

# INCREDIBLE ENGLISH

Teacher's Book

2

Mary Slattery

OXFORD



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2

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**OXFORD**  
UNIVERSITY PRESS



Unit	Main topic and core language	'Learning through English' topic and vocabulary (CLIL)*	Other language (stories, songs etc.)	Skills	Cognitive skills Learning for life Cut and make
1	<p><b>Days:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>That's (name). She's my (sister). He's my (brother). How old is he / she? He's / She's (age).</p> <p><b>RECYCLED</b> <b>Numbers:</b> 1-12 (figures only)</p> <p>What's your name? I'm ...</p>	<p><b>Maths: Measurements</b></p> <p><b>Measurements:</b> metre, centimetre</p> <p><b>Numbers:</b> 13-30 (figures only)</p> <p>How tall is he / she? They're being measured. What comes next?</p> <p>measure height tall measuring tape</p>	<p>Let's look at ... Now look at ... Lucky you! list hamster monitor plant week</p> <p>Play a trick. meet here there everywhere</p> <p>Come and play! Don't be shy! Kick a ball. Fly a kite.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read a story</li> <li>• Read the days of the week</li> <li>• Find information in a table</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a story</li> <li>• Recognise the characters, introductions and numbers</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Sing two songs</li> <li>• Talk about your height</li> <li>• Act out your own story</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write the days of the week</li> <li>• Write numbers (figures)</li> <li>• Write <i>he's / she's</i></li> <li>• Write part of a story</li> </ul>	<p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>• Make up your own version of a story</li> <li>• Talk about making friends</li> <li>• Work out the next numbers in a sequence</li> <li>• Match words that start with the same sound</li> <li>• Match words to pictures</li> <li>• Measure lengths, widths and heights</li> <li>• Think about words that start with the same sounds</li> <li>• Evaluate your progress in class</li> </ul> <p><b>Learning for life:</b></p> <ul style="list-style-type: none"> <li>• Making new friends</li> </ul> <p><b>Cut and make:</b></p> <ul style="list-style-type: none"> <li>• A bookmark</li> <li>• A water meter</li> </ul>
2	<p><b>Furniture:</b> box, bed, cupboard, table, shelf, rug, cushion, chair, sofa</p> <p>Where is she / he?</p> <p>Is she / he on / in / under the (object)?</p> <p><b>RECYCLED</b> colour vocabulary Here's a ... I've got a ...</p>	<p><b>Art: rooms in art</b></p> <p><b>House:</b> mirror, vase, picture, window, door, rug</p> <p>I can see ... Point to the ... Is it correct? It's got a ...</p> <p>collage painting colour (v) cut out stick (v)</p>	<p>Here's a ... I've got a ... Let's take ... Stop it!</p> <p>treehouse</p> <p>Have a look and see. ... has got an idea.</p> <p>Books full of ... Books can help.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read a story</li> <li>• Read the words for items of furniture</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a story</li> <li>• Recognise words for items of furniture and household objects</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Sing a song</li> <li>• Say a chant</li> <li>• Talk about pictures</li> <li>• Act out a story</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write the furniture words</li> <li>• Write part of a story</li> </ul>	<p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>• Create your own version of a story</li> <li>• Talk about using books to learn</li> <li>• Talk about the differences between story and factual books</li> <li>• Look at and talk about paintings of rooms</li> <li>• Think about what you do in different rooms</li> <li>• Increase spatial awareness</li> <li>• Make a collage</li> <li>• Match words to pictures</li> <li>• Match words that start with the same sound</li> <li>• Evaluate your progress in class</li> </ul> <p><b>Learning for life:</b></p> <ul style="list-style-type: none"> <li>• Using and appreciating books</li> </ul> <p><b>Cut and make:</b></p> <ul style="list-style-type: none"> <li>• Spot the differences</li> </ul>

\* 'CLIL' = Content and Language Integrated Learning



Unit	Main topic and core language	'Learning through English' topic and vocabulary (CLIL)*	Other language (stories, songs etc.)	Skills	Cognitive skills Learning for life Cut and make
3	<p><u>Toys:</u> scooter, skateboard, kite, skipping rope, bat, yo-yo</p> <p>He's / She's got a ...</p> <p><u>RECYCLED</u> ball, bike, frisbee</p> <p>I've got a...</p>	<p><i>Maths: Venn diagrams</i></p> <p>Transport: motorbike, van, lorry, helicopter</p>	<p>It's broken! What about a ...? Never mind. broken string</p> <p>Skip like me. Watch my tricks. skip tricks</p> <p>Wave at me!</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read the toy words</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to a story</li> <li>Recognise toy words</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Say a chant</li> <li>Sing a song</li> <li>Talk about what other people have got</li> <li>Talk about putting things into categories</li> <li>Act out a story</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write the toy words</li> <li>Write sentences: He's / She's got ...</li> <li>Write part of a story</li> </ul>	<p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>Make up your own version of a story</li> <li>Talk about sharing things with other people</li> <li>Think about putting things into categories</li> <li>Think about similarities and differences</li> <li>Talk about drawing diagrams</li> <li>Practise drawing Venn diagrams</li> <li>Match words that start with the same sound</li> <li>Evaluate your progress in class</li> </ul> <p><b>Learning for life:</b></p> <ul style="list-style-type: none"> <li>Playing cooperatively</li> </ul> <p><b>Cut and make:</b></p> <ul style="list-style-type: none"> <li>A Venn diagram</li> </ul>
4	<p><b>Wild animals:</b> dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe</p> <p>It can / can't... Can it ...? Yes / No.</p> <p><u>RECYCLED</u> It's got ... It's (colour).</p>	<p><b>Art: Drawing</b></p> <p><b>Parts of an animal:</b> wings, tail, beak, feathers</p> <p>Start like this. Use a ... draw</p>	<p>Can you guess? I know! stretch slide</p> <p>Let's play a game! Can you ... like me? Climb a tree.</p> <p>Are you ready? My turn. Your turn. Easy!</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read the wild animal and parts of an animal words</li> <li>Recognise initial letters of words</li> <li>Identify wild animals from descriptions</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to a story</li> <li>Recognise words for wild animals and parts of animals</li> <li>Listen to instructions and draw</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Sing two songs</li> <li>Ask questions to identify animals</li> <li>Say what different animals can do</li> <li>Act out a story</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write the words for wild animals</li> <li>Write what animals can and can't do</li> <li>Write part of a story</li> </ul>	<p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>Make up your own version of a story</li> <li>Identify different animals and parts of animals</li> <li>Think about how animals move and behave</li> <li>Think about similarities and differences</li> <li>Think about what different animals can and can't do</li> <li>Follow audio instructions to draw a picture</li> <li>Find the odd one out from a sequence of objects</li> <li>Draw wild animals</li> <li>Think about different stages of a drawing</li> <li>Think about using different mediums to create a picture</li> <li>Think about how to display artwork collectively</li> <li>Evaluate your progress in class</li> </ul> <p><b>Learning for life:</b></p> <ul style="list-style-type: none"> <li>Playing together and respecting differences</li> </ul> <p><b>Cut and make:</b></p> <ul style="list-style-type: none"> <li>Draw a penguin</li> <li>Complete a picture of a wildlife park</li> </ul>



Unit	Main topic and core language	'Learning through English' topic and vocabulary (CLIL)*	Other language	Skills	Cognitive skills Learning for life Cut and make
5	<p>Small toys: stickers, marbles, balloons, badges, dinosaurs, key rings, figures, sharpeners, rubbers, felt tips</p> <p>Can I have ...? Yes, here you are. No, sorry.</p> <p>Plural nouns</p> <p><u>RECYCLED</u> <u>Numbers:</u> 1-30</p> <p><u>Shapes:</u> square, circle, triangle, rectangle</p> <p>Can you see ...? I can / can't ... Can I / he / she ...? I've got ...</p>	<p><u>Maths: Money</u></p> <p>We need ... Oh dear! No ... left!</p> <p><u>Money:</u> pound, p (pence), money, buy</p> <p><u>Numbers:</u> 31-100</p> <p><u>How much ...?</u> Can he / she buy ...? coin cost pence (p)</p>	<p>We need ... Oh dear! No ... left!</p> <p>work hard</p> <p>A surprise party. A lovely surprise.</p> <p>Let's make a ... What about you?</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read the small toys and school items words</li> </ul> <p><u>Listening:</u></p> <ul style="list-style-type: none"> <li>Listen to a story</li> <li>Recognise words for small toys and school items</li> <li>Listen to and match parts of a conversation</li> </ul> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>Sing two songs</li> <li>Say the numbers 1-100</li> <li>Ask for items in a shop</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Write the words for small toys and school items</li> <li>Write names of shapes</li> <li>Write sums (addition)</li> <li>Write part of a story</li> </ul>	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> <li>Make up your own version of a story</li> <li>Think about doing something nice for someone else</li> <li>Work out what could be made from a selection of materials</li> <li>Make a card</li> <li>Think about shapes in a picture</li> <li>Identify coins from the UK</li> <li>Add coins together</li> <li>Think about what can be bought for a certain amount of money</li> <li>Think about saving money</li> <li>Evaluate your progress in class</li> </ul> <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> <li>Learn about caring for family and friends</li> </ul> <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> <li>Using money</li> </ul>
6	<p><u>Food:</u> cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs</p> <p>Do you like ...? <u>RECYCLED</u> sandwich</p> <p>I like / don't like Can I have a ...?</p>	<p><u>Science: Food groups</u></p> <p><u>Food groups:</u> meat, fish, cereal, fruit, vegetables, dairy</p> <p>What is (food)?</p>	<p>Can I help you? What would you like? Who's next? Can I have ... ... a little bit? ... some more?</p> <p>Welcome!</p> <p>lunch</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read the food and food groups words</li> <li>Read and recognise descriptions of food</li> </ul> <p><u>Listening:</u></p> <ul style="list-style-type: none"> <li>Listen to a story</li> <li>Recognise words for food and food groups</li> </ul> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>Sing two songs</li> <li>Join in a rhyme</li> <li>Ask for and express opinions</li> <li>Act out a story</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Write the words for food and food groups</li> <li>Write part of a story</li> </ul>	<p><u>Cognitive skills:</u></p> <ul style="list-style-type: none"> <li>Make up your own version of a story</li> <li>Think about food you like</li> <li>Think about items of food that go together</li> <li>Think about trying something new</li> <li>Take part in a survey</li> <li>Carry out a survey</li> <li>Use pictograms</li> <li>Think about the shapes of words</li> <li>Think about different types of food</li> <li>Put food into categories</li> <li>Make a block graph</li> <li>Make a food collage</li> <li>Evaluate your progress in class</li> </ul> <p><u>Learning for life:</u></p> <ul style="list-style-type: none"> <li>Learn about trying different foods</li> </ul> <p><u>Cut and make:</u></p> <ul style="list-style-type: none"> <li>A food collage</li> </ul>



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7	<p>Feelings: sad, cross, happy, scared, sleepy, hungry, thirsty, bored, dizzy</p> <p>Are you (feeling)? Yes. No, I'm (feeling).</p> <p>RECYCLED hot, cold</p> <p>I'm (feeling).</p>	<p>Music: Responses to music</p> <p>Musical instruments: violin, flute, guitar, xylophone, piano</p> <p>What can you hear? Can you hear a ...? Do you feel ...? How do you feel?</p> <p>beat shaker</p> <p>Is it a loud sound? Is it a soft sound? A strong beat. Pass it on!</p>	<p>I'm excited! Bull's eye!</p> <p>Clap your hands. Hold your head. Swing your arms. Rub your eyes. Stamp your feet.</p> <p>Smile at me. Play with me. Talk to me. Hold my hand.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read the feelings words</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to a story</li> <li>Listen to musical instruments</li> <li>Recognise words for feelings and musical instruments</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Sing a song</li> <li>Say a chant</li> <li>Express emotions</li> <li>Act out a story</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write the words for feelings and musical instruments</li> </ul>	<p><b>Cognitive skills Learning for life Cut and make</b></p> <p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>Make up your own version of a story</li> <li>Think about how things make you feel</li> <li>Think about personal emotional responses to different kinds of music</li> <li>Think about how you can be a good friend</li> <li>Think about how people can feel differently about the same things</li> <li>Make a musical instrument</li> <li>Learn about rhythm</li> <li>Relate music to colours and shapes</li> <li>Evaluate your progress in class</li> </ul> <p><b>Learning for life:</b></p> <ul style="list-style-type: none"> <li>Learn about recognising and dealing with emotions</li> </ul> <p><b>Cut and make:</b></p> <ul style="list-style-type: none"> <li>A shaker</li> </ul>
8	<p>Indoor activities: watch TV, read, play on the computer, do my homework, make a model, cook, paint, sleep, do a puzzle, play a game</p> <p>What are you (verb)+ing? I'm (verb)+ing</p> <p>RECYCLED Can I ...?</p>	<p>Science: Using and saving water</p> <p>Uses of water: wash my hands, wash up, clean my teeth, have a bath, litre</p> <p>How many times do you (activity)? How much water? How many bottles?</p> <p>washing machine</p>	<p>I'm bored. It's raining hard. I'm busy. hole fix Why not? Come on. Have some fun. Play with me. Come and help! Let's go!</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read the indoor activities and water words</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to a story</li> <li>Listen and match parts of a conversation</li> <li>Recognise words for indoor activities and ways you use water</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Say a chant</li> <li>Sing a song</li> <li>Talk about what you do at the weekend</li> <li>Act out a story</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write the words for indoor activities and ways you use water</li> <li>Write part of a story</li> </ul>	<p><b>Cognitive skills Learning for life Cut and make</b></p> <p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>Make up your own version of a story</li> <li>Think about volume and capacity</li> <li>Think about how people use water</li> <li>Think about why we need to save water and how we can do this</li> <li>Work out how much water a family can use</li> <li>Think about how much water is needed for different activities</li> <li>Think about how important it is to vary your activities</li> <li>Think about why our bodies and minds need to be active</li> <li>Think about making choices and planning to do different activities</li> <li>Evaluate your progress in class</li> </ul> <p><b>Learning for life:</b></p> <ul style="list-style-type: none"> <li>Learn about making choices about what to play</li> </ul> <p><b>Cut and make:</b></p> <ul style="list-style-type: none"> <li>A water meter</li> </ul>



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9	<p>Outdoor activities: write a postcard, float, eat an ice cream, drink a milkshake, swim, have a shower, read a comic, listen to the radio, watch, have a shower</p> <p>What's he / she ...ing? He's / She's ...ing</p> <p>RECYCLED I'm ...ing.</p>	<p><b>Art and Geography:</b> <i>Children's games and map coordinates</i></p> <p>Children's games: play leapfrog, play marbles, play with a top, dance</p> <p>spinner spin</p>	<p>Not now! What's the matter? Hurry up! Wait a minute! Look at me.</p> <p>Smile, please.</p> <p>cream back rules</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read a story</li> <li>Read the outdoor activities and children's games words</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Listen to a story</li> <li>Listen and match parts of a conversation</li> <li>Recognise words for outdoor activities and children's games</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Sing two songs</li> <li>Act out a story</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write the words for outdoor activities and children's games</li> <li>Write part of a story</li> </ul>	<p><b>Cognitive skills:</b></p> <ul style="list-style-type: none"> <li>Make up your own version of a story</li> <li>Think about what you can do at a pool</li> <li>Make a toy</li> <li>Use coordinates to find parts of a picture</li> <li>Think about mirror images</li> <li>Think about the initial sounds of words</li> <li>Evaluate your progress in class</li> </ul> <p><b>Learning for life:</b></p> <ul style="list-style-type: none"> <li>Learn about taking care in the sun</li> </ul> <p><b>Cut and make:</b></p> <ul style="list-style-type: none"> <li>A spinner</li> </ul>

