listen and number.

7 Transcript / Answers

- 1 I've got a puppet.
- 2 I've got a plane.
- 3 I've got a train.
- 4 I've got a robot.
- 5 I've got a doll.
- 6 I've got a computer.
- 7 I've got a bike.
- 8 I've got a teddy.
- 9 I've got a ball.
- 10 I've got a car

2 Listen and circle.

8 Transcript / Answers

- 1 Child: Where's my robot?
Mum: It isn't here.
- 2 Child: Where's my bike?
Mum: It isn't here.
- 3 Child: Where's my plane?
Mum: It's here.
- 4 Child: Where's my computer?
Mum: It's here.
- 5 Child: Where's my puppet?
Mum: It isn't here.
- 6 Child: Where's my car?
Mum: It's here.

3 Read and number.

Answers: a doll made of fabric (3) a robot made of metal (4) a car made of wood (5) a car made of metal (1) a ball made of plastic (2)

Unit 5 Test

1 Listen and number. Write.

9 Transcript / Answers

- 1 Child: Where are the toes?
Adult: Here they are.
- 2 Child: Where's the body?
Adult: Here it is.
- 3 Child: Where's the head?
Adult: Here it is.
- 4 Child: Where are the arms?
Adult: Here they are.
- 5 Child: Where are the legs?
Adult: Here they are.
- 6 Child: Where are the hands?
Adult: Here they are.

2 Listen and number.

10 Transcript / Answers

- 1 It's got six hands.
- 2 It's got three bodies.
- 3 It's got two heads.
- 4 It's got five arms.
- 5 It's got four legs.

3 Write.

Answers: 1 hair 2 eyes 3 ear 4 nose 5 mouth

Unit 6 Test

1 Listen and circle.

11 Transcript / Answers

- | | |
|----------------------|-----------------------|
| 1 Look at the horse! | 6 Look at the rabbit! |
| 2 Look at the cow! | 7 Look at the hen! |
| 3 Look at the dog! | 8 Look at the donkey! |
| 4 Look at the goat! | 9 Look at the duck! |
| 5 Look at the sheep! | 10 Look at the cat! |

2 Listen and draw.

12 Transcript / Answers

- | | |
|--|---|
| 1 Adult: Let's go and see the horses. | |
| Child: I like horses. | 😊 |
| 2 Adult: Let's go and see the rabbits. | |
| Child: I don't like rabbits. | 😞 |
| 3 Adult: Let's go and see the cows. | |
| Child: I like cows. | 😊 |
| 4 Adult: Let's go and see the ducks. | |
| Child: I don't like ducks. | 😞 |
| 5 Adult: Let's go and see the goats. | |
| Child: I like goats. | 😊 |

3 Read and match.

Answers: I like puppies. (3) I like kittens. (5) I like foals. (1) I like lambs. (2) I like chicks. (4)

Unit 7 Test

1 Look and circle.

Answers: fly, hop, climb a tree, run, walk, kick a ball, throw a frisbee, juggle, ride a bike, jump

2 Listen and tick (✓) or cross (X).

13 Transcript / Answers

- 1 I can ride a bike.
- 2 I can kick a ball.
- 3 I can't climb a tree.
- 4 I can throw a frisbee.
- 5 I can't fly!

3 Read and match.

Answers: 1 I can talk. (c) 2 I can't swim. (b) 3 I can't draw. (e) 4 I can read. (d) 5 I can write. (a)

Unit 8 Test

1 Listen and circle.

14 Transcript / Answers

- | | |
|---|--|
| 1 Child: Hi Fred. | |
| Fred: Hello. Look at my new clothes. I've got a new T-shirt and new shorts. | |
| 2 Child: Hi Flo. | |
| Flo: Hello. Look at my new clothes. I've got a new skirt and a new jacket. | |
| 3 Child: Hi Bing. | |
| Bing: Hello. Look at my new clothes. I've got a new shirt and new socks. | |
| 4 Child: Hi Titch. | |
| Titch: Hello. Look at my new clothes. I've got a new dress and new shoes. | |
| 5 Child: Hi Norton. | |
| Norton: Hello. Look at my new clothes. I've got a new hat and a new jumper. | |

2 Listen and colour.

15 Transcript / Answers

- Flo: I'm wearing a pink T-shirt and a purple skirt. I'm wearing a blue jacket.
Bing: I'm wearing a red jumper and black trousers.

3 Write.

Answers: 1 It's raining. 2 It's windy. 3 It's hot. 4 It's cold.
5 It's cloudy.

Unit 9 Test

1 Listen and tick (✓) or cross (X).

16 Transcript / Answers

- 1 Fred: Where's the cat?
Mum: It's in the garden. (✓)
2 Flo: Where's my T-shirt?
Mum: It's in your bedroom. (X)
3 Fred: Where's the cake?
Mum: It's in the kitchen. (✓)
4 Flo: Where's Grandma?
Mum: She's in the garden. (X)
5 Fred: Where's my teddy?
Mum: It's in your bedroom. (✓)
6 Flo: Where's my ball?
Mum: It's in the living room. (X)
7 Fred: Where's my bike?
Mum: It's in the hall. (✓)
8 Flo: Where's Norton?
Mum: He's in the bathroom. (X)
9 Fred: Where's the dog?
Mum: It's in the garage. (✓)
10 Flo: Where's Titch?
Mum: She's in the hall! (✓)

2 Listen and match.

17 Transcript / Answers

- Adult: Where's Flo?
Child: She's in the living room.
Adult: Where's Fred?
Child: He's in the kitchen.
Adult: Where's Mum?
Child: She's in the bedroom.
Adult: Where's Titch?
Child: She's in the garden.
Adult: Where's Norton?
Child: He's in the bathroom.

3 Read and match.

Answers: bus stop D3, shop A4, park A3 and B3, cinema C4,
house D1

Term tests

(See p8 for an explanation of how to use the parallel tests A and B.)

Term 1 Test A

1 Write.

Answers: 2 apple 3 square 4 Grandma 5 circle 6 uncle

2 Read and match.

Answers: I've got a banana. (3) Hello. I'm Flo. (1) Hello. I'm Norton. (6) I've got a chocolate bar. (2) I've got a biscuit. (5) Hello. I'm Mr Fixit. (4)

Term 1 Test B

Write.

Answers: 2 rectangle 3 Grandpa 4 triangle 5 banana 6 aunt

2 Read and match.

Answers: Hello. I'm Norton. (2) I've got a cake. (5)
Hello. I'm Fred. (6) I've got an apple. (4) Hello. I'm Titch. (1)
I've got a sandwich. (3)

Term 2 Test A

1 Look and colour.

Answers: 1 It's got green hair. 2 It's got red feet. 3 It's got orange arms. 4 It's got a red mouth. 5 It's got blue legs.

Read and number.

Answers: I like foals. (5) I don't like puppets. (2) I like dolls.
(1) I like cats. (6) I like computers. (4) I don't like dogs. (3)

Term 2 Test B

1 Look and colour.

Answers: 1 It's got red ears. 2 It's got a grey nose. 3 It's got pink arms. 4 It's got yellow legs. 5 It's got black eyes.

2 Read and number.

Answers: I like planes. (6) I don't like goats. (5) I like lambs.
(2) I like rabbits. (1) I don't like robots. (3) I like trains. (4)

Term 3 Test A

1 Read and circle.

Answers: 1 I can write. 2 I can't juggle. 3 I can kick a ball.
4 I can't run. 5 I can throw a frisbee. 6 I can't ride a bike.

2 Write.

Answers: I'm wearing a dress. I'm in the park. I'm wearing a jacket. I'm in the kitchen. I'm wearing trousers. I'm in the bedroom.

Term 3 Test B

1 Read and circle.

Answers: 1 I can swim. 2 I can hop. 3 I can't climb a tree.
4 I can jump. 5 I can write. 6 I can't throw a frisbee.

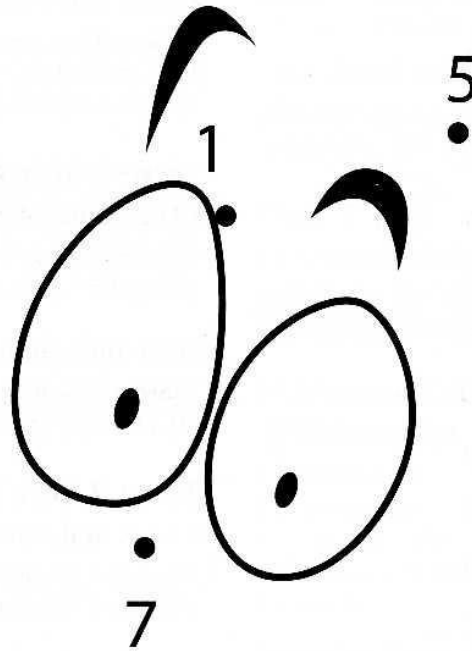
2 Write.

Answers: I'm wearing a skirt. I'm wearing shorts. I'm in the bathroom. I'm in the park. I'm wearing a hat. I'm in the living room.

1

Test

1 Listen and join. 1 10 marks



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• 3

• 8

• 4

5 •

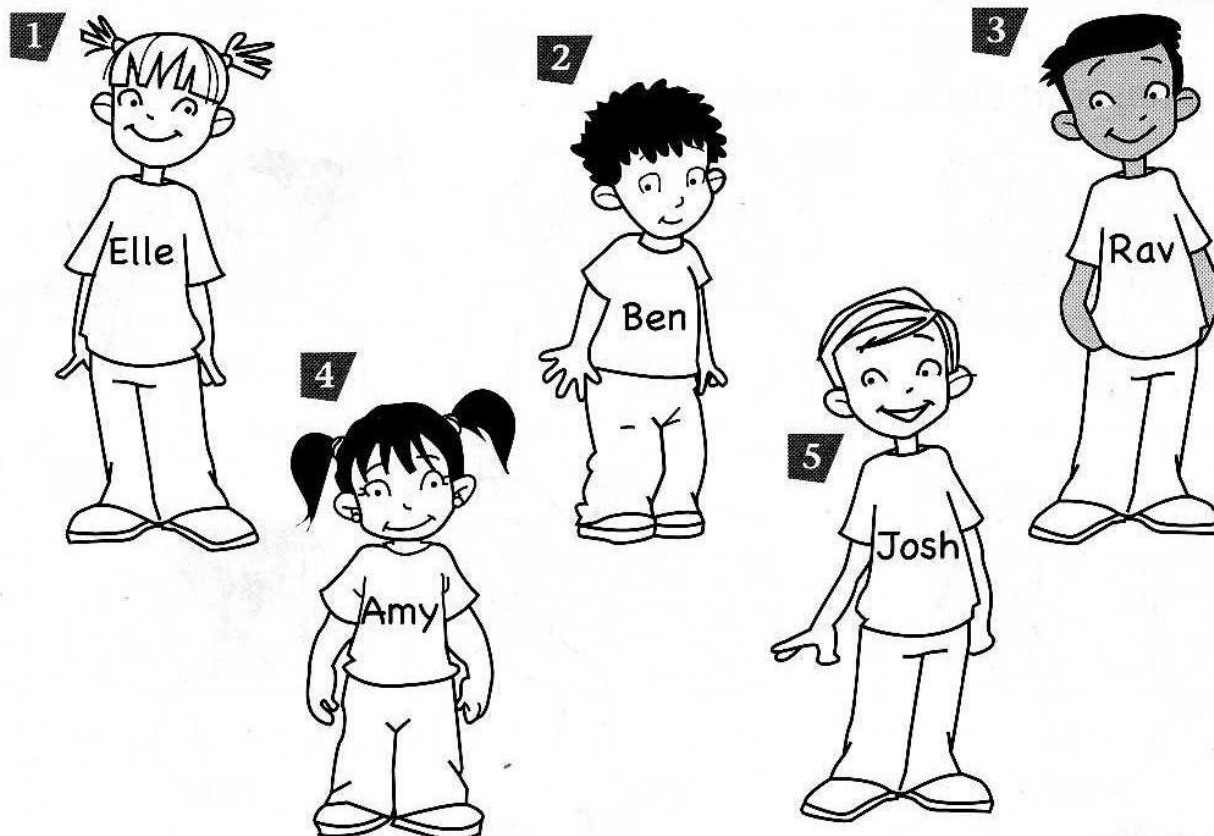
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• 2