Festivals	language	Objectives
Christmas	<p>present, ball, light, snowflake</p> <p>Recycled star, angel, bell, candle</p>	<ul style="list-style-type: none"> <li>Find out about Christmas in English-speaking countries</li> <li>Learn a Christmas song</li> <li>Make Christmas decorations for the classroom</li> </ul>
Easter	<p>flower, bush, bench, flowerpot, basket</p> <p>Recycled tree, box, table, egg</p>	<ul style="list-style-type: none"> <li>Learn about Easter in English-speaking countries</li> <li>Make an Easter egg</li> </ul>
Tree Day	<p>leaf, oak tree, palm tree</p> <p>Recycled apple tree, orange tree</p>	<ul style="list-style-type: none"> <li>Learn about 'Tree Day'</li> <li>Learn about different types of trees and leaves</li> <li>Make a tree badge</li> </ul>
Children around the world		
Me and my friends (Units 1-3)	Language	Objectives
	<p>Scotland, India, Peru, Ghana</p> <p>Recycled I'm from... This is my... I've got</p>	<ul style="list-style-type: none"> <li>Find out about the lives of children in four countries around the world</li> <li>Locate countries on a map / globe</li> <li>Talk about where you come from</li> <li>Talk about your friends and your bedroom</li> <li>Work on a 'Personal album'</li> </ul>
Animals from my country (Units 4-6)	<p>deer, golden eagle, cobra, tiger, jaguar, flamingo, chameleon, elephant</p> <p>Recycled Colours It's... It can...</p>	<ul style="list-style-type: none"> <li>Find out about animals in different countries</li> <li>Talk about animals in your country</li> <li>Work on a 'Personal album'</li> </ul>
Special days (Units 6-9)	<p>kilt, bagpipes, crown, procession, drums</p> <p>Recycled lights, mask</p>	<ul style="list-style-type: none"> <li>Find out about festivals in other countries</li> <li>Talk about festivals in your country</li> <li>Work on a 'Personal album'</li> </ul>



# Introduction

## Welcome to the course

This is the second level of a six-level course for pupils starting English at the age of six or seven. It can be used with children who have spent a year learning English already. 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 2 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 Christmas, Easter, and Tree 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 (see below), 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.

### 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 (pp21–23);
- 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 as 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 171.)

### CDs

For level 2 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 2 the songs also carry the 'Learning for life' message (see list of topics on page 11). There is also a Tests CD for level 2, which is packaged with the Teacher's Book.

### 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.

### Teacher's Resource Pack

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

### Flashcards

There are 135 picture cards for level 2. These include all the main unit vocabulary for Units 1–9, the course characters, and the additional vocabulary input from the 'Learning through English' lessons (see page 11).

### Flashcards list

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

- 1 cook / sharpeners
- 2 sleep / rubbers
- 3 paint / stickers
- 4 watch TV / marbles
- 5 play a game / balloons
- 6 do a puzzle / badges
- 7 play on the computer / felt tips
- 8 make a model / dinosaurs
- 9 read / key rings
- 10 do my homework / figures
- 11 wash my hands / meat
- 12 have a shower / fish
- 13 wash up / cereal
- 14 clean my teeth / fruit
- 15 have a bath / vegetables
- 16 litre / dairy
- 17 watch / cheese
- 18 swim / tuna
- 19 float / chicken

- 20 write a postcard / rice
- 21 read a comic / bread
- 22 listen to the radio / lettuce
- 23 eat an ice cream / tomatoes
- 24 drink a milkshake / sardines
- 25 take a photo / sausages
- 26 have a shower / eggs
- 27 play leapfrog / wings
- 28 play marbles / tail
- 29 dance / beak
- 30 play with a top / feathers
- 31 Monday / sofa
- 32 Tuesday / window
- 33 Wednesday / picture
- 34 Thursday / mirror
- 35 Friday / vase
- 36 Saturday / door
- 37 Sunday / piano
- 38 metre / violin
- 39 centimetre / flute
- 40 pound / guitar
- 41 p (pence) / xylophone
- 42 table / lorry
- 43 bed / helicopter
- 44 chair / plane
- 45 cupboard / motorbike
- 46 cushion / van
- 47 rug / wheel
- 48 shelf / skipping rope
- 49 box / bike
- 50 scooter / Flo
- 51 kite / Fred
- 52 yo-yo / Bing
- 53 boat / Titch
- 54 frisbee / Poppy
- 55 skateboard / Mr Fixit
- 56 bat (Toys) / Norton
- 57 ball / Mitch
- 58 sad / dolphin
- 59 happy / bat (Wild animals)
- 60 cross / zebra
- 61 scared / crocodile
- 62 sleepy / snake
- 63 hungry / parrot
- 64 thirsty / penguin
- 65 bored / monkey
- 66 dizzy / lion
- 67 hot / giraffe
- 68 cold

### Text cards

There are 134 text cards for level 2. These include the core vocabulary, 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. Accompanying the text cards are 25 number cards. 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 easily be seen 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
- An alphabet worksheet on page 48.

### 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.

### The bookmark

The bookmark on page 3 of the PMB is made in Unit 1, Lesson 1, 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).

### The Alphabet worksheet

The Alphabet worksheet on page 48 of the PMB provides extra practice to help children become more confident with using the alphabet.

### 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 tomato for the food topic, a small plastic animal for the animals unit, a candle for the 'Children around the world' section, etc.

### The Fixit Game poster

This write-on / wipe-off 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 (see below for further details of the Fixit Game).

### The Fixit Game

The Fixit Game is played in groups. The Fixit Game poster shows six stations, each of which has a task. Each group has a story character counter which is moved around the poster as the group completes each 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. The groups take turns to move. The game is finished when all characters have arrived at the Finish.

- **Words station 1** – pupils say 3 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 1 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.

## 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 2 as in Level 1, 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 core 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 2 the focus is on the acquisition of vocabulary and structures in the form of chunks of language, e.g. *What day is it today?, I like fruit ...* Pupils are encouraged to add vocabulary to the chunks they know in order to form phrases of their own, e.g. *I don't like (food or drink).*

#### *The skills-based syllabus*

Language is practised through the four skills – moving from listening and showing understanding of single words and phrases (e.g. Teacher: *Where can you put the toy? Here or there?*) to speaking and showing understanding by responding (e.g. Teacher: *What's she doing?* Pupils: *She's swimming*).

## 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 learning styles:

- 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 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 – Making friends

Unit 2 – Using and appreciating books

Unit 3 – Playing co-operatively

Unit 4 – Playing together, respecting differences

Unit 5 – Caring for family and friends

Unit 6 – Trying different foods

Unit 7 – Recognizing and dealing with emotions

Unit 8 – Making choices about what to play

Unit 9 – Taking care in the sun

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*

- Christmas, Easter, Tree 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 / Measurements

Unit 2 – Art / Rooms in art

Unit 3 – Maths / Venn diagrams

Unit 4 – Art / Drawing

Unit 5 – Maths / Money

Unit 6 – Science / Food categories

Unit 7 – Music / Musical instruments

Unit 8 – Science / Uses of water

Unit 9 – History and Geography / Children's games and 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 p8) 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 page 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 168–169) which can be used to keep a continuous record of pupils' attitudes and behaviour, and a unit-by-unit record of their achievement 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 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 pp21–23 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).

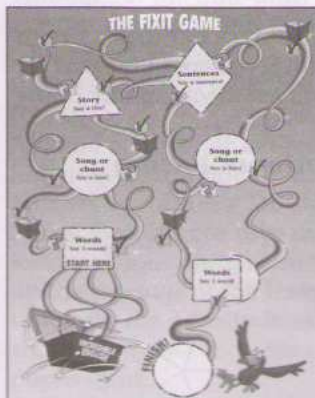
The core material provides approximately 100 hours of material for the year. Teachers with more teaching time than this may choose to teach the optional lessons 5a (extra writing practice) and 8a (extension of the 'Learning through English' topic), which, together with the tests, provide a total of approximately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



## Unit structure

Each unit in level 2 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 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;
- a listening activity 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:

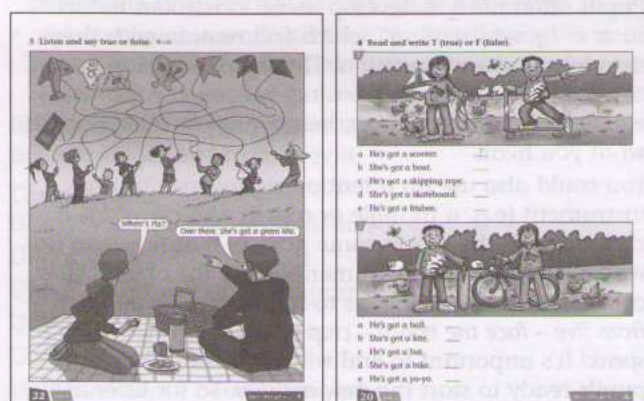
- look at the story pictures and predict the storyline;
- listen to the story and follow it in their Class Books;
- meet a new language structure;
- learn a short rhyme, chant, or refrain that they can join in with when retelling the story.

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, she's got a ...* (pause, and look to the pupils for a response) *Yes, a boat.* 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)



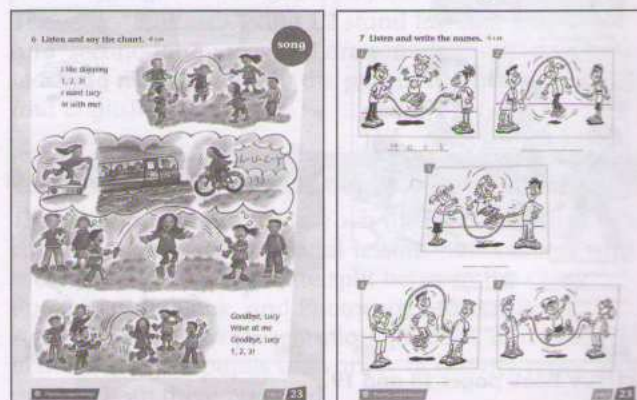
Activity Book page 80

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.

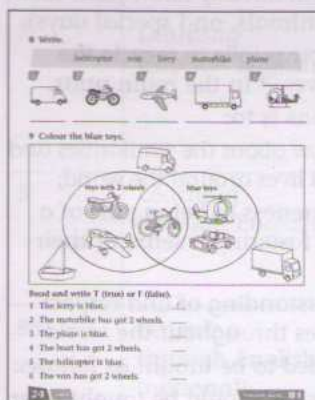
Throughout the nine units the 'Learning for life' section extends the main unit topics dealing with civic education and personal and social development (see the song topic list on page 11 for the areas this lesson covers).

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

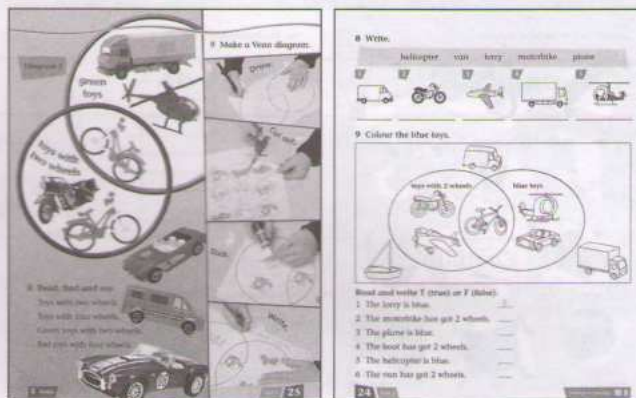


Activity Book page 24

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 14

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.

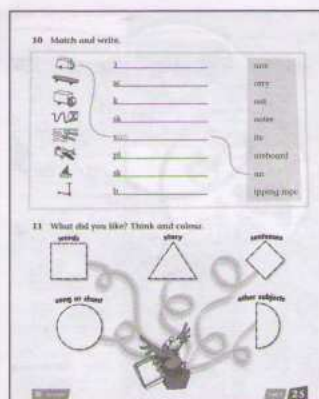
This lesson looks for active involvement through exploration, completion of a task, or making something. It may include some additional new vocabulary.



## Lesson 9 – Revision



Class Book page 26



Activity Book page 25

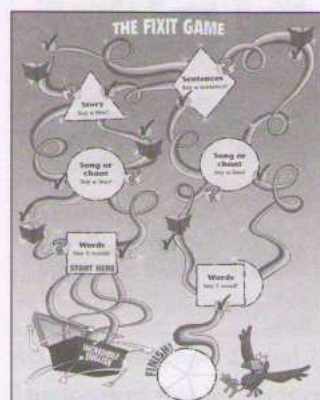
This is the first of the two revision lessons drawing on all the vocabulary in the unit. There is always a focus on pronunciation of initial sounds and activities that ask pupils to look for differences or matching pairs.

The pronunciation of initial sounds is:

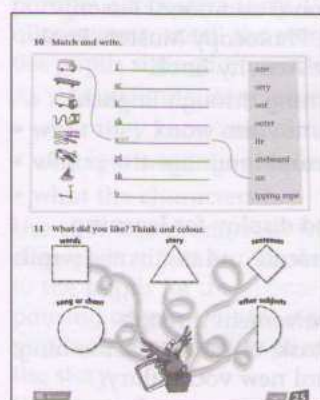
- a starting point for pupils' awareness of the sound and spelling patterns in English;
- firmly based on language pupils are familiar with from the work done in each unit.

Pupils are also encouraged to colour these sound patterns so that the visual association will increase their recall ability.

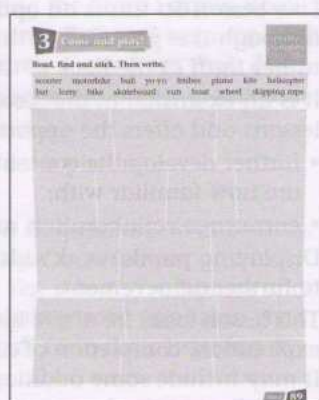
## Lesson 10 – Review and self-evaluation



The Fixit Game poster



Activity Book page 25



Activity Book page 89

This is the self-evaluation lesson. In this lesson the pupils:

- 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 p10 for further details of the Fixit Game).

The same self-evaluation activity is used for each unit. The pupils:

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

At this stage there is a strong emphasis on motivating pupils through acknowledging their participation and their efforts no matter how small.

Pupils also work on their Picture Dictionary in this lesson (see p7).

## Festivals lessons

There are four festivals lessons (see Class Book pp75–77):

- One lesson for Easter;
- Two lessons on the celebration of Christmas;
- One lesson for Tree Day (many countries celebrate Tree Day, when everyone is encouraged to plant a tree, and think about the importance of trees to the world).

The choice of festivals means that you can divide the lessons throughout the school year from autumn to spring.

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 Easter activities recycle language for colours and prepositions of place but also extend pupils' learning about things you can find in a garden.

## Culture lessons ('Children around the world')

There are six culture lessons (see Class Book pp78–83).

These lessons:

- focus on the lives of four children from Scotland, India, Peru, and Ghana;
- deal with topics your class will already know from their main lessons (my friends, animals, and special days);
- have been structured to allow pupils to recycle the language they will have covered in the main units.

The aim of these culture lessons is to:

- allow your class to get to know about the similarities and differences in other children's lives around the world;
- help pupils develop an awareness of being part of a global community through fostering a sense of their own identity;
- support their growing understanding of and respect for the ways of life of peoples throughout the world.

The culture lessons are intended to be taught as follows:

- the 'Me and my friends' lessons should be taught after Unit 3 has been completed;
- the 'Animals from my country' lessons should be taught after Unit 6;
- the 'Special days' lessons should be taught after Unit 9.

The lesson topics:

- 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"> <li>Presenting new core vocabulary for this unit's topic</li> </ul>	Page 1 of unit: Vocabulary presentation page		Poster (unit overview)
2	Practising vocabulary	<ul style="list-style-type: none"> <li>Practising the core vocabulary from Lesson 1</li> </ul>		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
3	Story	<ul style="list-style-type: none"> <li>Listening to and working with the story</li> </ul>	Pages 2 and 3 of unit: Story		
4	Language focus	<ul style="list-style-type: none"> <li>Practising the structure introduced in the story</li> </ul>	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"> <li>Making the story language 'their own'</li> <li>Writing core vocabulary</li> </ul>		Page 4 of unit: Parallel story Page 5 of unit: Writing activity	Story Frames Book
5a	Writing (optional)	<ul style="list-style-type: none"> <li>Writing core vocabulary (extra practice)</li> </ul>		Pages 78–86 (one page per unit): Optional extra writing practice	
6	Learning for life	<ul style="list-style-type: none"> <li>Personal, social, and health education</li> </ul>	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"> <li>Introducing a related vocabulary set, linked to another curriculum area</li> </ul>	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"> <li>'Make' activity</li> </ul>	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"> <li>Extension of the 'Learning through English' topic</li> </ul>			PMB Photocopiable sheet for extension work
9	Revision	<ul style="list-style-type: none"> <li>Pronunciation focus</li> <li>Revising language from the unit or previous units</li> </ul>	Page 8 of unit: Revision activity	Page 8 of unit: Revision / pronunciation focus (initial sounds)	
10	Review	<ul style="list-style-type: none"> <li>Reviewing the unit</li> <li>Making the Picture Dictionary</li> </ul>		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 ten 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 ten pupils (use different pupils each time you do this);
- ask the pupils to help you put the ten 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 to 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 card 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 he / she thinks 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 teddy and a bike*.
- Continue this way until everyone has said 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 blackboard 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 three cards by three 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!*

### Silent Bingo

This is similar to *Active Bingo* only this time you are silent.

- Ask the pupils to look at their grid and select three words or pictures to cover up. They will need to have enough small pieces of paper to cover each word or picture.
- When you hold up a card the pupils say the word.
- If this word matches one of the uncovered words or pictures on their grid, they can cover it up.
- The first child to cover all their words or pictures shouts *Bingo!* and wins.



### 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 furniture 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 cushion.*
- 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 cushion.* 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. 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.

The DVD 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 and 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)
Art 2	Footage of wild animals	Drawing and colouring animals and sticking them on a world map	Level 2, Unit 4 (Wild animals)
Maths 1	Footage of family garden party, focusing on hair colour	Making a block graph	Level 1, Units 2 and 5 (Family Descriptions of people)
Maths 2	Footage of family garden party, focusing on children's toys	Making Venn diagrams	Level 2, Unit 3 (Toys)
Science 1	A report on an organic farm	Finding out how cheese is made	Level 2, Unit 6 (Food) Level 1, Unit 3 (Food)
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)
Geography	A report on a local town	Matching places with grid references	Level 1, Unit 9 (Places in a town / Using grid references)
Music	A report on a music school	Matching sounds and instruments	Level 2, Unit 7 (Musical instruments)



## Classroom language

The following section gives examples of classroom language for use in different situations:

Saying what you are going to do at the beginning of the unit, lesson or an activity	
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 ...	learn more about the characters. listen to a story. play some games. 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 ...	sing a song. play a game. draw a puppet. listen carefully. draw a circle around the picture. cut out the book. practise 'good listening'.

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



Giving encouragement and praise	
That was really good, now ...	let's do it again. do the actions. sing it again and do the actions at the same time.
Well done (name), ... That's very good (name), ... Excellent (name), ...	you're really good at this. that's / it's a lovely picture. you know the first letters of ten words. you put your hand up five times. you've done a really good job. your table is really neat and tidy. you've made a very good job of that colouring. you're good at ...
That's ...	very nice. very neat work. lovely! wonderful! fantastic! really good!

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 swimming? find the dolphin? say all the names? help me tell the story? tell me what Bing says? remember six things?

Giving instructions for moving around and helping in class	
OK everybody, ... Now everyone, ...	stand up, please. come and stand around the board. move a bit further apart. step back a bit please ... that's good! come out here to the front, please.
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.
I need ... Can I have ... Who'd like to ...	four helpers, please. nine children to hold the flashcards. help? put away the cards? give out the sheets of paper?
Let's ...	clear everything up nicely. pick up all the papers.



Encouraging good behaviour	
Quiet everyone now, ...	settle down. calm down. that's good, (name/s). thank you, (name/s).
(name/s.) could you ...	sit down like the others please? Thank you. do it the way we practised? ... Good.
Okay, ...	let's practise 'good listening'. does everyone remember how to prepare ...? Very good. let's listen ... lots of hands up ... That's very good. everyone is sitting down ... That's excellent.

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.

Setting up pairs and groups	
Are you ready? You're going to do this ... Okay everyone, you're going to work ...	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.



# The Alphabet

● = Song / Chant



PMB page 48

## Objectives

- Refamiliarize with the names of letters in English
- Join in an alphabet rhyme
- Listen and follow instructions

## Core language

Names of letters in English

## Introduce the alphabet in English

- Tell the pupils they are going to learn the names of the letters in English.
- If your class has used Book 1 remind them of the four letter names they learnt in Class Book 1, Unit 9, Lesson 7: a /ei/, b /bi:/, c /si:/, and d /di:/.
- If the names of the letters and sounds they make are the same in your pupils' first language (L1) explain that in English each letter has a name which is different to the sound of the letter.

## PMB p48 Activity 1 Say the chant.

- Tell your class that they are going to learn a chant with all the English letter names in it.
- Explain that there are 26 letters in the English alphabet.
- Write them on the board in groups of five – as in the chant: ABCDE – FGHIJ – KLMNO – PQRST – UVWXY – Z
- Practise 'good listening' and use your 'silence signal'.
- Say the chant and tell the pupils to listen while you point to the letters.
- Encourage them to clap the rhythm of the letter lines.

A – B – CDE

Look and listen, say with me

F – G – HIJ

How are you? I'm OK.

K – L – MNO

What's the answer? Me! I know!

P – Q – RST

Sh, sh, quiet please!

U – V – WXY

Say hello and say goodbye!

Z – Z – ZZZ

Put a pencil on your head!

- Say the first two lines again. Point to the letters and do appropriate actions for the second line.
- Say these lines again and encourage the pupils to join in and do the actions.
- Continue in this way doing appropriate actions for all the alternate lines.
- In the last line you can add a surprise element by changing the object, e.g. Put a (book) on your head.
- Divide lines 2, 4, 6, and 8 into two parts and let half the class say the first part and half the class say the second part: so everyone in this half says 'What's the answer?' and all of you in this half say 'Me! I know'...

## Practise the letters

- Write up the letters in groups which share the same vowel sound in their names:

a, h, j, k

b, c, d, e, g, p, t, v

f, l, m, n, s, x, z

i, y

o

q, u, w

r

- Point to the letters and say the names.

a /ei/, h /ertʃ/, j /dʒei/, k /kei/

b /bi:/, c /si:/, d /di:/, e /i:/, g /dʒi:/, p /pi:/, t /ti:/, v /vi:/

f /ef/, l /el/, m /em/, n /en/, s /es/, x /eks/, z /zed/

i /ai/, y /wai/

o /əʊ/

q /kju:/, u /ju:/, w /dʌblju:/

r /ɑ:/

- Encourage the pupils to repeat them after you.
- Ask the pupils why the letters are grouped like this.
- Explain that each group shares a sound.

## PMB p48 Activity 2 Read and colour.

- Tell pupils to find pencils or pens in these colours: grey, green, red, blue, yellow.
- Tell them to read the sentences and put a dot of the correct colour in each letter, so that they will know what colour the letters need to be coloured in later.
- Tell them they can complete their colouring of the letters when the recording has finished.
- Ask them to say the letters which are the same colour: Let's say all the green letters ...
- Make sure the pupils are aware of the sound these letters share: What sound do they all have? Yes ... very good ... the 'e' sound ... /i:/.

Answers: grey – A, H, J, K; green: B, C, D, E, G, P, T, V;  
red: F, L, M, N, S, X, Z; blue: U, W; yellow: O; white: I, Y

## Spelling

- If the pupils used Level 1, ask them to spell the names of the characters.
- If they did not then use Level 1, write up some of their own names, then choose one and start to spell it.
- Pupils put their hands up when they know the name.
- Repeat with the other names and then get the pupils to spell out the names in chorus.



## Lesson 1

■ = Words ● = Song / Chant

## Introducing vocabulary



CB page 3

## Objectives

- Find out about Class Book 2
- Look at what is to come in the unit
- Become familiar with days vocabulary
- Practise the alphabet
- Listen and find information on a chart
- Join in a song

## Core language

Character vocabulary: *Flo, Fred, Bing, Titch, Poppy, Mr Fixit, Norton, Mitch*; Days vocabulary: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*; *What day is it today?*

## Other language

*list, hamster, monitor, plant, week*

## Materials

Fixit Game Poster; Norton; Character flashcards: (*Flo, Fred, Bing, Titch, Poppy, Mr Fixit, Norton, Mitch*); Character text cards; A calendar (big enough for the whole class to see); Bookmark template (PMB p3) – one photocopy per pupil and your own completed bookmark; Scissors; Days flashcards and text cards: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*; CD 1; Days word cards (PMB p5) – one photocopied set per pupil

## Review and connect

- For the pupils who used Class Book 1, use the poster to remind them of the kinds of activities they did, e.g. the words and sentences they learnt, songs they sang, games they played etc. The pupils could be asked to recall their favourite song and story, some of the words they learnt, etc.
- Use the poster to show your class the kinds of activities they are going to do this year (for those who used Class Book 1 point out that this year's activities will be similar) and talk about which activities they think they will particularly enjoy doing.

Look in the kit *see p9*

- Hold up the kit box and use Norton to say *Hello, everybody!* If the pupils used Class Book 1, remind them that it is Norton's kit box. If not, introduce

Norton: *Hello, I'm Norton!*, and explain that he is 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 use Norton to take out and present these items for today's lesson: *Today, we're going to do some listening, sing a song and play a game ...*

## 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.

## Unit overview

- Show the pupils a calendar and talk to them about the days of the week. Ask them if they know any words in English for the days of the week.
- Put up the Fixit Game poster where pupils can see it.
- Ask them to look through Unit 1 in their Class Books. Talk with them about the unit. 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 some children at school, we're going to learn a song, and we're going to talk about days of the week, friends and how tall we are ...*
- As you talk, quickly write the different topics and activities on the board, relating them to the sections on the poster:  
Words – days of the week, friends, numbers and measurements  
Song – *The days of the week*  
Story – *Let's make friends!*  
Sentences – *That's (name).; She's my (sister).; He's my brother).; How old is he / she?; He's / She's (age).*  
Song – *Hello, what's your name?*  
Words – numbers 13–30
- 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.

## Introduce new vocabulary

- Find today's date on the calendar. Use Norton to ask *What day is it today?*
- Show and say the appropriate day and let the pupils repeat it in chorus.



- Encourage the pupils to answer first of all as a class and then in small groups.
- Continue to show and say all the days text cards and stick them in order on the board.
- Play *What's missing?* (p19) keeping the cards in the correct order.

### Spelling warmer

- Use the characters flashcards to help pupils recall the characters' names.
- Ask the pupils to help you spell the names as you write them on the board.
- Encourage them to say any letters they know.

### CB p3 Activity 1 Listen and say who.

- Give out the bookmark templates and let the pupils cut out and colour the new bookmark for this level.
- Look at the picture on Class Book page 3 and ask the pupils to find the characters.
- Explain that the characters are in their classroom looking at the monitors' list for the week.
- Explain that in this classroom monitors take turns to look after the plants and the hamster.
- Teach the words *hamster*, *list*, *plants* and *monitor* (if the idea of a monitor is not one the pupils are familiar with, explain to them that a monitor is a pupil who has a special duty at school).
- Check that the pupils understand how the chart works: *Who's the plant monitor on Tuesday? Who's the hamster monitor on Friday?*
- Tell the pupils they have to:
  - listen and use their bookmark to find the day and the pupil responsible for the hamster or the plants on that day.
  - say who is speaking.
- Play the recording.

### 1.1

- Teacher: Let's look at the list. What day is it today?  
 All: Monday.  
 Teacher: Who's the plant monitor?  
 Flo: It's me!  
 Teacher: And the hamster monitor?  
 Fred: Me! Great!  
 Teacher: What about Tuesday?  
 Bing: I'm the hamster monitor on Tuesday! Great!  
 Teacher: And Wednesday?  
 Titch: I'm the plant monitor on Wednesday. Good, I like plants.  
 Teacher: Now look at Thursday.  
 Bing: Look, it's me. I'm the hamster monitor on Thursday. I love hamsters.  
 Teacher: Now look at Friday.  
 Fred: Great! I'm the plant monitor on Friday.  
 Poppy: Ooh. Look! Look!  
 All: What?  
 Poppy: I've got the hamster on Saturday and Sunday!  
 All: Lucky you!

- After listening check by asking questions: *Who's the plant monitor on Monday?*

**Answers:** Monday: Flo – plants, Fred – hamster; Tuesday: Poppy – plants, Bing – hamster; Wednesday: Titch – plants, Flo – hamster; Thursday: Flo – plants, Bing – hamster; Friday: Fred – plants; Titch – hamster; Saturday and Sunday: Poppy – hamster

### CB p3 Activity 2 Listen and sing the song.

- Give out the days text cards to some pupils and ask them to:
  - come to the front and stand in order, holding the cards in front of them;
  - listen to the song and bend their knees once when they hear their day.
- Practise 'good listening' and use your 'silence signal'.
- Play the song.

### 1.2

Monday, Tuesday,  
 Wednesday, Thursday,  
 Friday, Saturday,  
 Sunday,

- Play the song several times giving the cards to different pupils.