2 Listen and colour. 2 5 marks



3 Read and tick (✓). (optional) 5 marks

1 a big circle


☐

☐

2 a small square


☐

☐

3 a small triangle


☐

☐

4 a big square


☐

☐

5 a small rectangle


☐

☐

1 Listen and circle. 3 10 marks

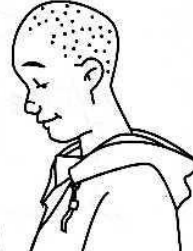
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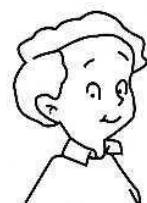
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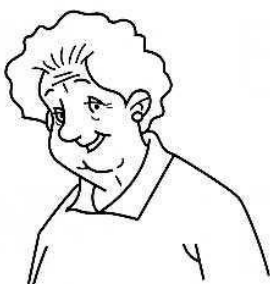
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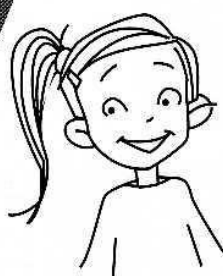
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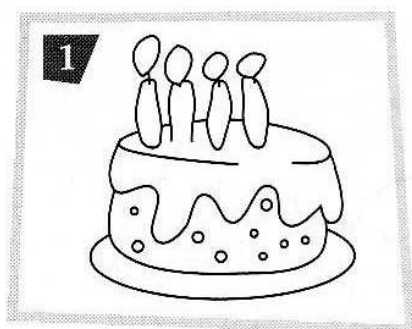
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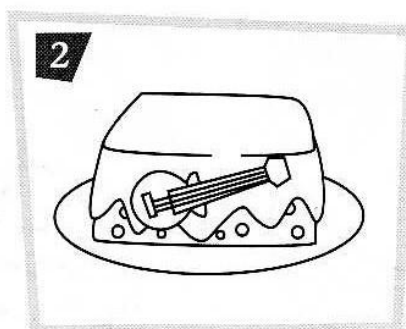
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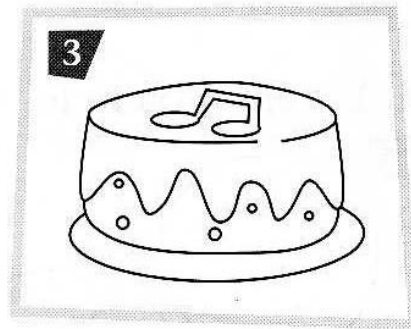
2 Listen and draw. 4 5 marks



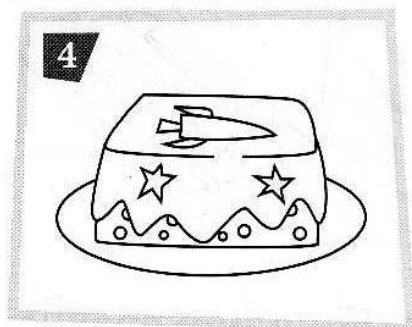
Titch



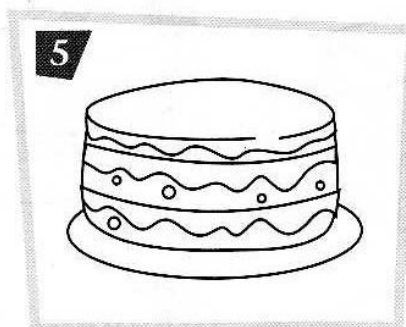
Emily



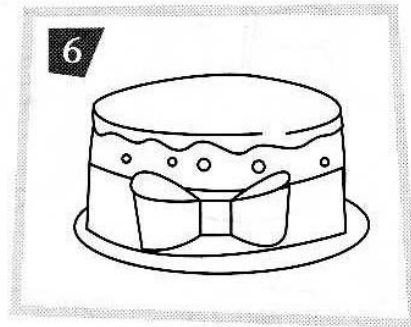
Tom



Sam

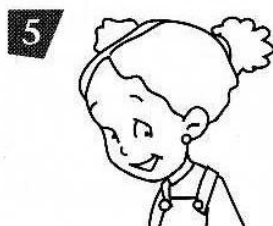
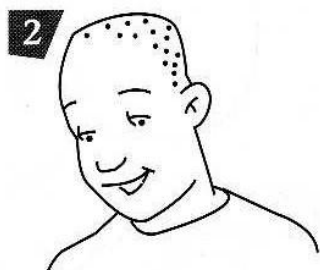


Katy



Anna

3 Read and match. (optional) 5 marks



man

woman

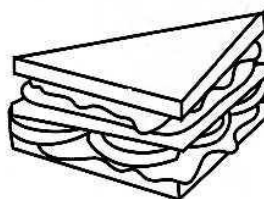
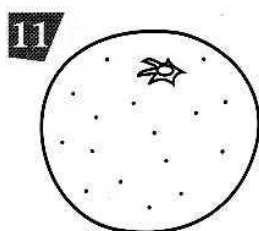
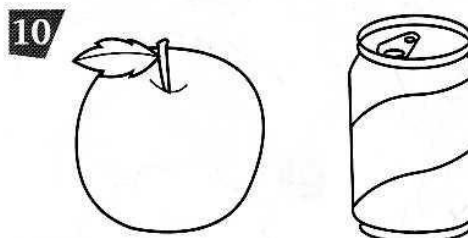
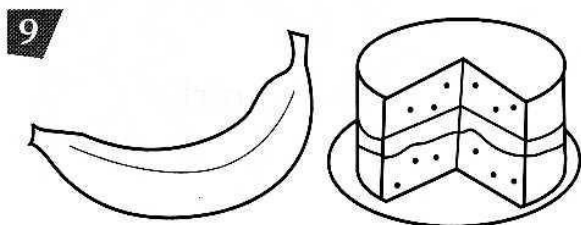
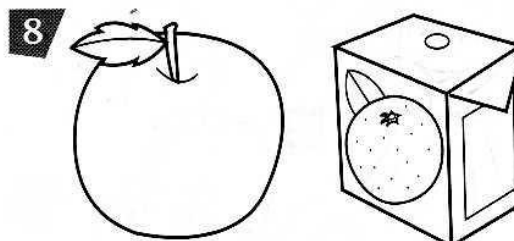
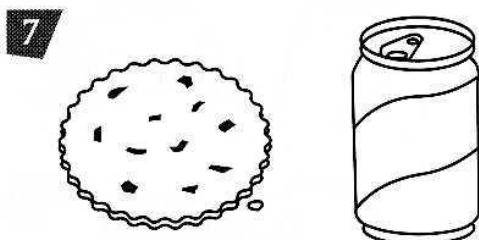
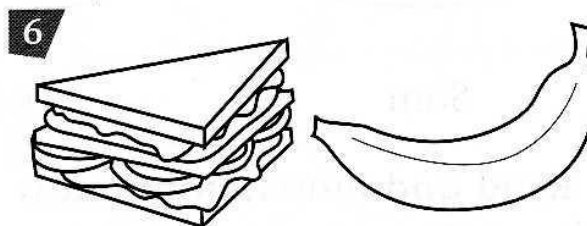
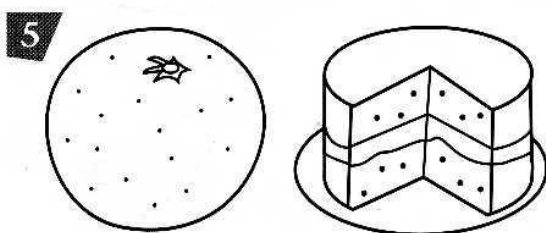
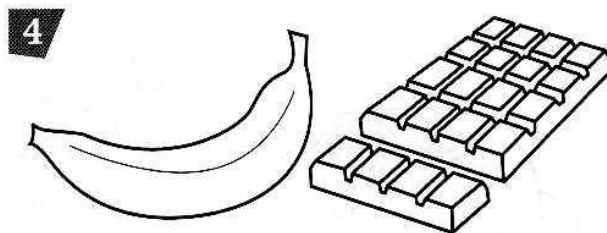
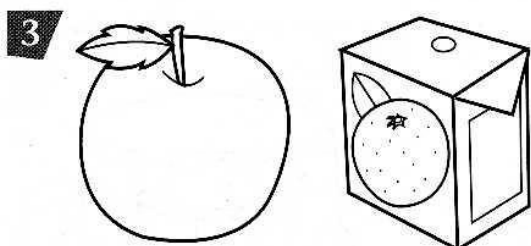
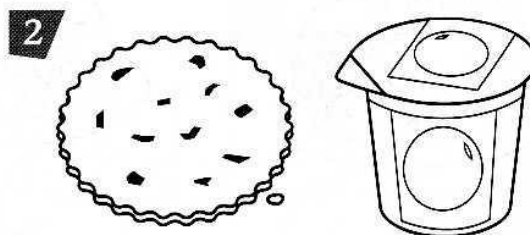
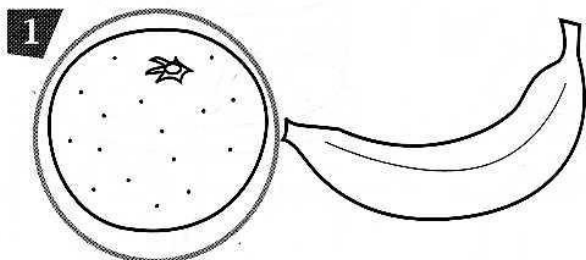
girl

boy

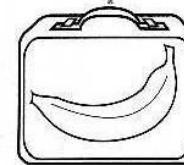
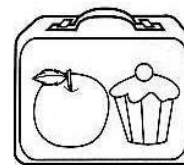
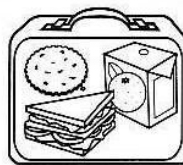
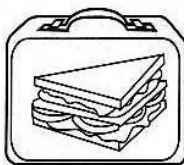
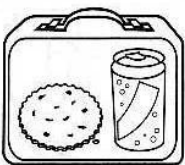
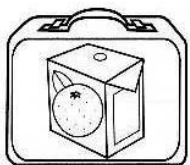
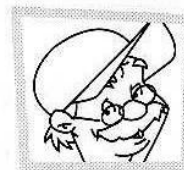
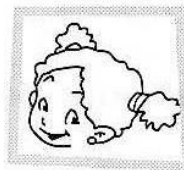
girl

3 Test

1 Listen and circle. 5 10 marks

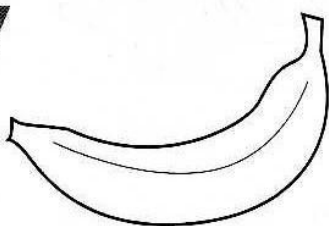


2 Listen and match. 6 5 marks

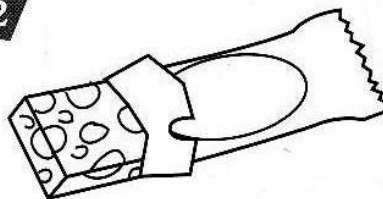


3 Read and number. (optional) 5 marks

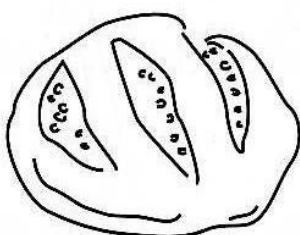
1



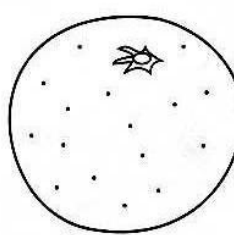
2



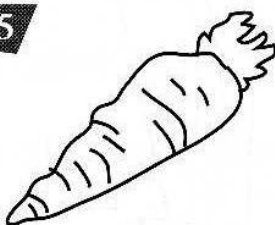
3



4



5



6



Bing

a bread roll

3

a carrot

Titch

a cereal bar

an orange

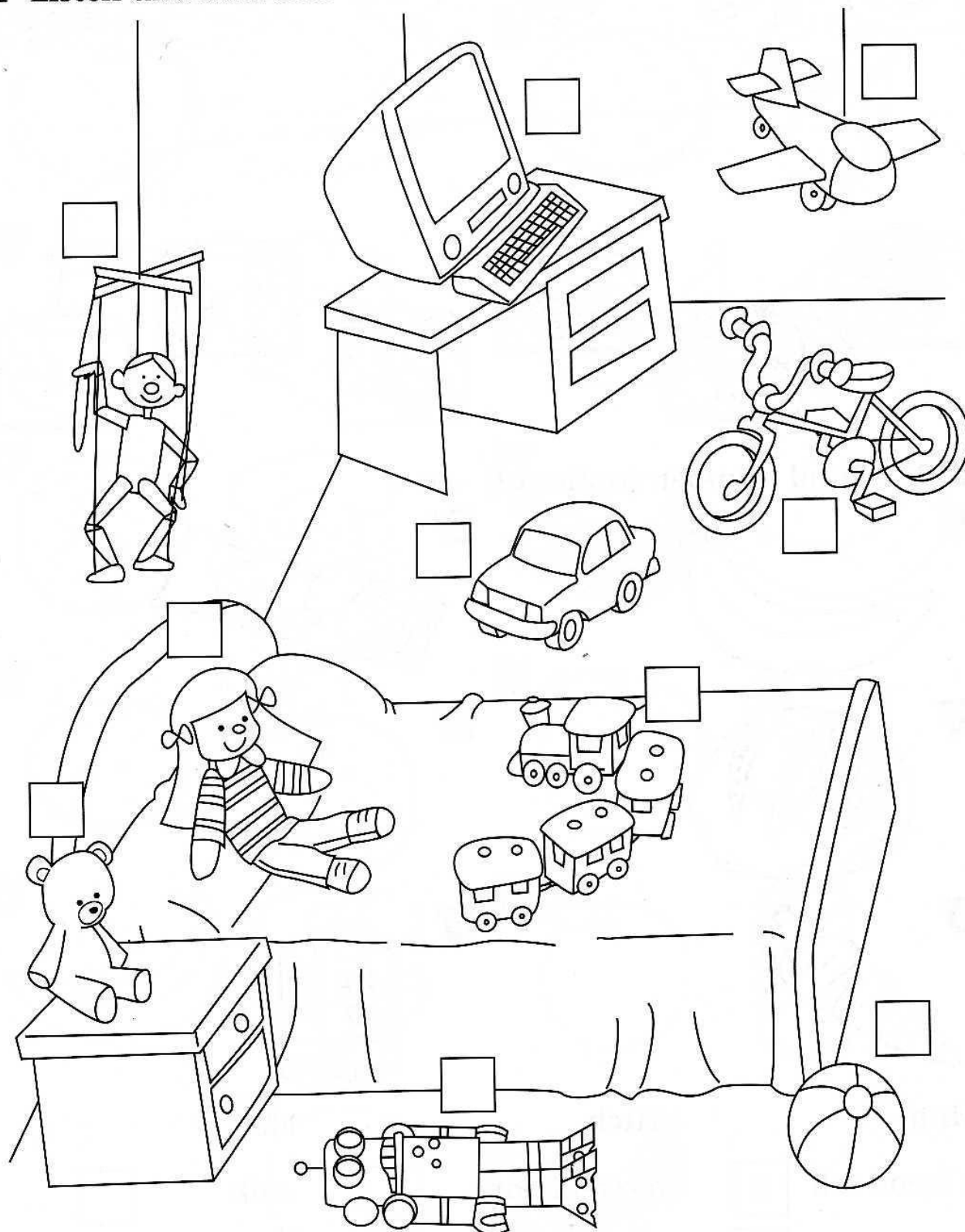
Flo

milk

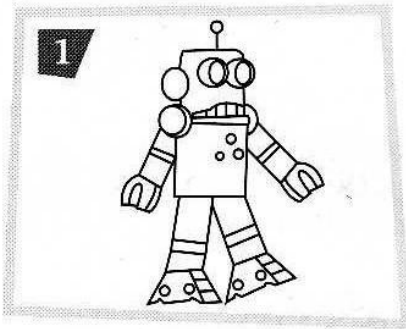
a banana

4 Test

1 Listen and number. 7 10 marks

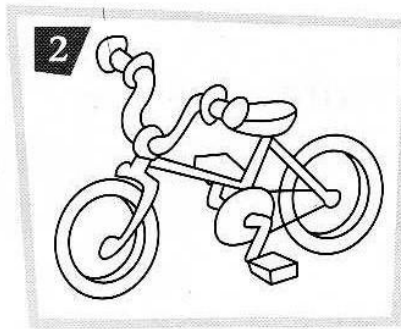


2 Listen and circle. 8 5 marks



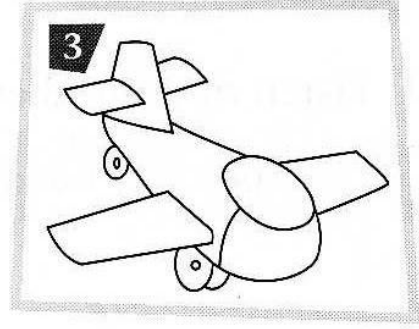
It's here.

It isn't here.



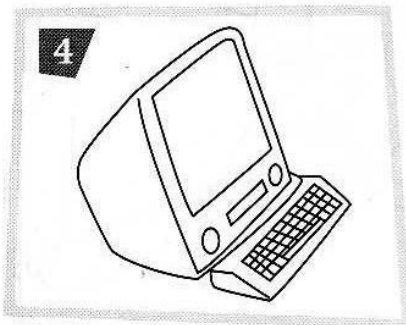
It's here.

It isn't here.



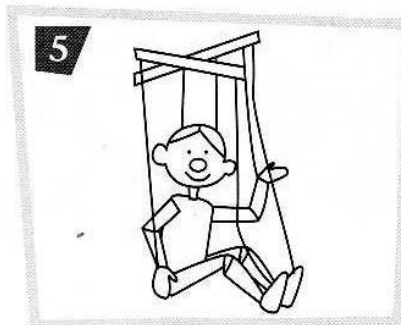
It's here.

It isn't here.



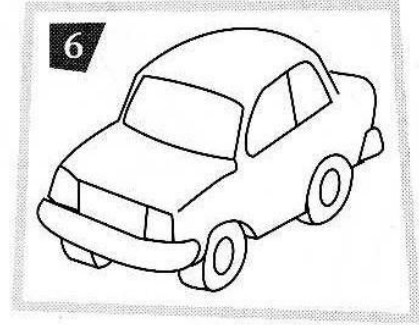
It's here.

It isn't here.



It's here.

It isn't here.



It's here.

It isn't here.

3 Read and number. 5 marks

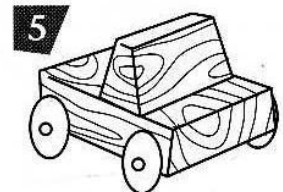
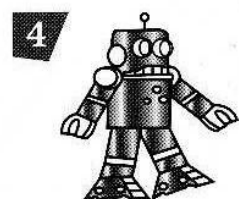
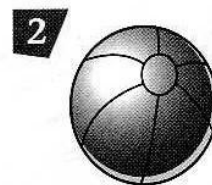
a doll made of fabric

a robot made of metal

a car made of wood

a car made of metal

a ball made of plastic



5

Test

1 Listen and number. Write. 9 10 marks

hands

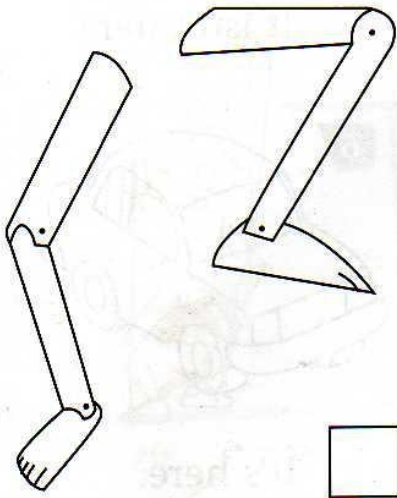
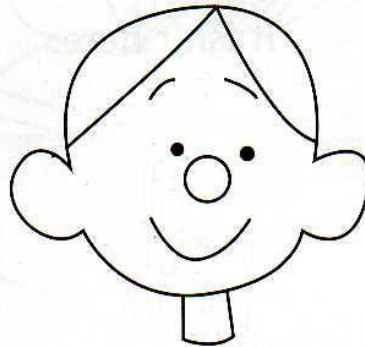
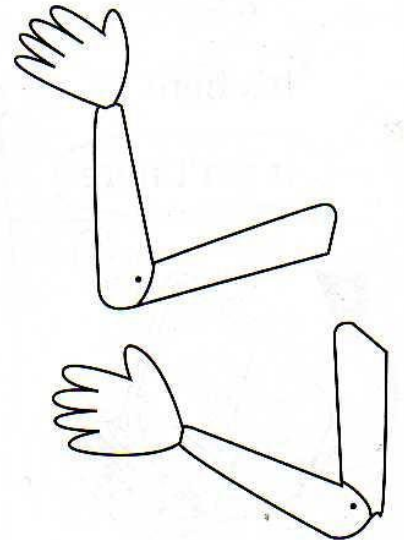
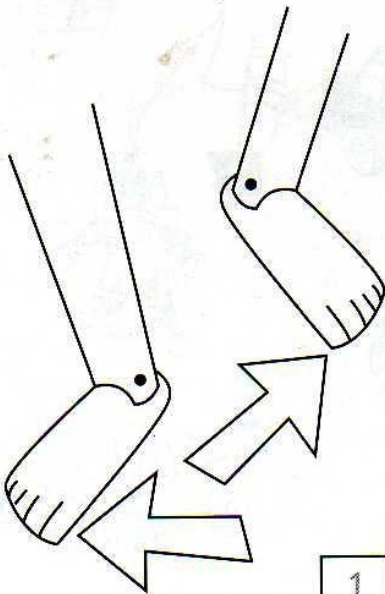
head