### Focus on spelling: the days of the week

- Put the days text cards on the board and start to spell out one of the days.
- Encourage the pupils to tell you which one it is.
- Teacher: *Listen ... W ... e ... d ...* Pupils: *Wednesday*

### PMB p5 Make the word cards

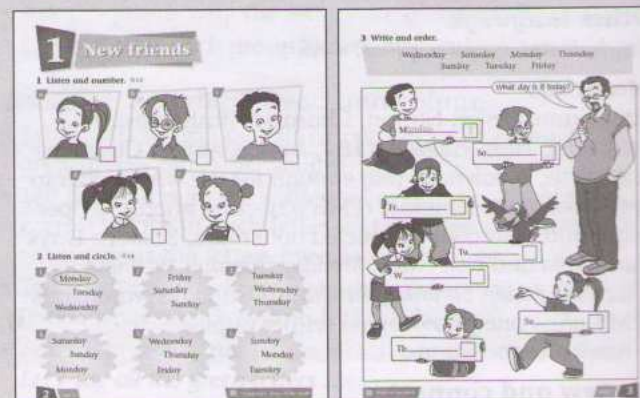
- Give out the PMB days word cards.
- Let the pupils cut them out and hold up a day when Norton asks them: *Show me Thursday.*

### Play a game

- Play a game using the days word cards, e.g. *Active Bingo* (p19).

## Lesson 2 = Words

### Practising vocabulary



AB page 2

AB page 3

### Objectives

- Review days vocabulary
- Listen and identify characters
- Listen and identify written forms

### Core language

*What day is it today?; What's your favourite day?; My favourite day is ...*

Review of days vocabulary and phrases

### Materials

Norton; CD 1; PMB days word cards



### Look in the kit see p25

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

### Sing the song

- Sing the song *The days of the week* (Class Book p3, Listening 1.2).

- Divide the class into two halves and let them take turns to sing the days.

Group 1                  Group 2

Monday                  Tuesday

Wednesday              Thursday

Friday                    Saturday

All sing Sunday together.

### AB p2 Activity 1 Listen and number.

- Check that the pupils remember the names of the characters by asking them to point to each character in their books: *Show me (Poppy)*.
- Before you play the recording explain that they have to:
  - listen carefully;
  - write the numbers in the small boxes next to the pictures of the characters.
- Practise 'good listening' and use your 'silence signal'.
- Play the recording.

### 1.3

- Teacher: Hello. What's your name?  
Poppy: Hello. I'm Poppy.
  - Teacher: Hello, what's your name?  
Flo: Hi. I'm Flo.
  - Teacher: Hi. What's your name?  
Bing: Hello. I'm Bing.
  - Teacher: Hello. What's your name?  
Titch: Hello. I'm Titch.
  - Teacher: Hello. What's your name?  
Fred: Hi. I'm Fred.
- Check the answers when you finish.

Answers: 1 d, 2 a, 3 c, 4 e, 5 b

### AB p2 Activity 2 Listen and circle.

- Give out the days word cards.
- Tell the pupils to put them in order starting with Monday.
- Ask *What day is it today?* Confirm their answers.  
Teacher: What day is it today? Pupils: Tuesday  
Teacher: Yes. Tuesday ... that's right.
- Tell them to listen to the recording and circle the correct day.
- Practise 'good listening' and use your 'silence signal'.
- Play the recording. Pause before each section to check that the pupils can read the alternatives.

### 1.4

- Adult: What day is it today?  
Child: It's Monday.
- Adult: What day is it today?  
Child: It's Saturday.
- Adult: What day is it today?  
Child: It's Thursday.
- Adult: What day is it today?  
Child: It's Sunday.

5 Adult: What day is it today?

Child: It's Wednesday.

6 Adult: What day is it today?

Child: It's Tuesday.

Answers: 1 Monday, 2 Saturday, 3 Thursday, 4 Sunday,  
5 Wednesday, 6 Tuesday

### AB p3 Activity 3 Write and order.

- Tell your class that these children are putting the days in order. Ask them to:
  - use the word bank for spelling support;
  - write the days in the appropriate spaces;
  - draw a line from day to day to show the correct order.

Answers: 1 Monday, 2 Tuesday, 3 Wednesday, 4 Thursday,  
5 Friday, 6 Saturday, 7 Sunday

### Speaking practice

- Use Norton to teach the question and answer: *What's your favourite day? My favourite day is Friday.*
- Use Norton to ask individual pupils.
- Encourage the pupils to ask each other in pairs.

### Play a game

- Let the pupils use their PMB days cards and play a game in pairs, e.g. *What's missing?* (p19).

## Lesson 3 ▲ = Story

### Story



CB page 4



CB page 5

### Objectives

- Practise good listening
- Listen to a story
- Join in a rhyme
- Practise story language

### Core language

Review of days vocabulary and phrases

### Other language

*That's ...; She's / He's ...; make friends; trick; naughty; cap*

### Materials

Norton; Character flashcards (x8); CD 1; Story Frames Book

### Look in the kit see p25

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



## Play a game

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

### CB pp4–5 Activity 3 Story

- Use Norton to hold up the CD and tell the pupils that they're going to listen to a story.
- Ask the pupils to look at the story in their Class Books and tell you what they think the story is about.
- Encourage them to name the characters they can see and say where they are: *Who's this? ... What's his / her name? Where's (character)? What's Titch got?*
- When pupils predict correctly, acknowledge their contributions and any L1 words or phrases (see p12 for the recasting technique). *Yes ... they're all running after Norton ... there are feathers everywhere!*
- Practise 'good listening' and use your 'silence signal'.
- Play the recording and tell the pupils to follow the story in their books.

### 1.5

- [1] Narrator: It's Monday. It's the first day of school.  
Mr Fixit: That's Mitch. He's new.  
Norton: Hello, Mitch!  
Mitch: Oh, hello.
- [2] Narrator: Norton plays a trick.  
Mitch: Hey! My cap!  
Poppy: No, Norton! Naughty Norton!
- [3] Narrator: Mitch meets Titch.  
Titch: Hello! I'm Titch. I'm in Class 1A. What's your name?  
Mitch: I'm Mitch – and that's my cap!
- [4] Narrator: Then he meets Flo.  
Flo: Naughty Norton.  
Mitch: Who's that?  
Titch: That's Flo. She's my sister.
- [5] Narrator: Everyone runs after Norton.  
Flo: Bing! Fred! Come on! Help us get the cap!
- [6] Narrator: They run here, there and everywhere.  
Children: Norton's here!  
Where?  
There!  
That naughty bird is everywhere!
- [7] Narrator: Where's Norton?  
Mr Fixit: Look in the kit.  
Titch: Norton!  
Mitch: And my cap!
- [8] Narrator: Mitch is happy.  
Mitch: Now I've got my cap ... and lots of new friends too.  
Mr Fixit: Well done, Norton!

- Talk about the story with the pupils, making sure they understand the narrative.
- Say the rhyme again and decide together on appropriate actions.
- Teach it line by line and encourage them to do the actions.

### CB p5 Activity 4 Find and say who.

- Tell the pupils that they are going to look for words in the story.
- Look at the first phrase: *That's Flo. She's my sister.*
- Read it aloud for the pupils, and ask them if they can find the same words in the story: *Can you find 'That's Flo. She's my sister.' in the story?*

- When they find it, say the phrase again and ask them to repeat it after you.
- Do the same with the remaining phrases.

Answers: 1 Titch (frame 4), 2 Titch (frame 3), 3 Mr Fixit (frame 1), 4 Mitch (frame 4), 5 Mitch (frame 8), 6 Mitch (frame 2)

## Listen to the story again

- Practise 'good listening' and use your 'silence signal'.
- Play the recording again.
- Encourage the pupils to join in with the rhyme and the phrases from Class Book p5 Activity 4.

## 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

- Show the pupils the pictures in the Story Frames Book. If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.
- Say the narrative lines and encourage the pupils to say as much of the dialogue as possible: *Everyone runs after Norton. What does Flo say?*
- Divide the pupils into six groups.
- Let each group speak for one character in the story (Mr Fixit, Norton, Mitch, Poppy, Titch, Flo).
- Tell the story again and get each group to say the lines for their character.
- Use the Story Frames Book to prompt each group to say its lines.

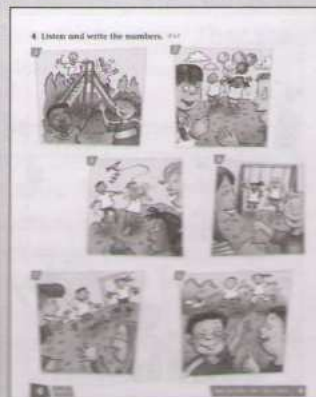


# Lesson 4 ♦ = Sentences

## Language focus



CB page 6



AB page 4



AB page 5

### Objectives

- Review language focus: *How old is he / she?*
- Practise more spelling in English
- Listen and find information
- Personalize *he* and *she* pronoun use

### Core language

Review number vocabulary and phrases

### Materials

Norton; Character flashcards (x8); CD 1; Bookmark;  
Two pieces of paper per pupil

### Look in the kit see p25

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

### Recall spelling

- Put the character flashcards on the board and start spelling one of the names.
- Encourage the pupils to tell you who it is.
- Teacher: *F ... r ... e ...* Pupils: *Fred?*  
Teacher: *Yes, Fred ... Let's spell his name again.*
- Continue with the other characters.

### CB p6 Activity 5 Listen, find and say.

- Look at the picture and explain that the characters are lining up to get their lunch at school.
- Ask the pupils who they can see in the picture: *Who can you see in the picture? Who's this? Where's Fred?*
- Practise 'good listening' and use your 'silence signal'.

- Play the recording and tell the pupils to find the pictures and place their bookmark over the character.

### 1.6

- Mitch: Who's that?  
Titch: That's Bing. He's my friend.  
Mitch: How old is he?  
Titch: He's seven.  
Mitch: Who's that?  
Titch: That's Poppy. She's my friend.  
Mitch: How old is she?  
Titch: She's seven.  
Mitch: Who's that?  
Titch: That's Fred. He's my brother.  
Mitch: How old is he?  
Titch: He's eight.  
Mitch: Who's that?  
Titch: That's Flo. She's my sister.  
Mitch: How old is she?  
Titch: She's seven.

- Play the first dialogue again and practise the questions and answers in chorus.
- Focus on the question *How old is he?*
- Repeat with the second dialogue and focus on the question *How old is she?*
- Remind the pupils that we say *he* for a boy and *she* for a girl.

### AB p4 Activity 4 Listen and write the numbers.

- Look at the pictures with the pupils and ask them to tell you each child's age using *he* and *she* correctly.
- Practise 'good listening' and use your 'silence signal'.
- Play the recording. Ask them to listen carefully for *he* and *she* and number the pictures.

### 1.7

- That's my friend.  
How old is she?  
She's six.  
And that's my friend.  
How old is he?  
He's seven.
- That's my friend.  
How old is she?  
She's five.  
And that's my friend.  
How old is he?  
He's four.
- That's my friend.  
How old is he?  
He's nine.  
And that's my friend.  
How old is she?  
She's ten.
- That's my friend.  
How old is he?  
He's eight.  
And that's my friend.  
How old is she?  
She's seven.
- That's my friend.  
How old is she?  
She's nine.  
And that's my friend.  
How old is he?  
He's eleven.



- 6 That's my friend.  
How old is she?  
She's eight.  
And that's my friend.  
How old is he?  
He's six.

- Use the pictures in Activity Book page 4 for pair work practice letting the pupils ask one another *How old is she / he?*
- Let them ask each other the names of some of their favourite cartoon or TV characters, e.g. *How old is Bugs Bunny?* Encourage them to agree on an age and help them to use *he / she*.

#### AB p5 Activity 5 Read and write.

- Look at the pictures with the pupils and ask them if the picture is of a boy or a girl and if the sentence should start with *He* or *She*.
- Ask the pupils to write the appropriate word in each gap.

Answers: 1 She's, 2 He's, 3 She's, 4 He's

#### AB p5 Activity 6 Count and write.

- Tell the pupils they have to count the candles on the birthday cakes to find out how old each child is. They then decide whether to use *He's* or *She's* and write the number.
- Remind the pupils to use capital letters at the beginning of each sentence and full stops at the end. Encourage them to do this for every activity where they are asked to write a whole sentence.

Answers: 1 He's 3. 2 She's 7. 3 She's 9. 4 He's 5.  
5 She's 8. 6 He's 12.

#### Play a game

- Play a game to practise *he* and *she*, e.g. *Whispers* (p19).
- Tell the pupils to draw two faces – a boy's and a girl's – on two pieces of paper.
- Put the drawings in a pile at the back of the room and let the pupils form groups in lines.
- The first pupil in each line comes to the teacher's desk and the teacher whispers a boy's or girl's age, e.g. *He's 7*.
- The pupil goes back to their line and whispers the age to the next pupil.
- Each pupil whispers this age until the last pupil in the line hears it.
- The last pupil has to write the age under the correct picture of a boy or a girl and then bring it up to the teacher.
- This pupil then stays at the front and the process is repeated.
- The game can be short or long and the first group to have all the ages correct is the winner.
- Practise the game before playing it for real and remind the pupils to follow the rules, not to shout out the answers, and not to listen to the other team(s).

## Lesson 5

▲ = Story ■ = Words

### Parallel story



AB page 6

#### Objectives

- Review language in context
- Join in retelling the story
- Create an alternative story
- Participate in acting out a story

#### Core language

Review of classroom vocabulary and phrases

#### Materials

Norton; Story Frames Book

#### Look in the kit see p25

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

#### Say the rhyme

- Use Norton to take something that you need, e.g. a pencil or a scarf, and fly away from you!
- Move him as if he is flying and you are following him.
- Remind the pupils of the rhyme in the story and practise it in chorus: *Norton's here! Where? There! That naughty bird is everywhere!*

#### Retell the story

- Show the pupils the Story Frames Book and ask the pupils what they can remember of the story. If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.
- When retelling the story:
  - start with questions about what the pupils know: *Who's that? Where's Titch? What class is Titch in?*
  - continue with a summary of each frame prompting and encouraging the pupils to join in with what Titch is saying: *'That's Flo. She's my sister.'*
  - Be ready to recast words and short phrases that the pupils contribute in mother tongue: *Everyone's running after Norton! Yes, Norton is in his house in the kit!*

#### AB p6 Activity 7 Draw and write. Act.

- Look at the pictures with the pupils.
- Explain that:
  - they are going to invent a story like the one in their Class Book;
  - they should draw what Norton's got in his beak in picture 1: *What's Norton got?* They can choose from a bag, a jacket, a sandwich or a football.



- Explain that they have to use their chosen object to complete the drawings and write in the speech bubbles.
- In picture 1 they now have to write what Mitch is saying, e.g. *That's my (book)!*
- In picture 2 they have to draw themselves. They then have to write what Titch is telling Mitch, e.g. *That's (name). She's / he's my friend.*
- In picture 3 they can say the story rhyme.
- In picture 4 they should draw the object in the kit box, and write what Mitch says: *And my (bag)!*
- If it suits your teaching situation you could put the pupils in pairs and get them to prepare one of their stories to show the class, and invite one or two pairs to act out their stories.
- Encourage all the pupils to join in the chant when the stories are being acted out.