body

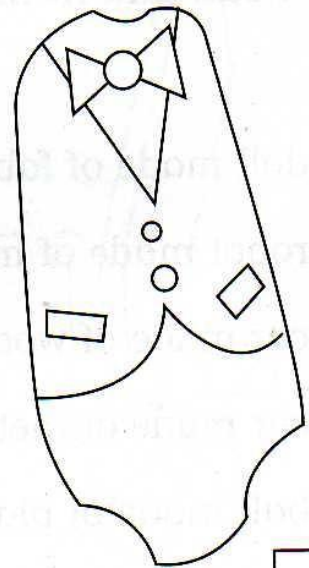
legs

~~toes~~

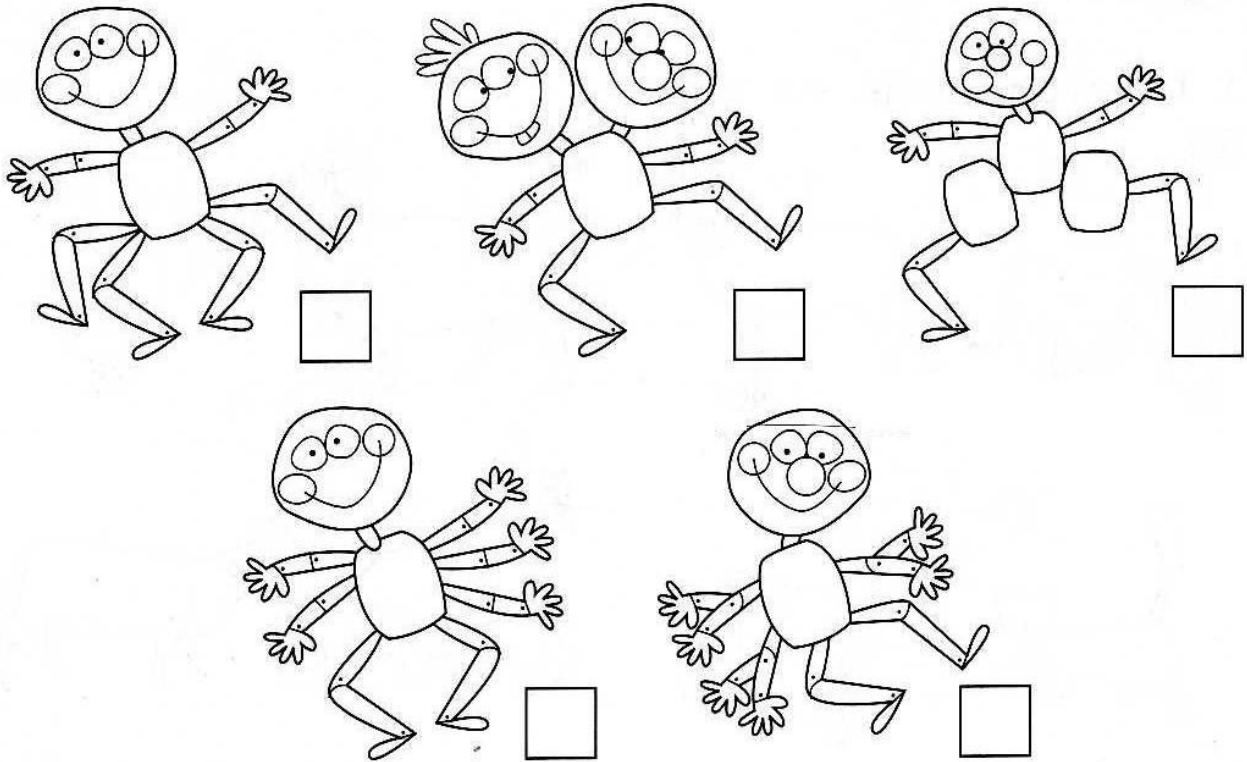
arms


☐

☐

☐

☐

toes


☐

☐

2 Listen and number. 10 5 marks



3 Write. 5 marks

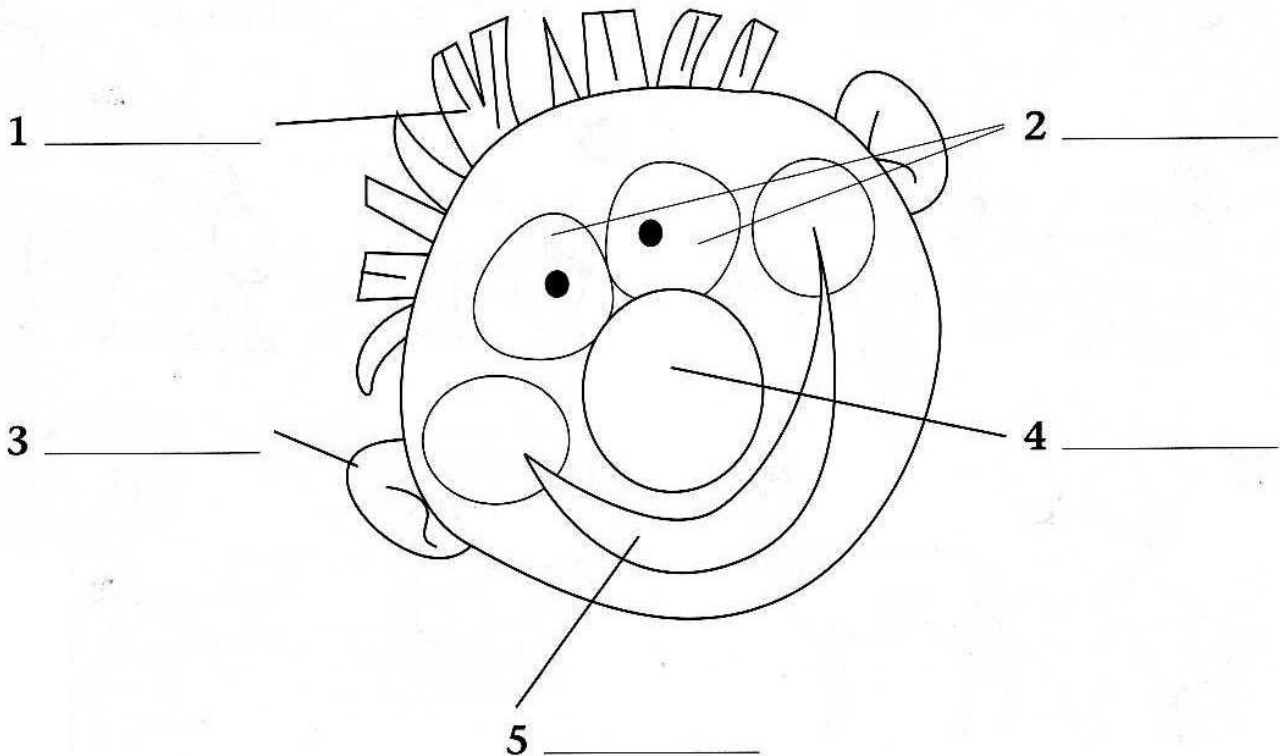
nose

ear

hair

mouth

eyes

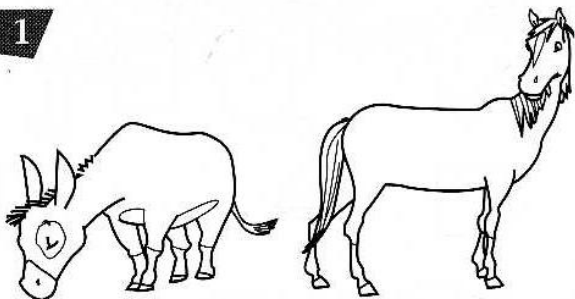


6

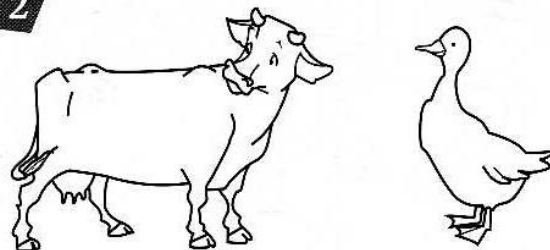
Test

1 Listen and circle. 11 10 marks

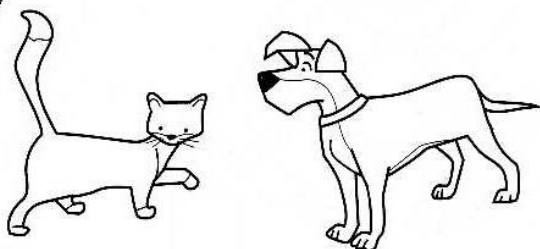
1



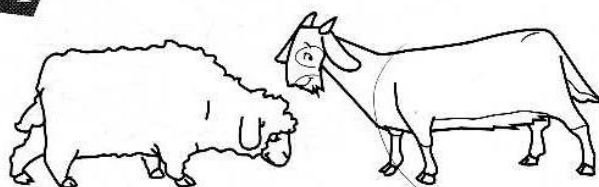
2



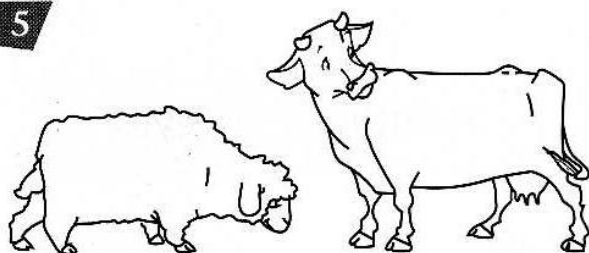
3



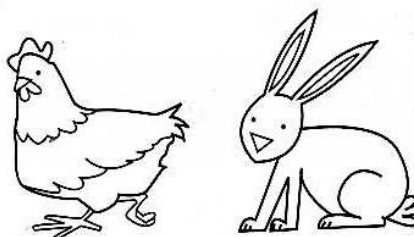
4



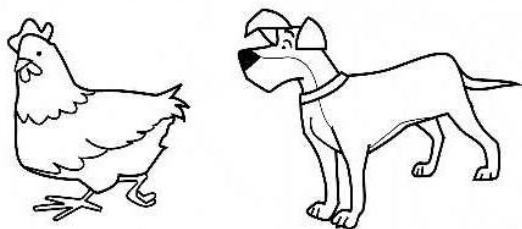
5



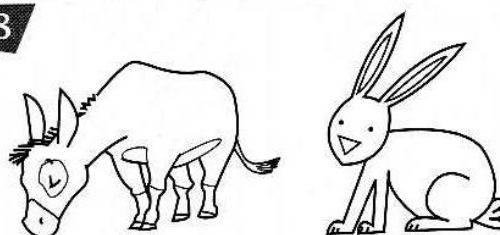
6



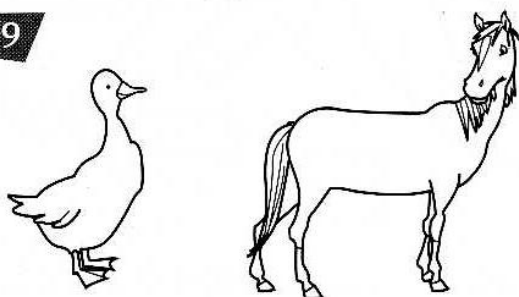
7



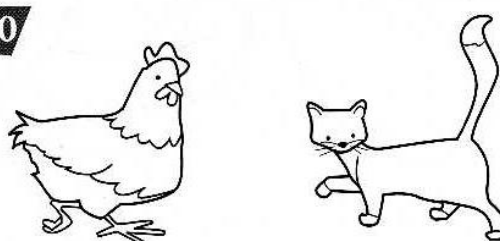
8



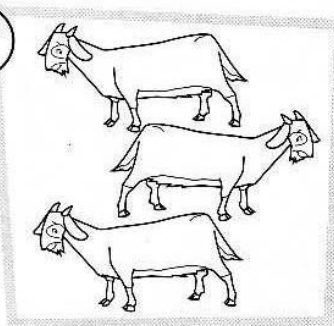
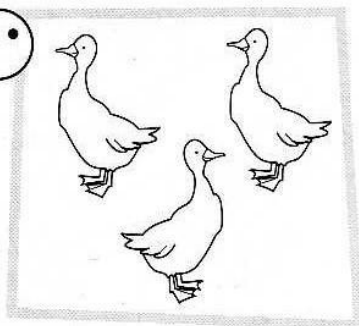
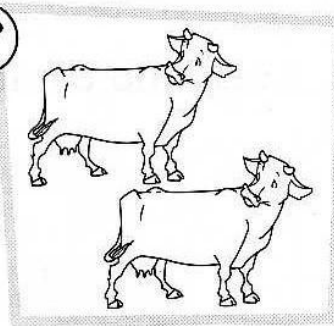
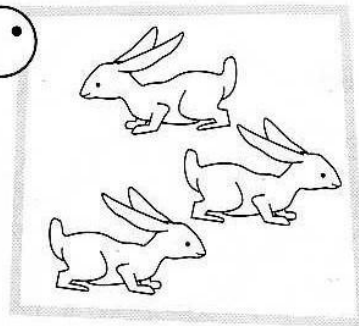
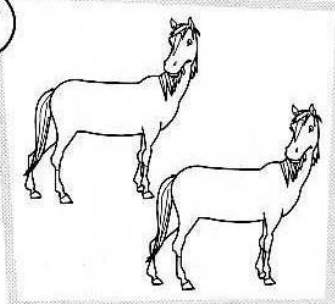
9



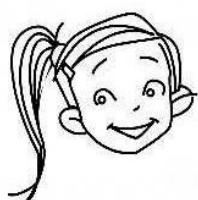
10



2 Listen and draw 😊 or ☹️. 12 5 marks



3 Read and match. 5 marks



I like puppies.



I like kittens.



I like foals.

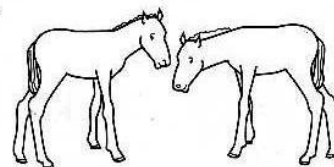


I like lambs.

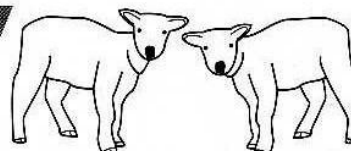


I like chicks.

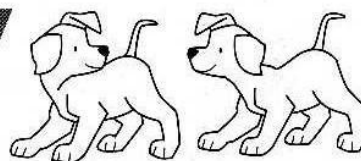
1



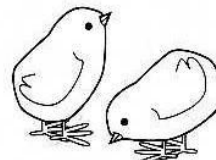
2



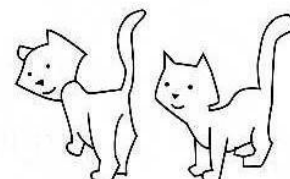
3



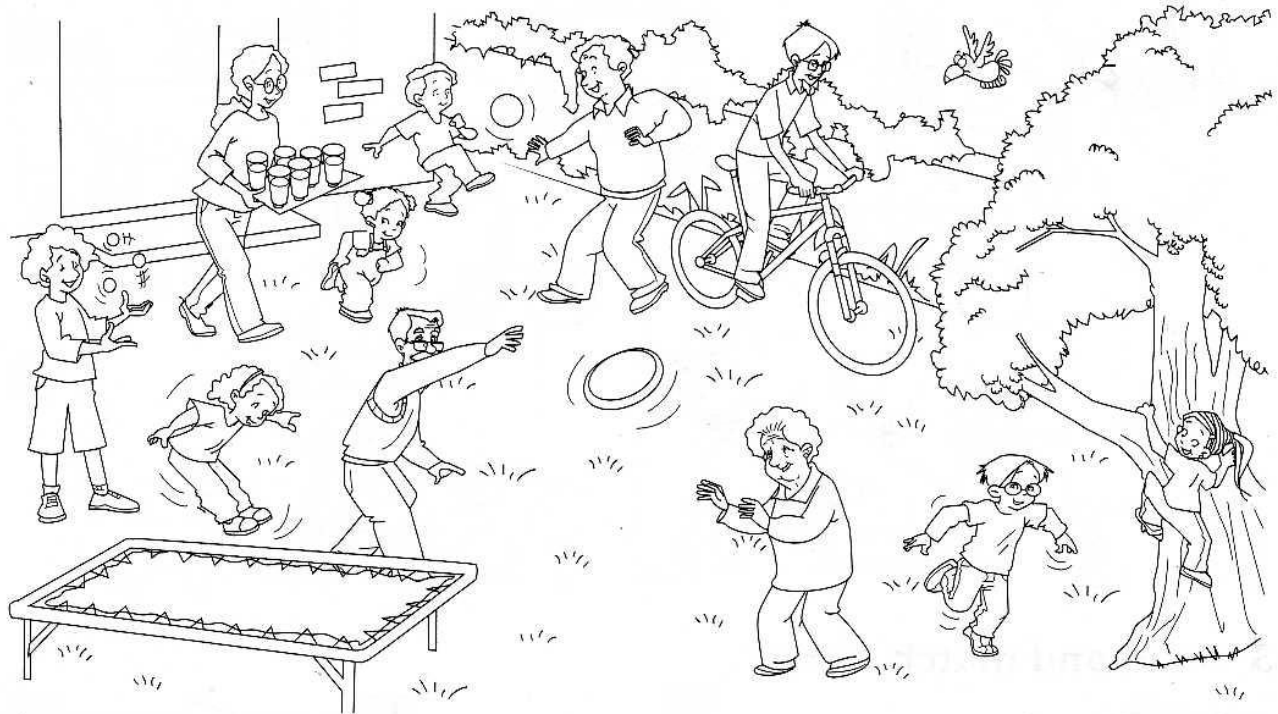
4



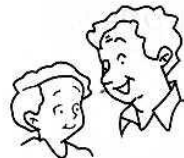
5



1 Look and circle. 10 marks



kick a ball
fly



ride a bike
kick a ball



hop
climb a tree



hop
throw a frisbee



climb a tree
juggle



juggle
fly



throw a frisbee
run



ride a bike
run

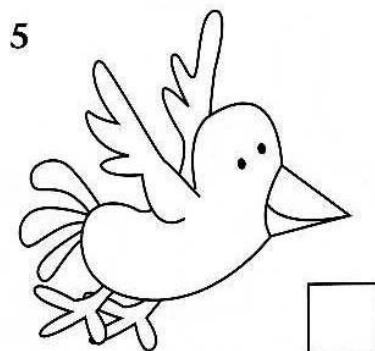
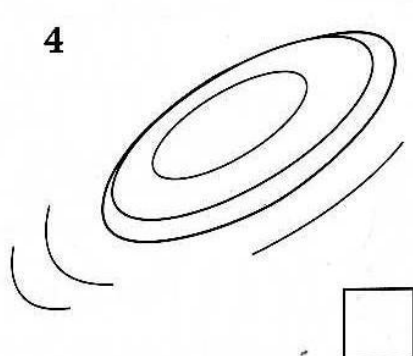
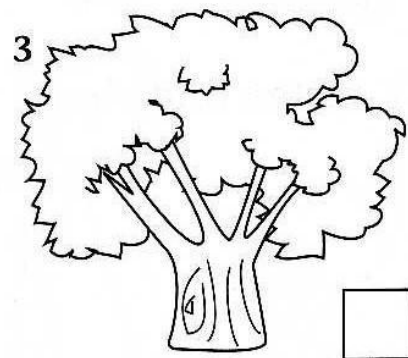
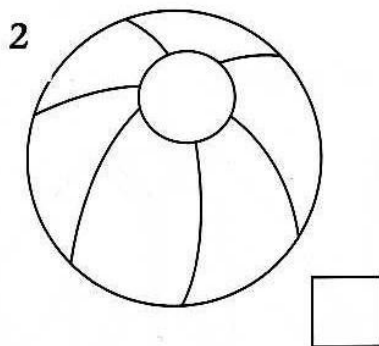
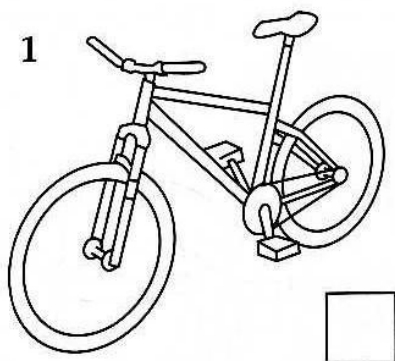


walk
juggle



jump
hop

2 Listen and tick (✓) or cross (X). 13 5 marks



3 Read and match. 5 marks

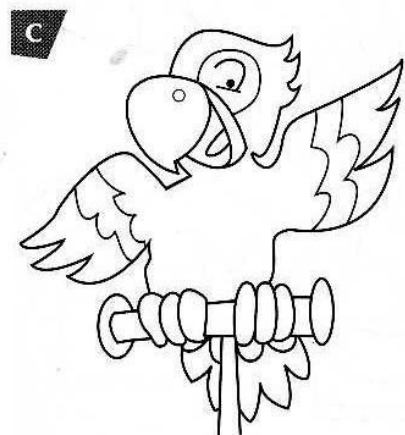
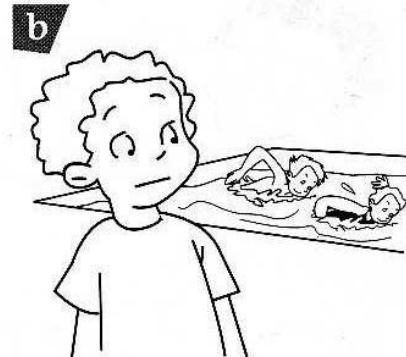
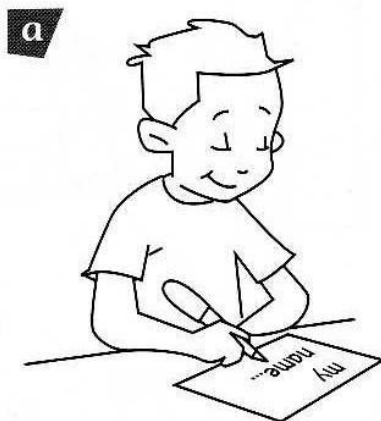
1 I can talk. ☐

2 I can't swim. ☐

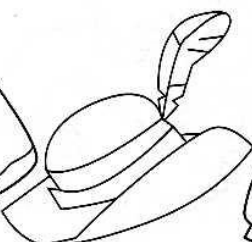
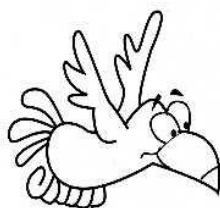
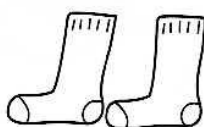
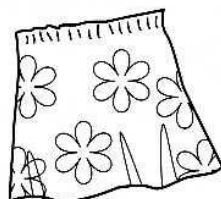
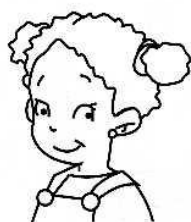
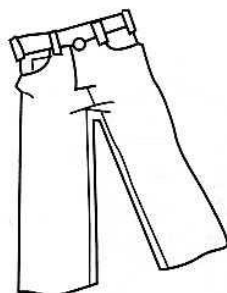
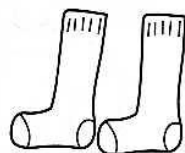
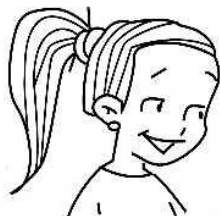
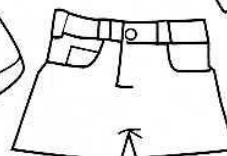
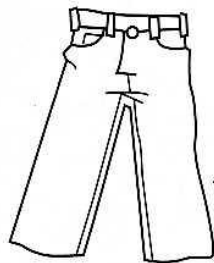
3 I can't draw. ☐

4 I can read. ☐

5 I can write. ☐



1 Listen and circle. 14 10 marks

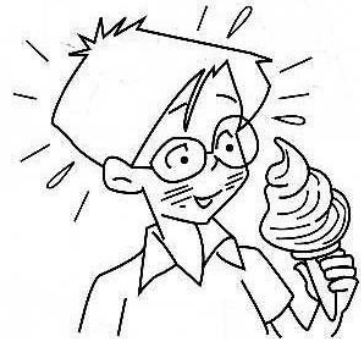


2 Listen and colour. 15 10 marks

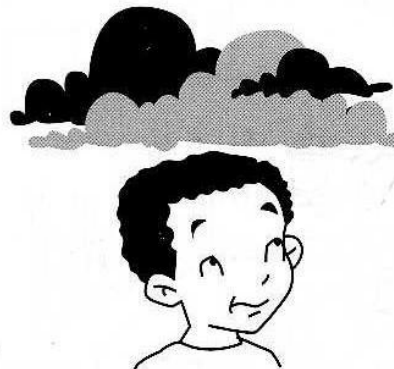


3 Write. 5 marks

It's hot. It's cloudy. It's raining. It's cold. It's windy.



1 _____ 2 _____ 3 _____

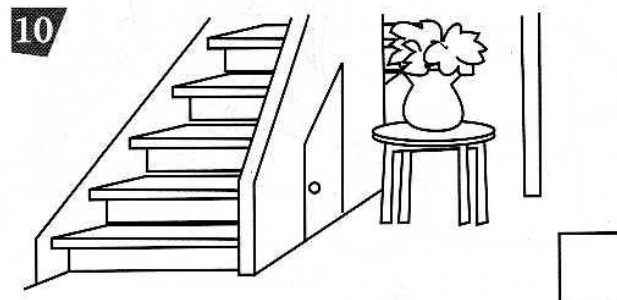
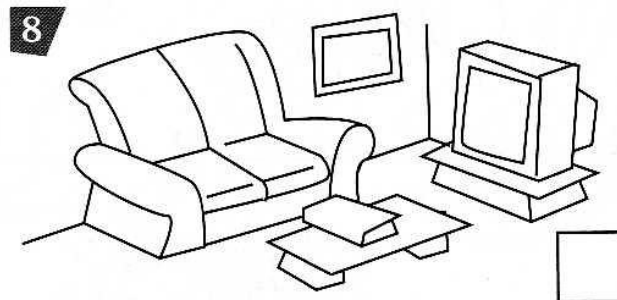
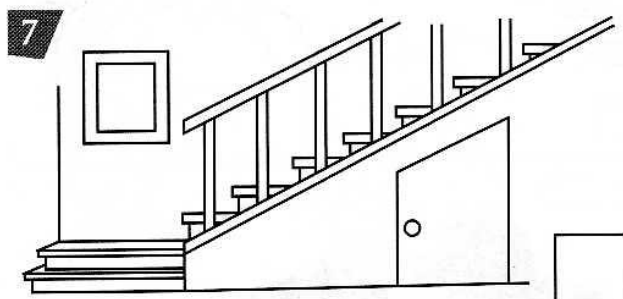
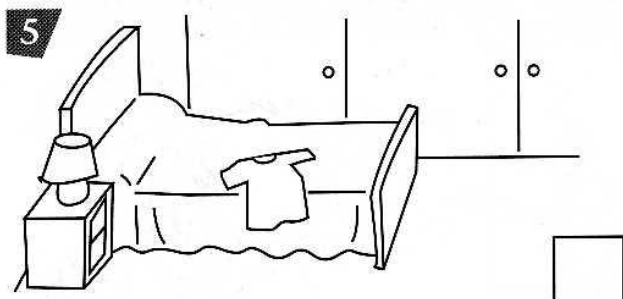
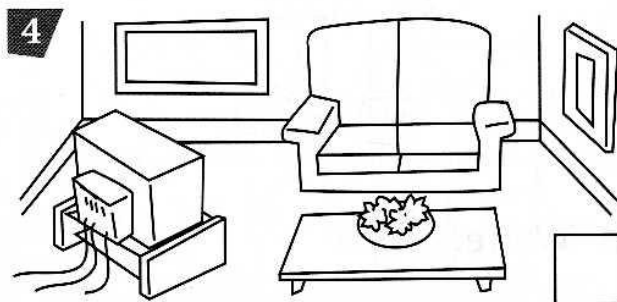
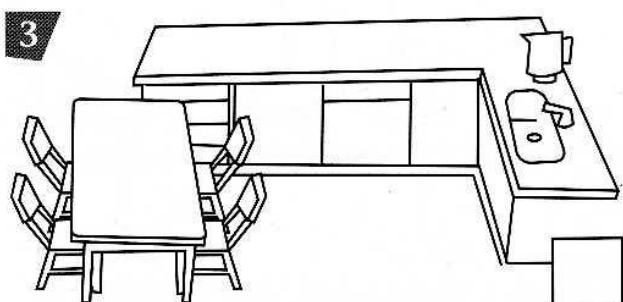
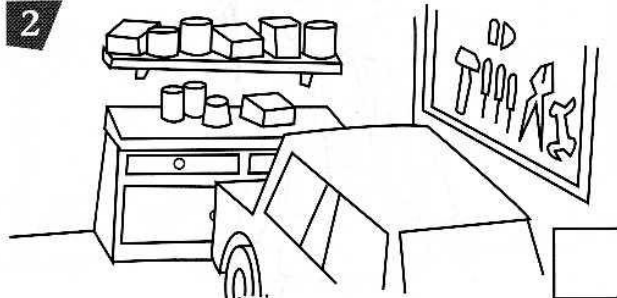
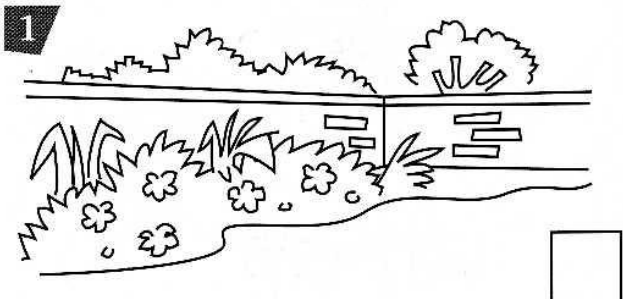


4 _____ 5 _____

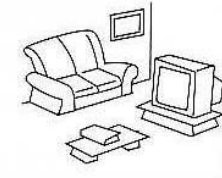
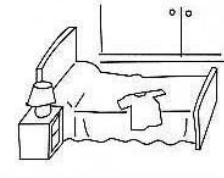
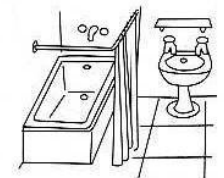
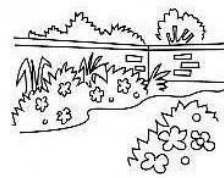
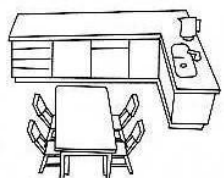
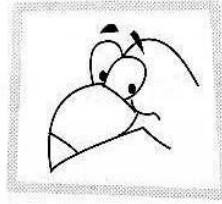
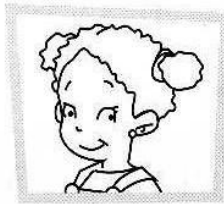
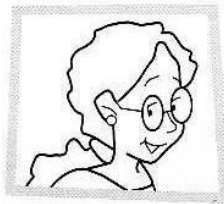
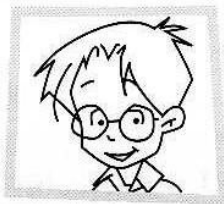
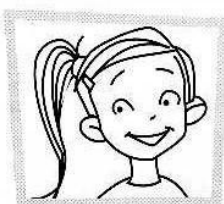
9

Test


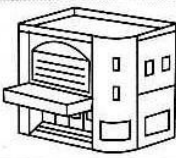
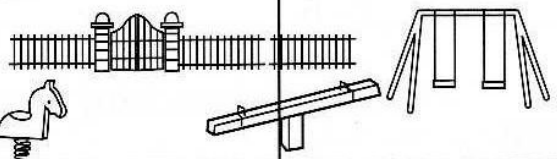
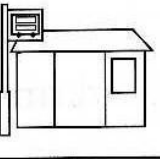


1 Listen and tick (✓) or cross (X). 16 10 marks



2 Listen and match. 17 5 marks



3 Read and match. 5 marks

4				
3				
2				
1				
	A	B	C	D

Where's the school?