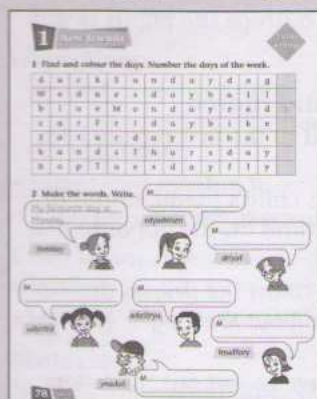
### Play a game

- Play a game, e.g. *A very long sentence* (p18) using the phrase *Norton's got my ....*
- Elicit a list of items Norton could take including funny ones!
- Start with whatever Norton took at the beginning of the class: *Norton's got my scarf ...* Encourage the pupils to continue playing until the sentence is too long for them to remember.

## Lesson 5a (optional)

= Words

### Writing (Extra practice)



AB page 78

### Objectives

- Identify days vocabulary
- Practise spelling and writing days of the week

### Core language

Review of days vocabulary and phrases

### Materials

Norton; CD 1; Character flashcards (x8); Family flashcards from Level 1; Days text cards

### Look in the kit see p25

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

### Sing the song

- Play and sing the song *The days of the week* (Class Book p3, Listening 1.2) again to review the days of the week.

### AB p78 Activity 1 Find and colour the days. Number the days of the week.

- Look at the word box and explain that:
  - one day of the week is hidden in each line;
  - the days of the week in English always start with a capital letter – so this helps them!;
  - they have to find the days and colour them different colours.
- When they have found the days and coloured them in they should:
  - think about the correct order of the seven days in the week;
  - put the numbers 1–7 in the shaded boxes at the end of the lines to show this order.

Answers: Line 1: Sunday (7), Line 2: Wednesday (3), Line 3: Monday (1), Line 4: Friday (5), Line 5: Saturday (6), Line 6: Thursday (4), Line 7: Tuesday (2)

### Practise spelling

- Ask the pupils to tell you their favourite days, and spell the days for you as you write them on the board.
- Let the pupils ask Norton to spell the days without looking at the board: *Norton, spell Thursday!*
- As Norton isn't very good at spelling, the pupils have to listen carefully, and put up their hands when Norton makes a mistake and help him!

### AB p78 Activity 2 Make the words. Write.

- Read the first speech bubble and explain that:
  - all the characters have favourite days;
  - the letters in each day are jumbled up.
- They have to:
  - sort out what day each character likes;
  - write the sentence 'My favourite day is ...' putting in the correct day.

Answers: 1 Monday 2 Wednesday 3 Friday 4 Tuesday 5 Saturday 6 Thursday 7 Sunday

### Play a game

- Let the pupils use the family and character flashcards and the days text cards to play a game of *Pass the ball* (p19). (You might like to quickly revise the family vocabulary beforehand).
- In this variation, when the music stops ask the pupils to:
  - pick two cards, i.e. one flashcard and a days text card;
  - pretend to be the person on the flashcard and say who they are, e.g. *I'm Grandma;*
  - use the days card to add their favourite day: *My favourite day is (Tuesday).*



## Lesson 6 ● = Song / Chant

### Learning for life



CB page 7



AB page 7

#### Objectives

- Review vocabulary and language of the unit
- Learn language for making friends
- Read and match information with visual clues
- Join in a song

#### Core language

Review of days and number vocabulary and phrases

#### Other language

*shy, fly a kite, watch TV, stay the night*

#### Materials

Norton; Fixit Game Poster; Character counters; Days flashcards; Days text cards (x7); CD 1; One piece of paper per pupil

#### Look in the kit see p25

- 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.
- Sing the song *The days of the week* (Class Book p3, Listening 1.2).

#### 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 flashcards in different ways: weekdays / weekends, days they have English, favourite days, days beginning with the same sound, days beginning with the same letter, etc.
- See if the pupils have any other ideas, and organize the flashcards and text cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

#### Song preparation

- Ask the pupils to tell you:
  - the name of the new character in the book: *Who is Titch's new friend?*
  - how it feels to be new in a class;
  - how they can help a new boy or girl feel part of the class.

- Talk about things that friends do together. Make a list together using the pupils' suggestions.
- Make sure the list includes the actions in the song (*run, jump, ride our bikes, kick a ball, fly our kites, watch TV*).
- Invent actions for each word or phrase with the pupils.
- Do some TPR activities, e.g. use Norton to ask the pupils to do the actions.

#### CB p7 Activity 6 Listen and sing the song.

- Look at the pictures in the book.
- Explain that one child is new and the other child wants to make friends.
- Say the words and ask the pupils to point to the actions on the page.
- Ask the pupils to point to the actions as they hear them.
- Practise 'good listening' and use your 'silence signal'.
- Play the song.

#### 1.8

Hello, what's your name?

Hello, come and play!

Hello, don't be shy!

Come and be my friend!

Let's run and jump and ride our bikes,

Kick a ball and fly our kites,

Watch TV and stay the night,

Come and be my friend!

- Teach the first verse of the song.
- Teach the second verse of the song and add appropriate actions for each line, encouraging the pupils to do the actions.
- Play the song again and encourage the pupils to join in and do the actions.

#### AB p7 Activity 8 Read and match.

- Read the speech bubble next to the first picture with your class.
- Explain that it describes this child's friend, and that they have to look at the pictures on the opposite side to find this friend.
- Point out that they have to count the fingers the friends are showing us to find out their ages: *How old is he?*
- Tell pupils that they also have to sort out the letters next to the friend's picture to find his / her name.
- Give the pupils a little time to find the correct picture.
- Then either continue with the whole class working together, or get the pupils to finish the activity in pairs.

Answers: 1 d 2 f 3 a 4 c 5 b 6 e

#### Additional writing practice

- Ask the pupils to choose a friend or invent one like the ones on Activity Book p7, and to draw the friend on a piece of paper.
- Write gapped sentences on the board for the pupils to copy when describing their 'friend' next to or underneath the picture.
 

*This is (name). He's my friend. He's (age).*  
*This is (name). She's my friend. She's (age).*

#### Teaching tip

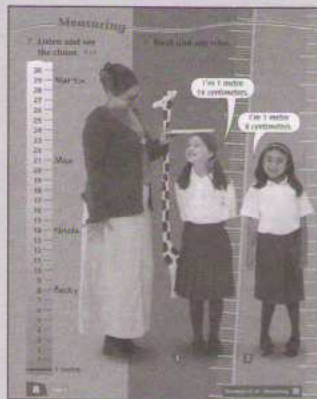
You will need a measuring tape for the next lesson.



# Lesson 7

■ = Words    ▢ = Other subjects

## Learning through English



CB page 8



CB page 9



AB page 8

### Objectives

- Review number vocabulary 1–12
- Become familiar with numbers 13–30 and vocabulary for measuring
- Listen and identify measurements
- Read and identify measurements

### Core language

Numbers 13–30, *metre, centimetre*

Review of number vocabulary 1–12 and phrases

### Materials

Norton; Measuring tape; CD 1

### Look in the kit *see p25*

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

### Present the topic

- Invite a pupil to come to the front.
- Ask the pupils to guess how tall he / she is: *How tall is he / she?*
- Recast and help them to say their answers in English: *One metre twenty (centimetres).*
- Then measure the child to find the answer.

### Introduce numbers 11–30

- Tell the pupils they need to know how to say big numbers in English so that they can say how tall they are.
- Write the numbers 1, 2, 3 on the board, horizontally and well spaced out.

- Check that the pupils remember how to say them.
- Add a zero to each number and teach *ten, twenty, thirty*.
- Under 10 write out the numbers 11 to 19.
- Teach these numbers and practise them in chorus and round the class.
- Under 20 write 21–29.
- Teach these numbers and practise them as you did before.

### CB p8 Activity 7 Listen and say the chant.

- Tell the pupils they are going to practise these new numbers in English.
- Ask the pupils to:
  - listen to you and point to the numbers;
  - repeat the numbers together.
- Say the sequence together, pointing to the numbers as you go: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.
- Say the sequence again, asking small groups to repeat the numbers each time.
- Then ask the pupils to listen and point to the numbers going up in twos: 11, 13, 15, etc.: *Let's say these numbers in twos ...*
- Ask small groups to repeat these numbers also.

### 1.9

11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

### CB pp8–9 Activity 8 Read and say.

- Look at the photo with your class.
- Explain that the children are standing next to a height chart to be measured: *They're being measured. They're standing very still ...*
- Ask them to:
  - read the speech bubbles;
  - find each child's height and name on the measuring tape on the left.

Answers: 1 Nicola, 2 Becky, 3 Martin, 4 Max

### AB p8 Activity 9 Write and say the next numbers.

- Look at the first series of numbers with the pupils.
- Ask them to guess what the next two are: *What comes next?*
- You could let them think about their answer in pairs before discussing the answers with the whole class.
- Repeat this with the remaining series of numbers.
- If you have time you could work on more series of numbers, e.g. ask pupils to count in threes, count the odd numbers from high to low, etc.

Answers: 1 14, 15 2 20, 22 3 19, 21 4 26, 27 5 27, 29 6 26, 25

### Play a game

- Play a game of *Number Bingo*.
- Ask the pupils to draw a 4 x 4 grid and write a number from 1–30 inside each box.
- Use Norton to call out any number from 11–30.
- When the pupils hear a number in their grid they should cover it with a piece of paper.



- The first person with all the numbers covered shouts *Bingo!* and wins.

### Advance preparation:

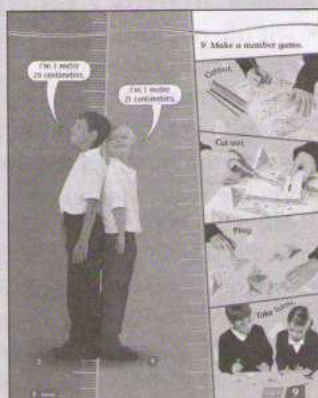
In advance of the next lesson you may like to make your own number game using PMB p6.

## Lesson 8 = Other subjects

### Learning through English



AB page 8



CB page 9

### Objectives

- Review number vocabulary
- Make a numbers game
- Become familiar with ordering and sequencing work

### Core language

tall, metre, centimetre

Review of number vocabulary and phrases

### Materials

Norton; CD 1; *Make a number game* (PMB p6) – one photocopy per pupil and your own completed example; Scissors

### Look in the kit see p25

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

### Review numbers

- Get the pupils to work in groups of three.
- Call out a number from 11–30 and get the group to show you that number of fingers.

### AB p8 Activity 10 Listen and write.

- Remind the pupils of how we express heights: *Do you remember how tall (Anna) is? She's / He's one metre twenty.*
- Show the abbreviations for metres (m) and centimetres (cm).
- Ask them if they have ever measured themselves against a height chart.
- Explain that the children are measuring themselves against a measuring chart.
- Tell your class to listen to the recording and write the age and height of each child in the gaps in each sentence.
- Practise 'good listening' and use your 'silence signal'.
- Play the recording.

### 1.10

- Adult: How old is Rosie?  
Child: She's seven.  
Adult: How tall is she?  
Child: She's one metre twenty nine.
- Adult: How old is Ben?  
Child: He's seven.  
Adult: How tall is he?  
Child: He's one metre twenty four.
- Adult: How old is Oliver?  
Child: He's six.  
Adult: How tall is he?  
Child: He's one metre fifteen.
- Adult: How old is Isabelle?  
Child: She's five.  
Adult: How tall is she?  
Child: She's one metre twelve.
- Adult: How old is Katy?  
Child: She's four.  
Adult: How tall is she?  
Child: She's one metre five.

Answers: 1 She's 7. She's 1m 29cm. 2 He's 7. He's 1m 24cm.  
3 He's 6. He's 1m 15cm. 4 She's 5. She's 1m 12cm.  
5 She's 4. She's 1m 5cm.

### CB p9 Activity 9 Make a number game.

- Show the pupils the number game that you have made (PMB p6).
- Draw a large version on the board and use it to explain how to play.
- Explain to the pupils that the sides of the triangles that touch have to add up to twenty.
- Show them some examples: *so this is eight and this is twelve ... add them together and you've got twenty ... and this is five and this is fifteen ... so how much have you got?*
- Tell them that they are going to make a similar game which they will play in pairs.
- Together look at the photos showing the stages for making the game in the Class Book.
- Make sure they know what materials they will need: *coloured pencils, scissors.*
- Give out the PMB photocopies and go through the stages with the pupils:
  - 1 They colour the triangles: *Colour the three sections in each triangle ... use your three favourite colours.*
  - 2 They cut out the triangles: *Cut them out very carefully ... so you can put the edges together like this ...*
- As they make the game, be ready to discuss and praise their work and recast phrases and words. *That's good ... you've got a three-sided purple, yellow, and green triangle ...*

### Play a number game

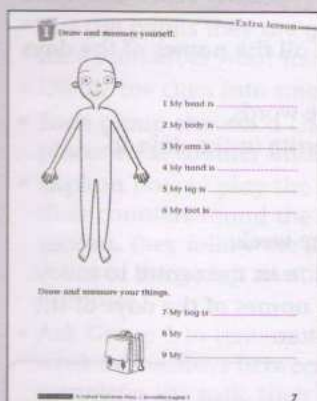
- When the pupils have finished tell them to play in pairs (using one set of triangles).
- Call out some numbers and encourage the pupils to work together to show the numbers that make that total.
- Ask the pupils what numbers they have and encourage them to report back.



# Lesson 8a (optional)

## Learning through English

### (Extension)



PMB page 7

#### Objectives

- Review language pupils are now familiar with
- Practise measuring through English

#### Core language

*How long is it? How wide is it?*

Review of number, body and measuring vocabulary and phrases

#### Materials

Norton; Number text cards 11–30; Measuring tapes (one per pair if possible, otherwise one for whole-class demonstrations); *Draw and measure worksheet* (PMB p7)  
– one photocopy per pupil

Look in the kit see p25

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

#### Play a game

- Use the number text cards to play a game, e.g. *What's missing?* (p19).

#### PMB p7 Draw and measure yourself

- Show the pupils one of the photocopies.
- Remind them that they already know how to measure their height.
- Explain that they are now going to measure different parts of their body.
- If they have used Incredible English level 1:
  - help them recall the song *Fingers, hands keep moving* (Class Book 1 p35, Level 1 CD 1.50);
  - remind them of Unit 7 and how children can do different things at different ages: *A baby can't walk but at your age you can walk and run and jump ...*
- Talk about how different parts of our bodies grow and become stronger.
- Give the pupils the photocopies.
- If there are enough measuring tapes for one per pair, explain that they are going to:
  - work together in pairs using one measuring tape: *You can share the tape and measure one another ...;*
  - measure six different parts of their bodies: *Measure your foot ...*

- Talk about:

- where they start and finish measuring: *You can put the tape here at the top of your arm and bring it down to your wrist ...;*
- measuring the length and width of their arms and feet: *How wide is your foot? How long is your arm?*
- make sure they understand the difference between *long* and *wide*.
- If there aren't enough measuring tapes for the class to work in pairs, ask one pair of pupils to do the measuring tasks in front of the rest of the class.
- When the pupils finish measuring each other, let them call out what measurements they got for each part: *OK, let's look at your arm ... how long is it?*
- Tell them that:
  - they can complete the figure on the page to look like themselves: *This is you ... draw your hair and your eyes;*
  - they can draw their favourite clothes: *What are you wearing? Your favourite T-shirt?;*
  - they should colour their drawing.