Where's the bus stop?

Where's the shop?

Where's the park?

Where's the cinema?

Where's the house?

It's in C4.

It's in D1.

It's in A4.

It's in B2.

It's in D3.

It's in A3 and B3.

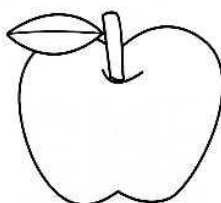
Term 1 Test A

1 Write. 5 marks

uncle square Grandma ~~Fred~~ circle apple



1 Fred



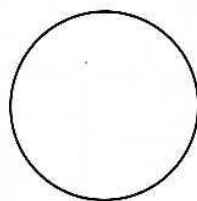
2 _____



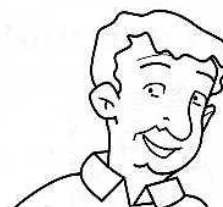
3 _____



4 _____



5 _____



6 _____

2 Read and match. 5 marks

I've got a banana.

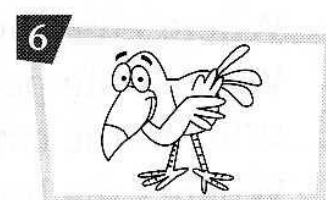
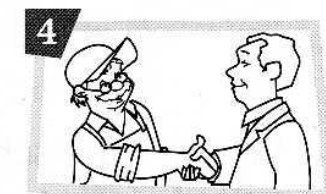
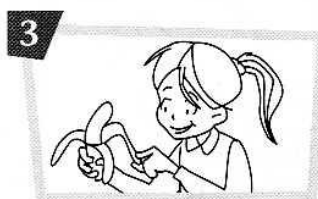
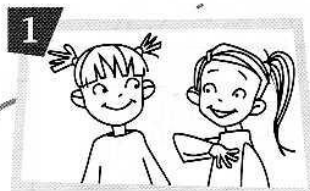
Hello. I'm Flo.

Hello. I'm Norton.

I've got a chocolate bar.

I've got a biscuit.

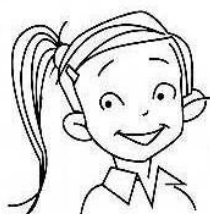
Hello. I'm Mr Fixit.



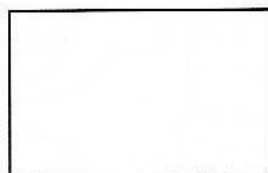
Term 1 Test B

1 Write. 5 marks

Grandpa rectangle ~~Flo~~ triangle banana aunt



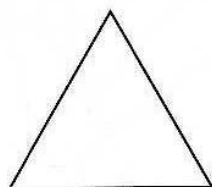
1 Flo



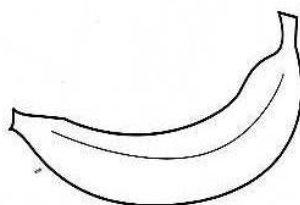
2



3



4



5



6

2 Read and match. 5 marks

Hello. I'm Norton.

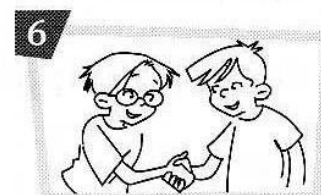
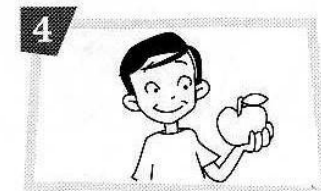
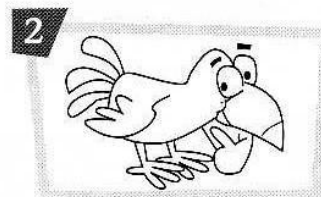
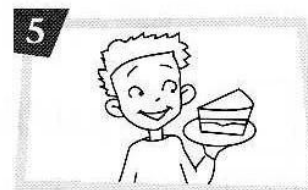
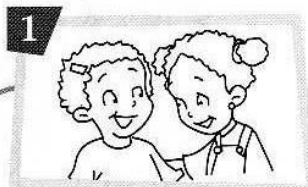
I've got a cake.

Hello. I'm Fred.

I've got an apple.

Hello. I'm Titch.

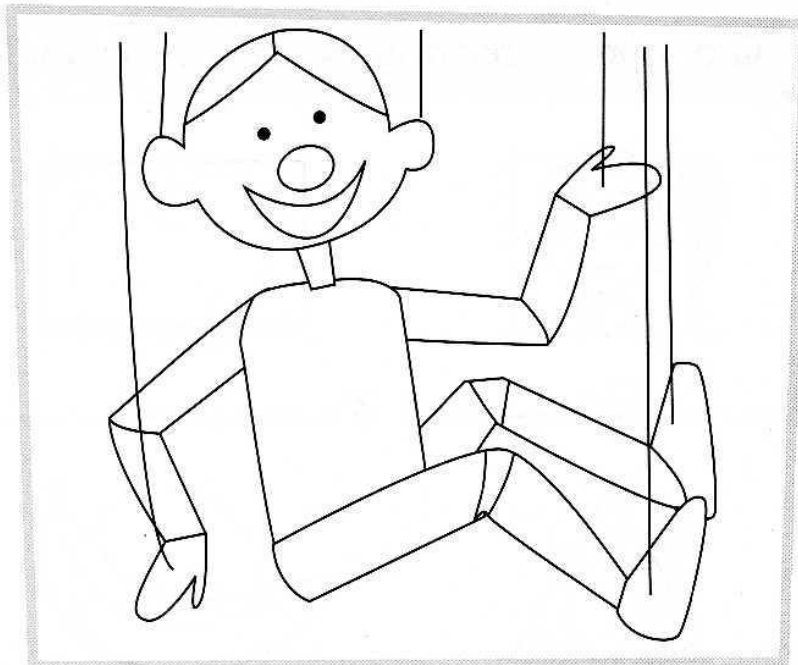
I've got a sandwich.



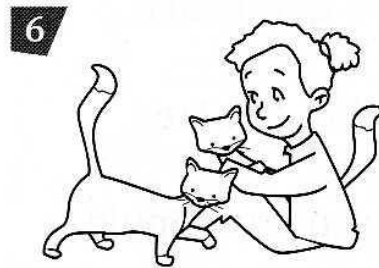
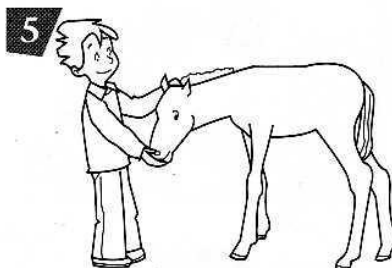
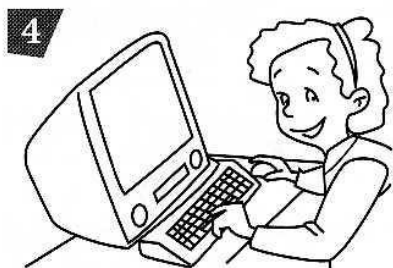
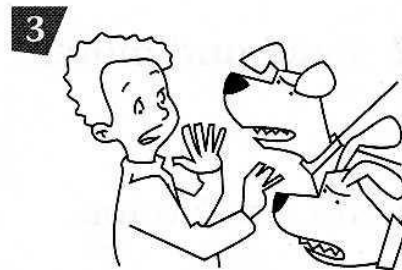
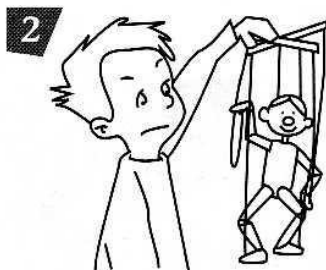
Term 2 Test A

1 Look and colour. 5 marks

- 1 It's got green hair.
- 2 It's got red feet.
- 3 It's got orange arms.
- 4 It's got a red mouth.
- 5 It's got blue legs.



2 Read and number. 5 marks



I like foals.

☐

I like cats.

☐

I don't like puppets.

☐

I like computers.

☐

I like dolls.

☐

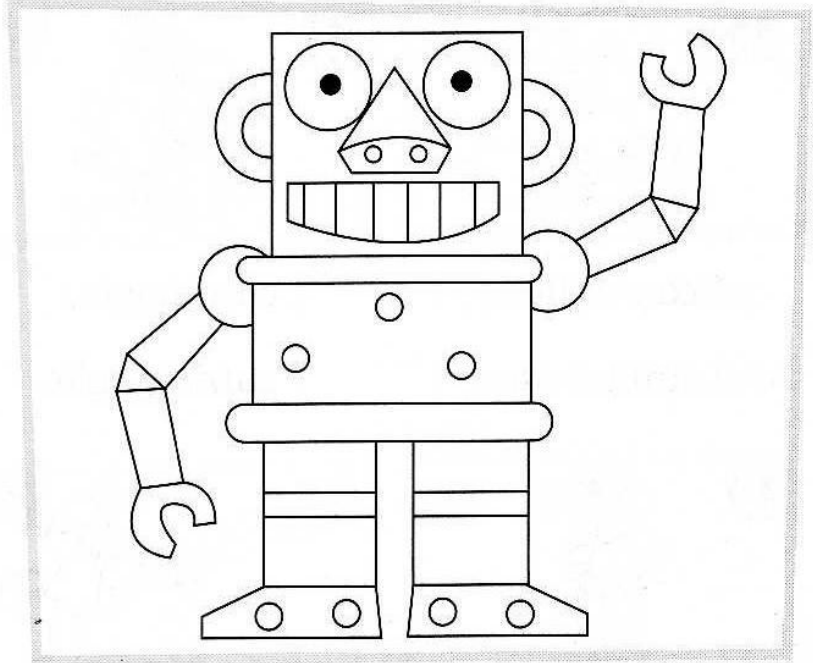
I don't like dogs.

☐

Term 2 Test B

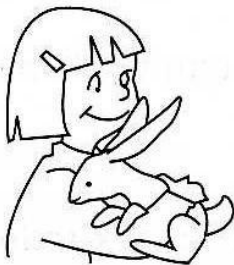
1 Look and colour. 5 marks

- 1 It's got red ears.
- 2 It's got a grey nose.
- 3 It's got pink arms.
- 4 It's got yellow legs.
- 5 It's got black eyes.

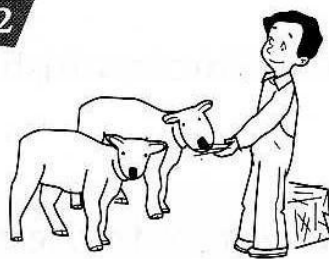


2 Read and number. 5 marks

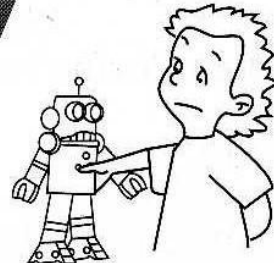
1



2



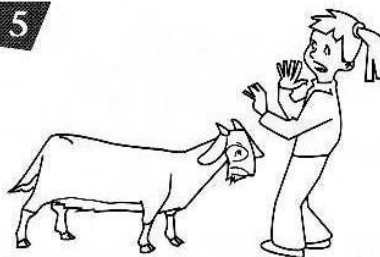
3



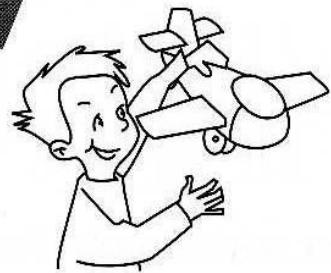
4



5



6



I like planes.

☐

I like rabbits.

☐

I don't like goats.

☐

I don't like robots.

☐

I like lambs.

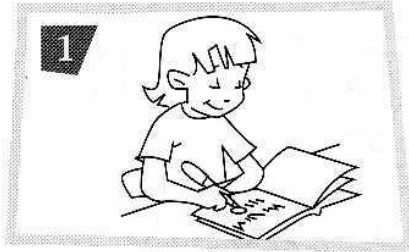
☐

I like trains.

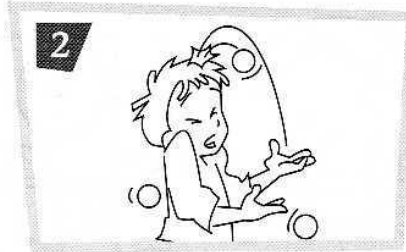
☐

Term 3 Test A

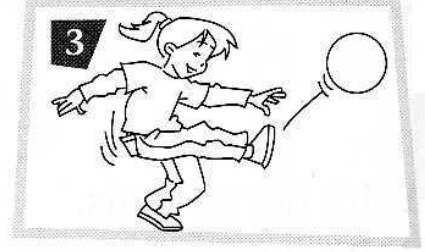
1 Read and circle. 10 marks



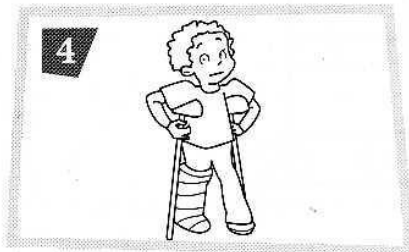
I can write.
I can't write.



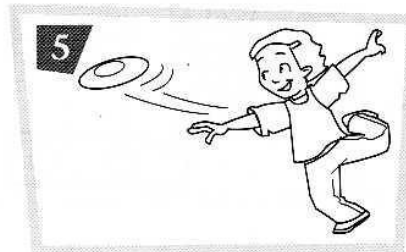
I can juggle.
I can't juggle.



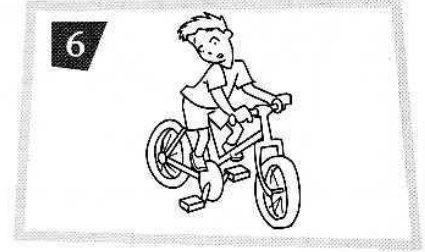
I can kick a ball.
I can't kick a ball.



I can run.
I can't run.



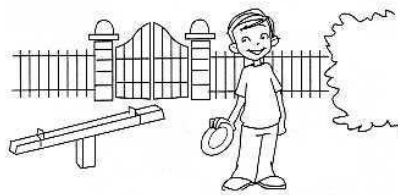
I can throw a frisbee.
I can't throw a frisbee.



I can ride a bike.
I can't ride a bike.

2 Write. 5 marks

bedroom ~~dress~~ jacket trousers park kitchen



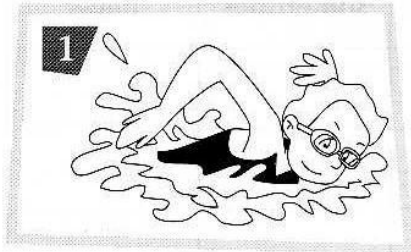
I'm wearing a dress. I'm in the _____. I'm wearing a _____.



I'm in the _____. I'm wearing _____. I'm in the _____.

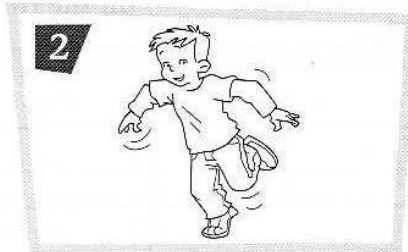
Term 3 Test B

1 Read and circle. 10 marks



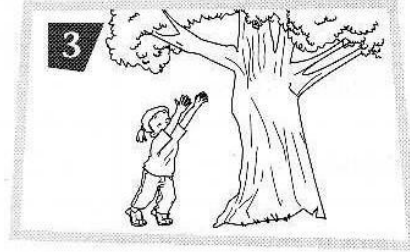
I can swim.

I can't swim.



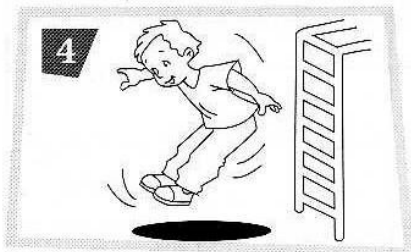
I can hop.

I can't hop.



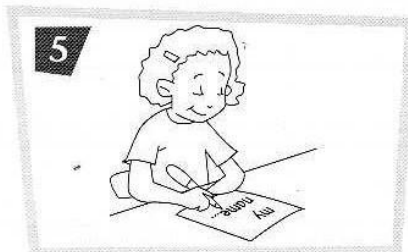
I can climb a tree.

I can't climb a tree.



I can jump.

I can't jump.



I can write.

I can't write.



I can throw a frisbee.

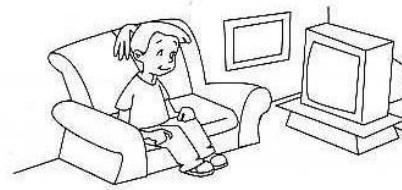
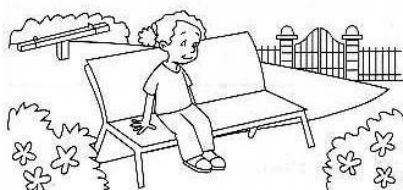
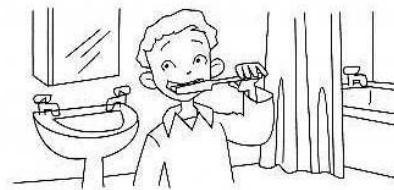
I can't throw a frisbee.

2 Write. 5 marks

shorts hat park bathroom living room ~~skirt~~



I'm wearing a skirt. I'm wearing _____. I'm in the _____.



I'm in the _____. I'm wearing a _____. I'm in the _____.

Record card: Attitudes and Behaviour

Name of pupil:

Objectives	all the time	sometimes	never
Responds to Norton			
Joins in songs			
Joins in rhymes and chants			
Listens and follows instructions			
Pays attention to the story			
Shows understanding of the story			
Is able to create a parallel story			
Remembers the new topic vocabulary			
Remembers the 'Learning through English' vocabulary			
Participates in games			
Participates in group activities			
Participates in the 'make' activities			
Behaves appropriately in class			
Shows an interest in learning English			
Is motivated to complete work at home			

Tick the relevant column according to the pupil's behaviour for each objective.
You can use the blank rows to insert any extra behavioural objectives that you want to evaluate.

Record card: Linguistic objectives (Units 1–9)

Name of pupil:

	Needs a lot of help	Needs some help	Target achieved	Test score
Unit 1				
Unit 2				
Unit 3				
Term 1 test				
Unit 4				
Unit 5				
Unit 6				
Term 2 test				
Unit 7				
Unit 8				
Unit 9				
Term 3 test				

Tick the relevant column for the pupil's level of achievement in each unit. In addition, you may like to use the following key to indicate in which areas the pupil still needs help:

V = vocabulary L = listening S = speaking R = reading W = writing

Use the 'Test score' column to keep a record of each pupil's scores for the unit tests and term tests.

Portfolio

What is a language portfolio?

The aim of creating a language portfolio with your pupils is to promote the learning of languages in general, and to record and validate all their linguistic abilities and language learning experiences (including those from outside the classroom).

The European Language Portfolio

The Council of Europe is promoting the use of the 'European Language Portfolio', a three-part portfolio which has the aim of encouraging lifelong language learning, providing a record of linguistic skills that is internationally recognized, and promoting tolerance and cultural awareness through learning other languages. The intention is that each student has their own personal Portfolio that will accompany them throughout their learning experience. The European Language Portfolio is divided into the following sections:

Passport

The Passport section provides an overview of each student's ability in a language or languages. It includes self-evaluation and teacher assessment as well as any certificates a student may have received or records of courses they have completed.

Biography

The Biography section allows the student to reflect upon and assess his or her progress. It encourages the student to think about what he / she can do in the language.

Dossier

The Dossier contains selected pieces of work which illustrate the student's achievements, abilities, and experiences, as recorded in the Biography or Passport.

What is the Incredible English Portfolio?

The idea of the *Incredible English Portfolio* is to raise awareness of the existence of the European Language Portfolio and to prepare children to use future portfolios in the secondary education system. It is a useful tool for teachers in future years as it allows them to see what each child has studied so far. It is also extremely motivating as it gives children the opportunity to be responsible for their own learning as they indicate what they can do in English and decide autonomously what work to include in their Portfolio.

The *Incredible English Portfolio* does not aim to exactly match the structure of the European Language Portfolio, but instead takes the elements from it which are most relevant for children of this age.

Each child's personalized *Incredible English Portfolio* might consist of a selection of the following, stored together in a designated file, folder, or box:

Passport / Biography section:

- Photocopies of pages 185–187 (*My English*), completed at the end of each term
- A photocopy of the certificate for Level 1 (p188)
- Completed unit and term tests
- Certificates of any external exams pupils have sat, e.g. UCLES 'Starters' exam

Dossier section:

- Posters, projects, displays, etc. which the pupils have done throughout the course (e.g. the Lesson 8 'Make' activities)
- Photocopies of completed pages from the Activity Book and / or the Photocopy Masters Book
- Cassette or video recordings of pupils singing songs or acting out stories, e.g. their own parallel stories
- Other (see 'Further ideas' below)

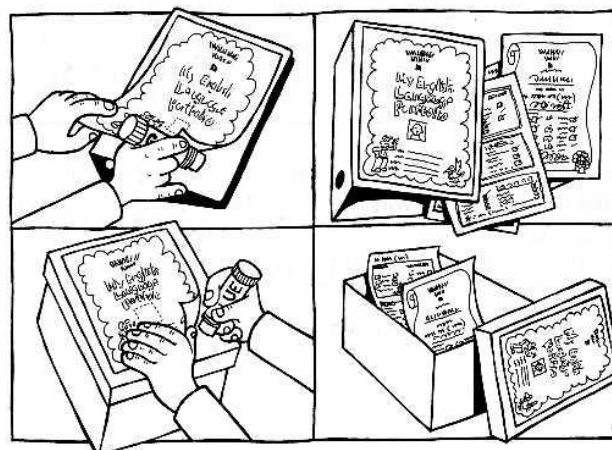
The *Incredible English Portfolio* can be included in the classroom routine as much or as little as you choose. A good point to start working on the Portfolio would be towards the end of the first term, when you can explain to the pupils what a language portfolio is, let them make the cover pages and complete the first *My English* page (see below), and tell them that they will be responsible for choosing which pieces of work they would like to include in the Dossier section (they can choose the pieces of work which they are most proud of, which they have most enjoyed doing, or which they think would be most interesting to other people).

Parents should be encouraged to support their children's language learning by helping them collect items for their Portfolio or making suggestions about what pieces of work to include in the Dossier section.

The *Incredible English Portfolio* for level 1 contains the following material:

Portfolio cover

This can be found on page 184. Pupils fill this in and stick it on the cover of the file, folder, or box that they are going to use for their *Incredible English Portfolio*. They can also stick on a photo or a drawing of themselves.



My English pages

These can be found on pages 185–187 (one page for every three units). These summary / self-evaluation pages are intended to be completed at the end of each term, and are divided into three sections: *My words*, *My sentences*, and *My work*.

My words

Pupils tick the boxes to indicate which vocabulary sets they have studied, and then complete the self-evaluation line to say how many of the words they can remember (go through the language with them for this first).

My sentences

Pupils tick the boxes to indicate which language functions they are able to perform. Go through the 'I can' statements with the pupils first to make sure they understand them, and help them as necessary by reminding them of the language from the relevant units and writing examples on the board.

My work

Pupils tick the boxes to say which items they have made. The blank line can be used to write any additional items or projects that they have completed (e.g. for Units 1–3, they can add the bookmark from page 3 of the Photocopy Masters Book). If pupils have chosen to include any of these items in the Dossier section of their Portfolio, they can draw or stick a star next to the item to indicate this. (It will be very motivating for pupils if you can provide them with gold star stickers to use for this section.)

The items listed are taken from the following sections of the course:

(Units 1–3)

Picture / word cards (Units 1–3, PMB pp4–5, 8–9, 12–13)
A shape picture (Unit 1, Lesson 8, PMB p6)
Shapes patterns (Unit 1, Optional Lesson 8a, PMB p7)
A picture of my family (Unit 2, Lesson 8, PMB p10)
A healthy / unhealthy foods spoon (Unit 3, Lesson 8, PMB p14)
A healthy snacks mobile (Unit 3, Optional Lesson 8a, PMB p15)
Picture Dictionary (Units 1–3, Activity Book pp87–89)
Personal album (Children around the world, PMB pp43–45)

(Units 4–6)

Picture / word cards (Units 4–6, PMB pp16–17, 20–21, 24–25)
A spinner (Unit 4, Lesson 8, PMB p18)
Paper people (Unit 5, Lesson 8, PMB p22)
An animal book (Unit 6, Lesson 8, PMB p26)
A farm picture (Unit 6, Optional Lesson 8a, PMB p27)
Picture Dictionary (Units 4–6, Activity Book pp90–92)
Personal album (Children around the world, PMB p46)

(Units 7–9)

Picture / word cards (Units 7–9, PMB pp28–29, 32–33, 36–37)
A photo album (Unit 7, Lesson 8, PMB p30)
A weather mobile (Unit 8, Lesson 8, PMB p34)
Weather pictures (Unit 8, Optional Lesson 8a, PMB p35)
A house (Unit 9, Lesson 8, PMB p38)
Picture Dictionary (Units 7–9, Activity Book pp93–95)
Personal album (Children around the world, PMB p47)

Certificate

This can be found on page 188. At the end of the year, the teacher signs the certificate to say the pupil has completed the level. Each pupil then ticks the box for their favourite unit, and signs the certificate.

Dossier cover (My work)

This can be found on page 189. At primary school level, the Dossier of the work chosen by the pupil will probably be the largest section of the Portfolio. This page, entitled *My work*, will be the cover of that section, which can either be included within a ring-binder for the whole Portfolio, or kept in a separate folder or box. Pupils colour the page, and can also create a list of the Dossier contents if they wish.

What does the Dossier contain?