#### Measure my things

- Look at the bottom of the photocopy and tell the pupils to measure their bag.
- Talk about how to do this: *You can measure the front of the bag ... and then the bottom of the bag ... or measure it all together ...*
- Tell them they can then choose any two things they own and measure them, e.g. pencils, rulers, rubbers, books, etc.

#### Different ways of measuring

- Talk to the pupils about:
  - what other ways we can measure things;
  - how people measured in the past, e.g. the Ancient Egyptians measured in *cubits*, which was the distance from the elbow to the fingertips; an inch was originally the width of a man's thumb (in many languages, the word for *inch* is also the word for *thumb*).
- Let them measure some things using their hands and their feet: *How many hands is the door? How many feet is our classroom?*

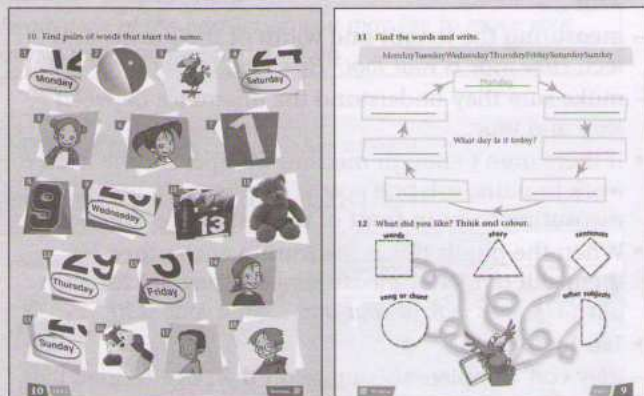
#### Play a game

Play Pronunciation circle using the number text cards (p18).



## Lesson 9 ■ = Words

### Revision



CB page 10

AB page 9

#### Objectives

- Revise the language used in Unit 1
- Practise pronunciation of initial sounds

#### Core language

Review of language used in Unit 1

#### Materials

Norton; CD 1; Toy flashcards: *puppet, teddy, ball*; action flashcard *fly* from Level 1

#### Look in the kit see p25

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

#### Review numbers

- Review numbers with the pupils by letting Norton call out a number from 11–30.
- Ask them to work in groups of three as they did in Lesson 8, and show Norton the number he calls out using their fingers.

#### CB p10 Activity 10 Find pairs of words that start the same.

- Before this activity check the pupils remember the words *fly, puppet, teddy, ball*.
- Look at the pictures with the pupils and get them to say all the words.
- Choose a picture, for example Mitch, and focus on the first sound of the word: *m ... /mə/ Mitch*.
- Ask the pupils to find another thing on the page that starts with the same initial sound. Emphasize that they are listening to sounds rather than looking for letters here.

Pupils: *Monday*

Teacher: *Yes ... m ... /mə/ Monday ... very good.*

- Let them match the pictures using a linking line of the same colour.
- Ask the pupils to find two more pictures which start with the same initial sound.
- Continue with the rest of the words.
- Encourage the pupils to tell you any other words they know that start with the same sound(s).

**Answers:** Monday (1) – Mitch (14), ball (2) – Bing (17), Norton (3) – nine (8), Saturday (4) – Sunday (15), Titch (5) – teddy (11), Poppy (6) – puppet (16), one (7) – Wednesday (9), thirteen (10) – Thursday (12), Friday (13) – Fred (18)

### Play a game

- Play the game *I hear with my little ear* (p20). Use the pictures in Class Book p10 Activity 10.

#### AB p9 Activity 11 Find the words and write.

- Tell the pupils:
  - that the word box contains all the names of the days of the week;
  - to draw lines separating the words.
- Explain that they have to write in the days to complete the circle.
- Tell them they should:
  - start with the first day of the week;
  - draw a line from the question in the centre to today.
- Remind the pupils that the names of the days of the week start with a capital letter.

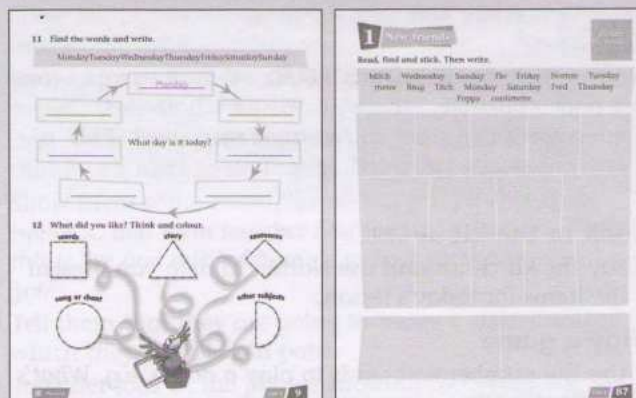
#### Advanced preparation:

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

## Lesson 10 ■ = Words ● = Song / Chant

▲ = Story ◆ = Sentences ▶ = Other subjects

### Review



AB page 9

AB p87

#### Objectives

- Review of Unit 1

#### Core language

Review of vocabulary and phrases used in Unit 1

#### Materials

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

#### Look in the kit see p25

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

#### End-of-unit review

- Explain to the pupils that this is the last lesson in Unit 1, so they will be thinking about what they did in the unit.
- 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:
  - using Norton to show them flashcards, things they have made, pictures in their books;



- playing songs, saying rhymes and chants, and spelling words.
- Ask them to let you know what they liked or didn't like and what they found easy or difficult.

### 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. 3–6).
- 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.
- Ask Group 1 to remember three words for days of the week or numbers between 13 and 30. 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 in 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!
- Go through the instructions with the pupils first and make sure that they understand what they have to do for each section.
- 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.

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

- As in Level 1 look at one section of the self-evaluation activity at a time and recall activities.
- Ask the pupils these kinds of questions:
  - Words: *Do you know the days of the week and some big numbers in English?*
  - Story: *Did you join in retelling the story? Did you try hard to write your own story?*
  - Sentences: *Did you practise asking about ages? Did you take part in the story repetition?*
  - Song: *Did you sing the songs and do the actions?*
  - Other subjects: *Did you try to make the numbers game carefully? Did you measure your arms and feet?*
- Ask them to choose their favourite part(s) of the unit, and to colour the relevant symbol(s).

- As in Level 1 the focus is on doing activities and participating, not on 'how well' the pupils did them.
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

### Review vocabulary (categorizing)

- Explain that they are to read the words in the word bank and find the corresponding stickers.
- 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 days of the week, numbers and the measurements vocabulary.
- Talk to the pupils about how they could organize them on the board, e.g. toys I like / toys I don't like, toys I play with indoors / toys I play with outdoors, etc.

### AB p87 Picture Dictionary

- 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, as they did for Level 1.
- Ask them to find p87 in their Activity Book and the stickers for Unit 1.
- Explain that they are to read the words in the word bank and find the corresponding stickers.
- Then they have to decide which shape they belong in, i.e. main vocabulary goes in the large square and subject vocabulary in the small square.
- Students stick the stickers in the appropriate square and copy the words next to / above / below the stickers.
- Tell them they have to put the stickers on the 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 p142).



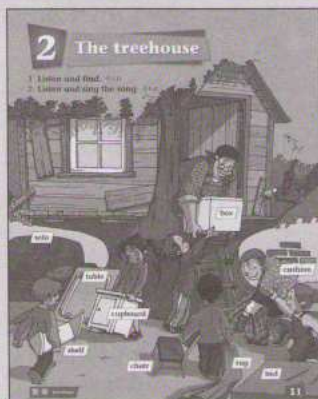
Multimedia extension: you may now like to use your Art 1 section of the optional DVD.



## Lesson 1

■ = Words ● = Song / chant

### Introducing vocabulary



CB page 11

#### Objectives

- Become familiar with furniture vocabulary
- Find out more about the characters
- Listen and identify items of furniture
- Join in a song
- Practise new vocabulary in a game
- Practise more spelling in English

#### Core language

Furniture vocabulary: *table, bed, chair, cupboard, cushion, rug, shelf, box*

#### Other language

*treehouse*

#### Materials

Norton; Fixit Game Poster; Bookmarks; CD 1; Furniture flashcards (*table, bed, chair, cupboard, cushion, rug, shelf, box*); Furniture text cards

#### Look in the kit see p25

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

#### Unit overview

- Talk to the pupils about furniture. Ask them if they know any words in English for items of furniture. 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 – furniture  
Song – *Hey ho, this is my treehouse*  
Story – *Hamster hide and seek*  
Sentences – *Where is she / he?; Is she / he on / in / under the (object)?; How many (objects) can you see?; Can you see a / an (object)?*  
Chant – *Big books, small books*  
Words – house
- Remind the children 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

- Use the poster to introduce the topic.
- Use Norton to find the flashcards in the kit.
- Teach the new vocabulary with the flashcards.
- Play a game, e.g. *What's missing?* (p19) with the flashcards.

#### CB p11 Activity 1 Listen and find.

- Look at the picture on page 11 with the pupils and talk about it.
- Explain that Mitch has got a new treehouse in his garden and the children are finding things to put in it.
- Ask your class:
  - what pieces of furniture each character has got: *What's Flo got?*
  - to use their bookmarks to find the pieces of furniture as they listen.
- Remind them of good listening and use your 'silence signal.'
- Play the recording.
- Pause after each mini-dialogue and give the pupils time to find the pieces of furniture.

#### 1.11

- Flo: Here's a box ... and I've got a table.  
 Poppy: Great table. Look, I've got a cupboard. And there's a sofa.  
 Flo: Great!  
 Fred: Look at this. It's a shelf.  
 Bing: Brilliant. And I've got a rug and a chair! And let's take that bed!  
 Fred: Wow! Brilliant.  
 Titch: Look, Mitch, I've got a cushion!  
 Mitch: Hey! Stop it, Titch!

**Answers:** Flo has a box and a table. Poppy has a cupboard and a sofa. Fred has a shelf. Bing has a rug, a chair and a bed. Mitch has a rug. Titch has a cushion.

#### CB p11 Activity 2 Listen and sing.

- Put the furniture flashcards on the board in the same order as they are in the song.
- Play the song and tell the pupils they should:
  - listen to the song;
  - point to the items of furniture as they hear them.



## 1.12

Hey ho, this is my treehouse,  
Hey ho, have a look and see!  
I've got a bed and a table and a shelf and a cupboard,  
A rug and a cushion and an old wooden chair.  
Hey ho, this is my treehouse,  
Hey ho, have a look and see!

- Teach them the middle lines *I've got a bed ...*
- Give the flashcards to nine pupils and ask them to come to the front of the class.
- Play the song again.
- Encourage all the pupils to join in.
- Ask the pupils with the flashcards to hold them up high when they hear their word.

### Play a mime game

- Say the name of a piece of furniture and encourage all the pupils to mime using it.
- Ask the pupils to get into pairs or threes.
- Tell them to work together and mime using a piece of furniture.
- The rest of the class have to guess what it is: *You've got a cupboard ... very good ... you're opening the doors ...*

### Matching the text cards

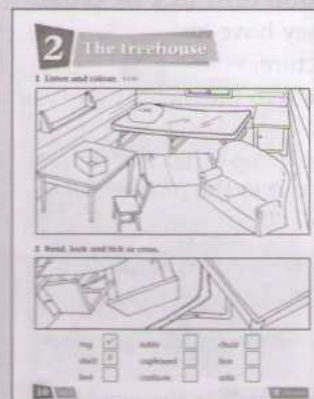
- Put the flashcards on the board and use Norton to:
  - ask the pupils to point to the flashcards: *Show me a bed ...*;
  - show the pupils the text cards one by one.
- Read the words together and let them put each text card next to the matching picture flashcard.
- Encourage the pupils to:
  - read the words by looking at the first letter, the length of the word, the consonants;
  - say the word using the correct pronunciation, and not sound out the individual letters.
- Focus the pupils' attention on whole word pronunciation by:
  - writing up the first and last letters of each word with dashes between for the missing letters;
  - encouraging pupils to guess which word it is.

### Play a spelling game

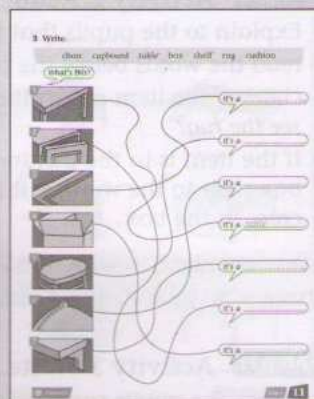
- Explain to the pupils that you are going to spell a word slowly.
- They have to:
  - write down the letters as they listen;
  - try and guess the word before you finish.
- They should put up their hands when they think they know the word.

## Lesson 2 = Words

### Practising vocabulary



AB page 10



AB page 11

### Objectives

- Review furniture vocabulary
- Listen and identify furniture items
- Recognize and write vocabulary
- Participate in an identification game

### Core language

Review of colour and furniture vocabulary

### Materials

Norton; Furniture flashcards (x8); Furniture text cards; CD 1; Furniture picture and word cards (PMB pp8-9) – one photocopied set per pupil

### Look in the kit see p25

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

### Review vocabulary

- Put the furniture flashcards on the board.
- Sing the song *Hey ho, this is my treehouse* (Class Book p11 Activity 2, Listening 1.2) again and ask the pupils to point to the cards as they say them.
- Play a game with the flashcards and the text cards, e.g. *Memory* (p19).

### AB p10 Activity 1 Listen and colour.

- Look at the picture with the pupils and ask them to tell you what they can see: *What's this? It's a (bed).*
- Tell them to take out their coloured pencils / crayons.
- Explain that they have to listen carefully and colour each item.
- As in Level 1 they can put a small dot of colour on the item as they listen, so that they can remember what colour it should be, and finish colouring when the recording stops.
- Play the recording.

## 1.13

Look! A green table.  
Look! A purple and yellow rug.  
Look! A red bed.  
Look! A yellow cushion.  
Look! An orange chair.  
Look! A blue cupboard.  
Look! A pink sofa.  
Look! A grey shelf.  
Look! A brown box.



- Check their answers before they complete their colouring.

### AB p10 Activity 2 Read, look and tick or cross.

- Explain to the pupils that they have to:
  - read the words below the picture;
  - check if the item of furniture is in the picture: *Can you see the rug?*
- If the item is in the picture, e.g. *rug* put a tick in the box next to the word; if it is not in the picture put a cross in the box.

Answers: rug ✓, shelf X, bed ✓, table ✓, cupboard ✓, cushion X, chair ✓, box X, sofa X

### AB p11 Activity 3 Write.

- Check the pupils can read the words in the word bank.
- Explain that they have to trace the spaghetti lines from the picture to the speech bubble and write the appropriate word in the speech bubble.

Answers: 1 table, 2 cupboard, 3 rug, 4 box, 5 chair, 6 cushion, 7 shelf

### PMB p8–9 Make the picture / word cards

- Give out the photocopies of the furniture picture and word cards.
- Tell the pupils to colour the pictures and cut them out, then cut out the word cards and match them to the pictures.