It is important that pupils understand that they make the choice of which pieces of work to include in their personal Dossier. They can choose the pieces of work which they are most proud of, which they have most enjoyed doing, or which they think would be most interesting to other people. In addition to the *My work* items suggested on the *My English* pages, pupils may like to include photocopies of their favourite pages from the Activity Book (e.g. any of the parallel stories from Lesson 5 in each unit, or any other writing or drawing activities), and video or cassette recordings of themselves singing songs or doing role-plays from the course (e.g. acting out the parallel stories).

Further ideas

English language learning is not restricted to the classroom, and as part of the Portfolio's aim to foster positive attitudes towards other cultures, pupils should be encouraged to notice any examples of English language and culture around them. Pupils can collect (or photocopy) comics, food packaging, CD and DVD covers, stamps, tickets, postcards, song lyrics, etc. and keep them in their Portfolio folder or box. Alternatively, you could create an 'English corner' in the classroom where such objects could be displayed for the whole class to see.

Pupils can also write (in L1) about their experiences with English, e.g. listing any projects they have done, performances of plays, courses attended (including after-school classes and summer schools), details of trips to English-speaking countries, communication with / exchanges with pen pals, and simply a list of English-speaking people they know. They can illustrate their work with pictures of their experiences.

Encourage pupils to take pride in their Portfolios, and to regularly go through the Dossier section, tidying and organizing it, and adding work as necessary to keep it updated. Encourage them to show their Portfolios to friends, family, and other teachers in the school, and remind them that it is a valuable record of their achievements in English. Fostering early pride and motivation in this way will encourage pupils to continue learning and using English (and other languages) throughout their lives.

INCREDIBLE ENGLISH

1

My English Language Portfolio

Stick your
photo here



Name _____

Age _____

Class _____

School _____

Teacher _____









My English (Units 1-3)



My words

I can say words for:

-  Colours ☐
-  Numbers 1-12 ☐
-  Shapes ☐

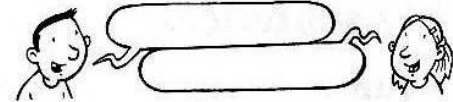
-  Family ☐
-  People ☐
-  Food and drink ☐

- I can remember:** some of the words. ☐ ★
- most of the words. ☐ ★ ★
- all of the words. ☐ ★ ★ ★

My sentences

I can ...

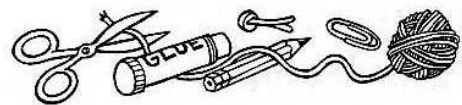
- say 'Hello' and 'Goodbye' ☐
- say my favourite colour ☐
My favourite colour is blue.
- say if things are big or small ☐
a big circle, a small square
- ask someone's name ☐
What's your name?

-  ask someone's age ☐
How old are you?
- say my age ☐
I'm six.
- say what food I've got ☐
I've got a banana.

My work

I have made:

- Picture / word cards ☐
- A shape picture ☐
- Shapes patterns ☐
- A picture of my family ☐
- A healthy / unhealthy foods spoon ☐



- A healthy snacks mobile ☐
- Picture Dictionary ☐
- Personal album ☐
(Me and my family)
- ☐

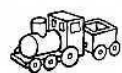
★ = my best work (look in my dossier)

My English (Units 4-6)



My words

I can say words for:



Toys

☐


The face

☐


Materials

(what toys are made of)

☐


Animals

☐


The body

☐


Baby animals

☐

I can remember: some of the words. ☐



most of the words. ☐



all of the words. ☐



My sentences

I can ...

ask where things are

Where's my teddy?

☐

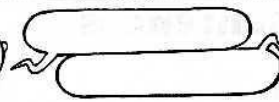
say where things are

It's here. / It isn't here.

☐

say what toys are made of

It's made of wood.

☐


describe a puppet

It's got a big head and four legs.

☐

say what I like

I like cats.

☐

say what I don't like

I don't like dogs.

☐

My work

I have made:

Picture / word cards

☐

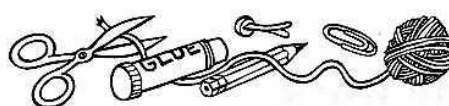
A spinner

☐

Paper people

☐

An animal book

☐


A farm picture

☐

Picture Dictionary

☐

Personal album

☐

(Food and toys)

☐


= my best work (look in my dossier)

My English (Units 7-9)





My words


I can say words for:


 Actions ☐

 Abilities ☐

 Clothes ☐

 Weather ☐

 Parts of a house ☐

 Places in a town ☐

I can remember: some of the words. ☐ ★

most of the words. ☐ ★ ★

all of the words. ☐ ★ ★ ★

My sentences

I can ...

say what I can do ☐

I can run.

say what I can't do ☐

I can't fly.

say what I'm wearing ☐

I'm wearing a T-shirt and trousers.

say what the weather is like ☐

It's cloudy.

ask where someone is ☐

Where's Flo?

say where someone is in a house ☐

She's in the living room.

ask and answer about places in a map grid ☐

Where's the bus stop? It's in C4.

My work

I have made:

Picture / word cards ☐

A photo album ☐

A weather mobile ☐

Weather pictures ☐

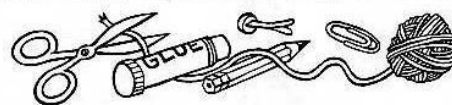
A house ☐

Picture Dictionary ☐

Personal album ☐

(Pets and clothes)

★ = my best work (look in my dossier)



INCREDIBLE ENGLISH

1

This is to certify that

has completed the
***Incredible English* course (Level 1)**

Signed (teacher) _____

My favourite unit was ...



Unit 1 ☐

Hello, Mr Fixit



Unit 2 ☐

The school show



Unit 3 ☐

The picnic



Unit 4 ☐

The toy cupboard



Unit 5 ☐

Puppets



Unit 6 ☐

At the farm



Unit 7 ☐

At the park



Unit 8 ☐

New clothes



Unit 9 ☐

House and home

Signed (pupil) _____

INCREDIBLE ENGLISH

1

My work

Portfolio Dossier (Level 1)

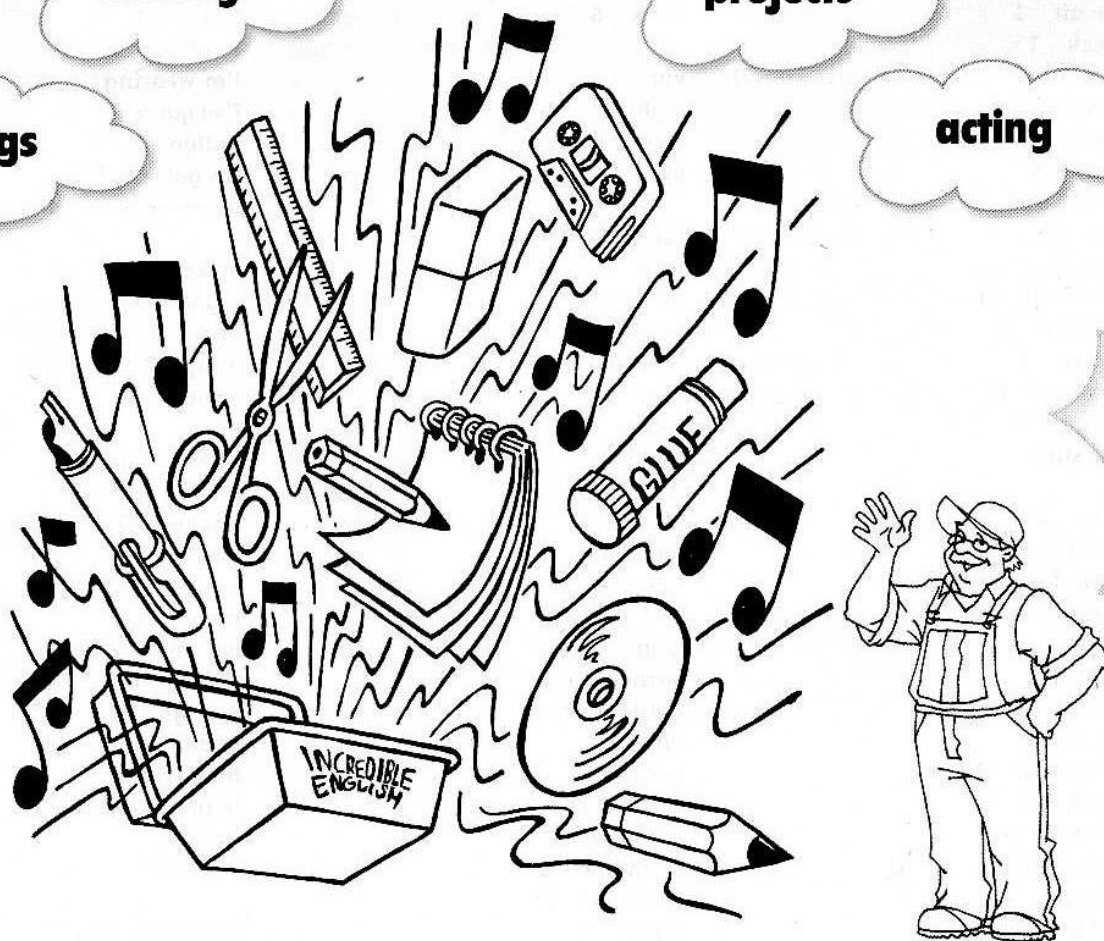
stories

writing

projects

songs

acting



Wordlist

This wordlist shows the core language items in **bold** and other language items (e.g. from songs and stories) in non-bold, and gives the unit where the word or phrase is first used. 'C' indicates the 'Children around the world' sections and 'F' indicates the Festivals sections.

angel F
apple 3
arm 5
aunt 2
Australia C

baby 4
ball 4
banana 3
bat C
bathroom 9
bedroom 9
bell F
big 1
big (sister) C
bike 4
birthday 8
biscuit 3
black 1
blonde 5
blouse C
blue 1
body 5
book 4
box 5
boy 2
bread roll 3
brother 2
brown 1
brush (v) 6
burger C
bus stop

cake 3
Can I have ...? 3
Canada C
candle F
car 4
card F
carrot 3
cat 6
cereal bar 3
chick 6
children 1
chocolate bar 3
cinema 9
circle 1
clap 5
clean (adj) 3
climb a tree 7
clothes 8

cloudy 8
clown 8
cold 8
colour 1
computer 4
cousin 2
cow 6
curry C

Dad 2
dirty 3
dog 6
doll 4
donkey 6
down 7
draw 7
dress 8
duck 6

ear 5
eight (8) 1
eleven (11) 1
eye 5

fabric 4
face 5
favourite 1
family C
feed 6
feet 5
finger 5
five (5) 1
fizzy drink 3
fly (v) 7
foal 6
four (4) 1

game 4
garage 9
garden 9
girl 2
goat 6
Good luck! 2
Goodbye 1
Grandma 2
Grandpa 2
green 1
grey 1

hair 5
hall 9

hand 5
hat 8
he 9
head 5
Hello 1
Help! 6
hen 6
here 1
high 5
hop 7
horse 6
hot 8
house 9
How old are you? 2

I can / can't ... 7
I like / don't like ... 6
I'm ... 1
I'm from ... C
I'm wearing ... 8
I've got a ... 3
indigo F
It's got ... 5
It's made of ... 4

jacket 8
juggle 7
juice 3
jump 7
jumper 8

kick (a ball) 7
kit 1
kitchen 9
kitten 6

lamb 6
leg 5
Let's ... 6
line up 1
listen 1
little (sister) C
living room 9
look 1
love 6

Malaysia C
man 2
mask C
metal 4
Mexico C

milk 3
missing 9
mouth 5
Mum 2

new 8
nine (9) 1
nose 5

Oh dear! 2
one (1) 1
orange (adj) 1
orange (n) 3

park 9
parrot C
peace F
picnic 3
picture F
pineapple C
pink 1
plane 4
plant F
plastic 4
play 4
puppet 4
puppy 6
purple 1

quick 9

rabbit 6
raining 8
read 4
rectangle 1
red 1
red (hair) 5
rice C
ride a bike 7
robin F
robot 4
row 1
run 7

sandals C
sandwich 3
school 9
seven (7) 1
share 4
she 9
sheep 6
shirt C
shoes 8
shop 9
shorts 8
Show me ... 3
sing 4
sister 2
sit down 1
six (6) 1
skateboard C
skirt 8
sky 5
slap your legs 8
small 1
snorkel C
sock 8
song 4
spider 6
square 1
stamp your feet 8
stand up 1
star F
stroke 6
sugar 3
swap 3
swim 7

tacos C
talk 7
tap your nose 8
teddy 4
ten (10) 1
this 1
three (3) 1
throw a frisbee 7
tidy up 9

toe 5
too 3
tortoise C
touch your toes 7
toy 4
train 4
trampoline 7
tree F
triangle 1
trousers 8
T-shirt 8
turn around 7
twelve (12) 1
two (2) 1

uncle 2
up 7

violet F

walk 7
walk (the dog) 6
wash up 9
Wash your hands. 3
Well done! 2
What have you got? 8
What's ...? 1
What's your name? 1
Where are you from? C
Where's ...? 4
white 1
windy 8
woman 2
wood 4
write 7

yellow 1
yoghurt 3

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