### Play a game

- Play a game with the furniture picture and word cards to practise the dialogues in Activity Book p11 Activity 3.
- Use Norton, the flashcards and the text cards to show them what to do.  
Teacher: *What's this?* (showing Norton a flashcard)  
Norton: *It's a bed.*
- Norton then finds the matching text card and holds it up.
- Let the pupils work together in pairs and use their picture and word cards.

## Lesson 3 ▲ = Story

### Story



CB page 12



CB page 13

### Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Read and find similarities and differences

### Core language

*Is he / she on / under / in the (furniture)?*

Review furniture vocabulary and phrases

### Materials

Norton; CD 1; Furniture flashcards (x8); Furniture text cards; PMB furniture picture cards and word cards

### Look in the kit see p25

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

### Sing a song

- Give out the PMB picture cards from Lesson 1.
- Ask the pupils to arrange their picture cards on their desks.
- Play and sing the song *Hey, ho, this is my treehouse* (Class Book p11, Listening 1.12) again and let the pupils put the picture cards in the order they come in the song.

### CB p12 Activity 3 Story.

- Tell the pupils that they are going to listen to a story.
- Let the pupils:
  - look at the story pictures on p12 of the Class Book;
  - find and name the characters they can see: *Who's wearing a cap? Who's got the cushion?*
- Remind them of the word *hamster* and teach the word *cage*.
- Ask the pupils to predict what the story is about: *What's missing? Where's Harry the hamster?*
- When pupils predict recast any L1 words or phrases they use: *Mitch is crying and Titch is too ... the cage is empty.*
- Play the recording and tell the pupils to follow the story in their books.



## 1.14

- [1] Narrator: The children are in the treehouse. And look, there's Harry the hamster.  
Mitch: Oops! Harry!
- [2] Narrator: Is he in the cage?  
Titch: Oh no. Where is he?
- [3] Narrator: They can't find Harry.  
Flo: Is he under the chair? No!
- [4] Narrator: They can't find Harry anywhere.  
Poppy: Is he in the bed?  
Bing: Is he under the rug? No!
- [5] Children: Look in the cupboard.  
Look under the chair.  
Look on the shelf.  
Look everywhere!
- [6] Mitch and Titch: Harry, where are you? Come out, please.
- [7] Narrator: Norton has got an idea!  
Norton: Look at the book about hamsters. Books can help.
- [8] Narrator: Mitch picks up the book.  
Mitch: Look! He's under the book.  
Norton: Hello, Harry!

- Talk about the story and the pupils' predictions.
- Help the pupils with new words and phrases.
- Teach the rhyme line by line and ask the pupils to:
  - repeat each line after you;
  - think of appropriate actions.

### CB p13 Activity 4 Same or different?

- Read the phrases in the speech bubbles with the pupils.
- Ask them to find these phrases in the story and tell you if they are the same or different.
- Correct the phrases when necessary and practise them several times.

Answers: 1 Same (frame 3), 2 Same (frame 4),  
3 Different (frame 5), 4 Different (frame 5),  
5 Different (frame 7), 6 Same (frame 8)

### Retell the story

- Listen to the story again encouraging the pupils to join in.
- Use the Story Frames Book to retell the story.
- Only say the narrative lines and encourage the pupils to say as much of the dialogue as possible: They can't find Harry anywhere. What does Poppy say? What does Bing say?
- Divide the pupils into six groups.
- Let each group speak for one character in the story.
- Tell the story again and encourage each group to say the lines for their character.

### Play a game

- Let the pupils use the furniture picture cards and word cards to play a game in pairs, e.g. Memory (p19).

## Lesson 4 = Sentences

### Language focus



CB page 14



AB page 12

### Objectives

- Review questions and answers about position
- Join in a rhyme
- Listen and identify position
- Read and show understanding

### Core language

Review of furniture vocabulary and describing locations

### Materials

Norton; CD 1; Furniture flashcards (x8)

### Look in the kit see p25

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

### Review vocabulary

- Play a game to review the furniture words, e.g. *Flashing a card* (p18).
- Say the rhyme from the story and encourage the pupils to do the appropriate actions. Focus on the words *in*, *on* and *under* in the rhyme.
- Tell the pupils that they are going to practise these words today.

### Establishing meaning: in, on, under

- Use classroom objects to establish the meaning of these prepositions:
  - Put a pencil on your hand, and say *on*;
  - Close your hand and say *in*.
- Turn your hand over, holding the pencil with your thumb across your palm and say *under*. Ask the pupils to do the actions and repeat the words with you.
- Point out that *in* and *on* have one syllable and *under* has two. This helps pupils hear the difference between *on the* and *under the* in full sentences.
- Practise by placing a pencil in, on or under a book and encourage the pupils to say where it is: *It's (in) the book*, etc.
- Do this with other classroom objects.



## CB p14 Activity 5 Listen and find. Say the number.

- Look at the pictures with the pupils: *Is he on the table?*  
*Is he under the table?*
- Explain that they are going to listen to descriptions of where Harry the hamster is and they have to write the number of each description next to the picture.

### 1.15

- Mitch: Is he under the table?  
All: Yes!
- Mitch: Is he in the box?  
All: Yes!
- Mitch: Is he on the cushion?  
All: Yes!
- Mitch: Is he on the chair?  
All: Yes!
- Mitch: Is he under the rug?  
All: Yes!
- Mitch: Is he in the cupboard?  
All: Yes!
- Mitch: Is he under the cushion?  
All: Yes!
- Mitch: Is he in the bed?  
All: Yes!

Answers: 1, 10, 7, 5, 12, 9, 2, 11

## AB p12 Activity 4 Read and write Yes or No.

- Explain to the pupils that in this activity they have to decide if the questions they read describe Harry's position.
- Look at the pictures together and read each question.
- Let the pupils:
  - decide if the description is true or not;
  - write *Yes* or *No* for their answer.
- If a description is not true encourage them to tell you where Harry is: *So where's Harry? Yes, he's (in) the (cupboard).*

Answers: 1 Yes 2 No 3 No 4 Yes 5 No 6 Yes

### Practice questions

- Use Norton and the kit box to practise questions and answers about position.
- Move Norton around and ask the pupils to tell you where he is.  
Teacher: *Where's Norton?*  
Pupils: *He's in the box / on the chair, etc.*
- In pairs let the pupils:
  - put some of their things in different places ... under the chair ... on the table ..., etc.
  - ask each other: *Where's the (rubber)?*

## Lesson 5

▲ = Story ■ = Words

### Parallel story



AB page 13



AB page 14

### Objectives

- Join in retelling the story
- Identify position and write questions
- Create an alternative story

### Core language

Review of furniture vocabulary and language used to describe location

### Materials

Norton; CD 1; Story Frames Book; PMB furniture picture and word cards

### Look in the kit see p25

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

### Say the story rhyme

- Say the story rhyme again and encourage the pupils to join in with the words and actions.

Look in the cupboard.

Look under the chair.

Look on the shelf.

Look everywhere!

### Retell the story

- Show the pupils the Story Frames Book and ask them what they remember of the story. If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.
- As you have done in Unit 1 when retelling the story:
  - start with questions about what the pupils know: *Who's that? Where's (character)? What's Flo got in her hands?*
  - continue with a summary of each frame prompting and encouraging the pupils to join in: *Bing is saying 'Is he under the rug? No!'*
  - be ready to recast words and short phrases that the pupils contribute in L1, e.g. *Titch and Mitch are very upset ... they want to find Harry ...*

## AB p13 Activity 5 Read and write. Listen and check.

- Look at the pictures with the pupils.
- Explain that:
  - the characters are playing a game of *Hide and Seek*;
  - one character is hiding in each picture and the others are deciding where he / she is.



- Look at the first mini-dialogue and picture and ask the pupils to choose:
  - he or she: *Yes ... she ... very good ... 'she' because Flo is a girl ...;*
  - the correct phrase from the word bank to complete the question: *Is she in the cupboard?*
- Continue like this to the end of the activity.
- Then tell the pupils to write the words in the speech bubbles.
- Now play the recording and ask the class to listen and check their answers.

### 1.16

- 1 Mitch: Where's Flo?  
Poppy: Is she in the cupboard?  
Bing: Yes!
- 2 Bing: Where's Poppy?  
Titch: Is she on the shelf?  
Flo: Yes!
- 3 Titch: Where's Mitch?  
Poppy: Is he under the rug?  
Fred: Yes!
- 4 Flo: Where's Titch?  
Fred: Is she in the bed?  
Poppy: Yes!

Answers: 1 Is she in the cupboard? 2 Is she on the shelf?  
3 Is he under the rug? 4 Is she in the bed?

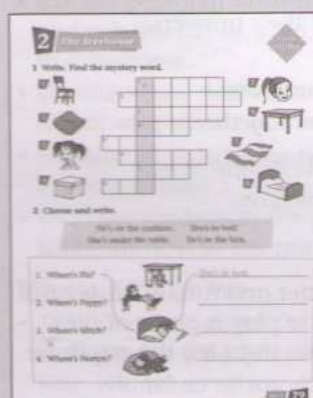
### AB p14 Activity 6 Draw and write. Act.

- Tell the pupils they are going to write their own story now. Look at the pictures together and talk about:
  - each picture and what each character says;
  - what they need to draw to complete the picture.
- Explain that in picture 1 Titch is looking for her lost pet and the pupils should give the pet a name, and write the name in the speech bubble. *Where's (name)?* Point out that the pet has to be a boy, because Mitch refers to the pet as 'he' in picture 2.
- In picture 2 Mitch is helping Titch to look for her pet. The pupils should:
  - draw a cupboard, a bed, or a box;
  - complete the question in the speech bubble, e.g. *Is he in the box?*
- In picture 3 the children are helping Titch look for her pet. The pupils can say the rhyme here.
- In picture 4 pupils should:
  - draw a bed, a sofa or a cushion;
  - draw the pet under this item;
  - complete the first speech bubble by writing where the pet is, e.g. *Look, he's under the (sofa)!*
  - write the pet's name in Titch's speech bubble.
- As you recall the story together be ready to recast suggestions and write any words and phrases the pupils need on the board. They can choose and copy the ones they want.
- While the pupils are working:
  - go around the class and comment on their ideas;
  - encourage them in their work.
- When they have finished they could form groups of three (Titch, Mitch and Fred) and choose one of their dialogues to act out.

## Lesson 5a (optional)

■ = Words

### Writing (Extra practice)



AB page 79

### Objectives

- Identify and spell furniture words
- Choose and write appropriate phrases of position using visual clues

### Core language

Review of furniture vocabulary and language used to describe location

### Materials

Norton; PMB furniture picture and word cards;  
Furniture flashcards (x8)

### Look in the kit see p25

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

### Play a game

- Use some sets of the pupils' furniture picture and word cards to play *Whispers* (p19).

### AB p79 Activity 1 Write. Find the mystery word.

- Show the pupils the crossword.
- Explain that:
  - the pictures are the clues: *Look at picture number 1. Yes, it's a chair;*
  - the words are written across the boxes: *The letter 'c' goes in the box with 1 on it;*
  - there is a mystery word written down the middle in the shaded boxes: *The mystery word also starts in box 1.*
- Tell them:
  - that there is no picture clue for the mystery word;
  - to check the spellings of the words in the word bank.
- When the pupils have finished use Norton to:
  - do the crossword on the board using the flashcards;
  - ask the pupils to help him by telling him what to write.

Answers: 1 chair, 2 cushion, 3 Poppy, 4 box, 5 Flo,  
6 table, 7 rug, 8 bed

The mystery word is *cupboard*.

### AB p79 Activity 2 Choose and write.

- Explain to the pupils that they have to:
  - look at the pictures and say where each character is: *Where's Flo?*



- find the correct answer in the phrase box: *She's in bed.*
- Tell them that looking for *he* or *she* will help them find the right answer.
- Go through all the questions together saying where each character is.
- Then let the pupils write out their answers.
- When they finish:
  - let different pupils ask the questions;
  - encourage the class to answer together.

Answers: 1 She's in bed. 2 She's under the table.  
3 He's in the box. 4 He's on the cushion.

### Play a game

- Let the pupils use the character and family flashcards and the furniture flashcards to play a game of *Pass the ball* (p19). When the music stops tell the pupils to:
  - pick two flashcards i.e. one character or family flashcard and one furniture flashcard;
  - say who the character is and where he or she is: *This is Mitch ... he's under the shelf.*
- Let the pupils position the cards so that the meaning is clear, e.g. hold the Mitch flashcard under the shelf flashcard.

## Lesson 6 ● = Song / Chant

### Learning for life



CB page 15

AB page 15

#### Objectives

- Review vocabulary and language of the unit
- Learn about using and appreciating books
- Join in a chant
- Read and identify position using visual clues

#### Core language

Review of furniture vocabulary and phrases of position

#### Other language

bird, word

#### Materials

Norton; Fixit Game Poster; Character counters; CD 1; Furniture flashcards (x8); Furniture text cards

#### Look in the kit see p25

- 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 flashcards in different ways: furniture with legs / without legs, furniture in my bedroom / not in my bedroom, from long to short words, words I can remember / words I find difficult to remember, etc.
- See if the pupils have any other ideas, and organize the flashcards and text cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them

### CB p15 Activity 6 Listen and say the chant.

- Ask the pupils if they remember where Harry the hamster was: *Was Harry under the rug? In the cupboard?*
- Remind them that Norton said books can help.
- Talk to them about:
  - the kinds of things you can find in books;
  - story books and factual books.
- Look at the picture and ask the pupils what is in the books on the page. Teach *birds* and *words* if necessary.
- Play the chant and tell the pupils to point to the pictures as they listen.

### 1.17

Big books, small books,  
Books on the shelf!  
Books are fun,  
Books can help!

Books about animals,  
Books about stars,  
Books full of stories,  
Books full of cars.

Books about children,  
Books about birds,  
Books full of pictures,  
Books full of words.

Big books, small books,  
Look on the shelf,  
Books are fun,  
Books can help!

- Teach the chant line by line.
- Ask the pupils to say it together with the recording.
- Then you could divide the class into two and have them say alternate lines.

### AB p15 Activity 7 Read and match.

- Look at the pictures with the children. Ask them to tell you what they think each book is about.
- Tell the pupils they have to read what each child is saying and match the child to the books they like.
- They can do this as a class or in pairs.

Answers: 1 c, 2 d, 3 b, 4 a

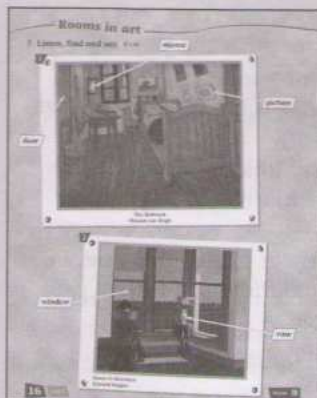


## Speaking practice

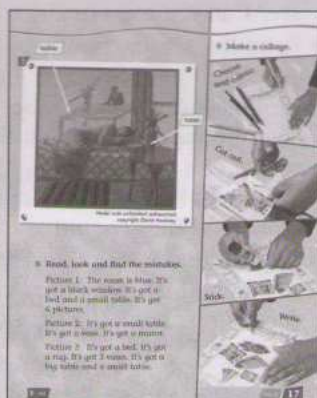
- Put some books around the classroom in different places and ask the pupils where they are: *Where's the red book? It's under the green book. Where's the blue book? It's in the cupboard. Where's the yellow book? It's on the table.*

## Lesson 7 = Words = Other subjects

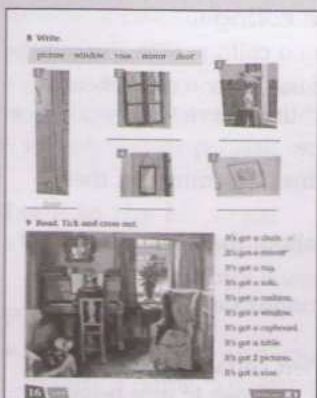
### Learning through English



CB page 16



CB page 17



AB page 16

### Objectives

- Become familiar with house vocabulary
- Listen and identify house items in familiar settings
- Read and identify correct information
- Write and match house vocabulary

### Core language

House vocabulary: *sofa, window, picture, mirror, vase, door*  
Review of furniture vocabulary and phrases of position

### Materials

Norton; CD 1; House flashcards: *sofa, window, picture, mirror, vase, door*; House text cards; Flashcard from Level 1: *bedroom*; House picture and word cards – one photocopied set per pupil (PMB pp8–9); Scissors

### Look in the kit see p25

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

## Introduce new vocabulary

- Sing the song *Hey, ho, this is my treehouse* (Class Book p11, Listening 1.12) to review furniture vocabulary. Encourage the pupils to join in.
- Use the bedroom flashcard or a drawing of a bedroom and ask the pupils what other things you could find in a bedroom.
- Use the house flashcards to teach *window, picture, mirror, vase, door*.
- Use Norton to take the text cards out of the kit and introduce them.
- Read the cards with the pupils and let them put each text card next to the matching flashcard.

## Play a TPR game

- Tell the pupils about your own bedroom: *In my bedroom I've got a bed and a chair. I've got a table and a vase. I've got a mirror.*
- Ask them to think about their bedrooms.
- Tell them you are going to play a TPR game.
- Ask them to stand up if what you say is true for them: *I've got a bed in my bedroom. I've got a mirror in my bedroom*; and to stay sitting if it's not true.
- Repeat the game thinking about living rooms instead.

### CB pp16–17 Activity 7 Listen, find and say.

- Before you do this activity tell the pupils that they are going to look at three pictures of rooms by famous artists.
- Look at the rooms and ask if they are bedrooms or living rooms.
- Explain that they will hear sentences about the pictures, and they should look carefully and find the picture.
- Explain that the sentences may refer to more than one picture.
- Play the recording, pausing after each sentence for the pupils to identify the picture or pictures.

### 1.18

- I can see a bed and a mirror. [picture 1]
- I can see two vases. [picture 3]
- I can see a vase and a bed. [pictures 1 & 3]
- I can see five pictures. [picture 1]
- I can see a rug. [pictures 2 & 3]
- I can see three windows. [picture 2]
- I can see two chairs and a door. [picture 1]

- After listening ask pupils to point to different items.

### CB p17 Activity 8 Read, look and find the mistakes.

- Explain to the pupils that these are descriptions of the three paintings, but there are mistakes in some of the descriptions.
- Ask them to look at the first painting and read the first description, and tell you if it is all correct or if there is a mistake: *Is it correct?*
- Read the description together and check each sentence: *Point to the small table.*
- Repeat this with the second and third paintings and descriptions.

Answers: 1 It's got five pictures. 2 It hasn't got a mirror.  
3 It's got two vases.



### PMB pp8-9 Make the picture and word cards

- Give out the photocopies of the house picture and word cards.
- Let the pupils:
  - colour the picture cards and cut them out;
  - cut out the word cards and match them with the picture cards.

### AB p16 Activity 8 Write.

- Read the words in the word bank and ask the pupils to write them under the matching pictures.

Answers: 1 door, 2 window, 3 vase, 4 mirror, 5 picture

### Language focus

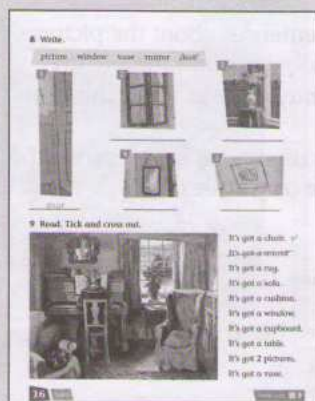
- If you have time, talk about the pictures on Class Book pages 16–17 by playing an identification game.
- Ask the pupils to look at the three paintings again, and choose one of them and think of two things to say about it, e.g. *I can see a (bed). It's got a (window).*
- The other pupils have to identify the painting.

### Advanced preparation:

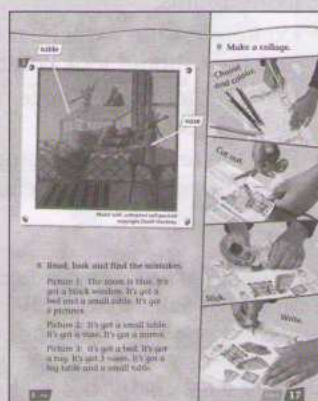
You may like to ask the pupils to bring in magazine pictures of bedroom furniture for the craft activity in the next lesson.

## Lesson 8 = Other subjects

### Learning through English



AB page 16



CB page 17

### Objectives

- Review house and furniture vocabulary
- Make a bedroom collage
- Practise ordering and sequencing work

### Core language

Review of furniture and house vocabulary and phrases

### Other language

collage, painting, colour (v), cut out, stick (v)

### Materials

Norton; Furniture and house flashcards (x14); *Make a collage* cards (PMB p10); Some magazines with pictures of bedroom furniture; CD 1

### Look in the kit see p25

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

### Review vocabulary

- Play a game with all the furniture and house flashcards, e.g. *What's missing?* (p19).

### AB p16 Activity 9 Read. Tick and cross out.

- Look at the picture with the pupils and ask them what they can see in the room: *How many windows can you see? Can you see a rug?*
- Read the sentences one by one with the pupils.
- Ask them to look at the picture and say if the sentences are true or false. Ask them not to write on their books until you tell them.
- When you finish reading and talking about the sentences let the pupils re-read them individually: Now read these again.
- Pupils have to tick the sentences if they are true: Put a tick here if it is true, and cross them out if they are false: *Cross it out if it's not true.*

Answers: chair ✓, mirror X, rug ✓, sofa X, cushion ✓, window ✓, cupboard X, table ✓, 2 pictures X, vase ✓

### CB p17 Activity 9 Make a collage.

- Look at the steps for making a collage with the pupils.
- Give out the photocopies of the *Make a collage* cards (PMB p10) and explain that they have to:
  - colour and cut out the frame;
  - colour, cut out and stick items of furniture in their bedroom collage;
  - write one or two sentences about their collage: *It's got a red chair.*
- Let the pupils cut out any magazine pictures they want to use.
- As the pupils are making their collages, ask them about their work: *How many windows in your bedroom?*
- Be ready to recast phrases and words: *It's got a bunk bed / a red carpet ...*
- Encourage the pupils to help each other.
- When they have finished ask pupils to present their pictures to the class: *This is my bedroom. It's got ...*
- Display their pictures where they can all see them, and talk about the different bedrooms they have made: *What can you see in this bedroom? How many chairs can you see? What colour is this rug?*

### Sing a song

- Let the class choose a song they would like to sing again.

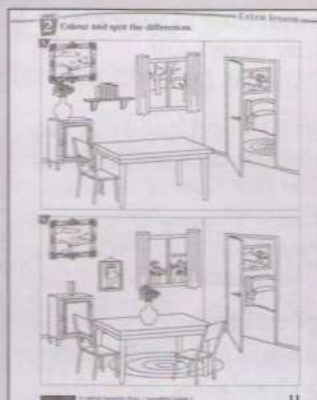
### Additional activity

- If you have time, draw an outline of a room on the board and put some flashcards or magazine pictures in it.
- Ask the pupils to tell you about the room: *It's got a big window and two beds ...*



## Lesson 8a (optional)

### Learning through English (Extension)



PMB page 11

#### Objectives

- Review language pupils are now familiar with
- Talk about similarities and differences

#### Core language

*Have you got ...?*

Review of furniture and house vocabulary and phrases.

#### Materials

Norton; Furniture and house flashcards (x14); Furniture and house text cards; Spot the differences cards (PMB p11) – one photocopy per pair of pupils

#### Look in the kit see p25

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

#### Play a game

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

#### PMB p11 Colour and spot the differences

- Before you give out the PMB photocopies explain that:
  - there are two different drawings;
  - they can colour their drawings however they like;
  - they have to write a list of what they can see in their drawings, starting with *I've got ... in my house*.
- Give out picture A to one half of the class and picture B to the other half.
- Let them colour their pictures and write their descriptions.
- When the pupils have finished, make pairs from each half of the class so that pupils with A and B are working together, but sitting opposite one another.
- Ask the pupils to ask and answer questions about what is different in each other's pictures: *Have you got a rug?* and find out what is the same and what is different about their pictures: *I've got a small table*.
- When the pupils have finished talking let them look at both drawings.
- Ask them to write three things that are different and three things that are the same in their drawings: *(Name)'s got ... in the living room / bedroom*.

#### Play a game

- Play a game, e.g. *Active Bingo* (p19) using furniture and house vocabulary.

## Lesson 9 = Words

### Revision



CB page 18



AB page 17

#### Objectives

- Revise the language of the unit
- Focus on pronunciation of initial sounds
- Recognize different sounds

#### Core language

Review of furniture and house vocabulary and phrases of position

#### Materials

Norton; Furniture and house flashcards (x14); Furniture and house text cards

#### Look in the kit see p25

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

#### Review vocabulary

- Use the flashcards to recall all the vocabulary from this unit. Play a game, e.g. *Flashing a card* (p18).
- Put the flashcards on the board and ask the pupils to match the text cards to the flashcards.
- Then ask them to focus on the initial sounds of the words and group together cards with the same initial sound.

#### CB p18 Activity 10 Find the odd one out.

- Remind pupils of the following words from *Incredible English* Level 1 or check that they know them: *two, book, chocolate, sugar, rabbit, red, cat*.
- Point to the pictures and ask the pupils to say the words in the first set: *bed* /bed/, *two* /tu:/, *box* /bɒks/ and then say which word starts with a different sound: *two* /tu:/.
- Repeat with the other sets of words.
- Ask whether any of the pictures could be the odd one out for another reason. If they need a clue, tell them to think about the colours of the items.
- Ask the pupils if any of the words that are the odd ones out in each line could go with another set on the page, for example *two* goes with *table* and *ten*.
- Pay attention to letters that look the same but have different sounds, e.g. *shelf* and *sugar*.

**Answers:** 1 two (does not begin with /b/ and is not an item of furniture), 2 book (does not begin with /k/ and is not an item of furniture), 3 vase (does not begin with /t/) or ten (is not an item of furniture or a household item), 4 cat (does not begin with /f/ and is not brown), 5 rabbit (does not begin with /t/)



and is not brown), 6 two (does not begin with /r/) or red (is not green), 7 door (does not begin with /h/) or hamster (is not yellow)

### AB p17 Activity 10 Find the words and write.

- Remind the pupils of any word searches they have done before, or explain how to do word searches.
- Make sure they understand that in this word search the hidden words are both horizontal and vertical: *Words go across like this and down like this.*
- Explain that they have to circle the words in the word search first, and then write each word next to its matching picture.

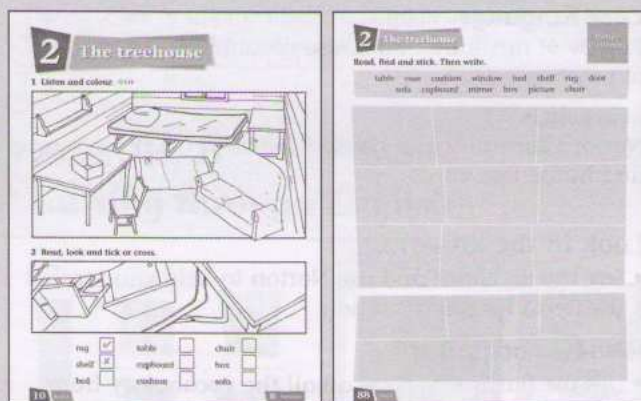
Answers: sofa, table, mirror, picture, door, chair, cushion, rug, box, window

## Lesson 10

■ = Words ● = Song / Chant

▲ = Story ◆ = Sentences ▽ = Other subjects

### Review



AB page 10

AB page 88

### Objectives

- Review of Unit 2
- Add vocabulary items to the Picture Dictionary

### Core language

Review of furniture and house vocabulary and language used in this unit

### Materials

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

### Look in the kit see p25

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

### End-of-unit review

- Explain to the pupils that this is the last lesson in Unit 2, so they will be thinking about what they did in the unit.
- 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:
  - using Norton to show them flashcards, things they have made, pictures in their books;
  - playing songs, saying rhymes and chants, and spelling words.
- Ask pupils 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 and hand out the character counters to a pupil from each group. Remind them how to play *The Fixit Game* (see p38).
- Start with Group 1 and allow each group to take turns on each station until all of the groups have reached the finish. Use Norton to say *Well done!*

### Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organising the words they had learnt.
- Use the flashcards and text cards to revise the furniture and house words.
- Talk to the pupils about how they could organize them on the board, e.g. things I have in my bedroom / not in my bedroom, words I can remember / words I find difficult to remember, etc.

### AB p10 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p38).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

### AB p88 Picture Dictionary

- Let the pupils find p88 in their Activity Book and the stickers for Unit 2 and continue with their Picture Dictionary.
- Remind them that they need to read the words in the word bank and find the corresponding stickers, then put the stickers in the correct rectangles and write the words nearby.



The pupils are now ready to sit the Unit 2 test (see p144).



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



## Lesson 1

■ = Words ● = Song / Chant

### Introducing vocabulary



CB page 19

#### Objectives

- Become familiar with more toy vocabulary
- Find out more about the characters
- Listen and identify toys
- Join in a song
- Practise more spelling in English

#### Core language

Toy vocabulary: scooter, kite, yo-yo, boat, frisbee, skateboard, bat, ball, skipping rope

Review of toys vocabulary used so far

#### Other language

broken, string

#### Materials

Norton; Fixit Game Poster; Toy flashcards: scooter, kite, yo-yo, boat, frisbee, skateboard, bat, ball, skipping rope, bike; Toy text cards; CD 1

#### Look in the kit see p25

- 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 remember any words in English for toys. Ask them what other 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 – toys  
Song – *Come and play!*  
Story – *Let's play!*  
Sentences – *He's / She's got ...; Where's ...?*  
Chant – *I like skipping*  
Words – transport
- Remind the children that at the end of the unit they will use the poster to play a game to see how much they have remembered.

### Introduce the topic and new vocabulary

- Use the poster to introduce the topic.
- Talk to the pupils about toys and ask them what toy words they already know in English, e.g. the toys from Class Book 1: *teddy, car, doll, train, bike, plane, computer, puppet, robot, ball*. They may remember *skateboard* and *bat* from the *Children around the world* section.
- Ask them what toys they can play with outside.
- Use Norton to take the toys flashcards and text cards out of the kit, and use the flashcards to teach the vocabulary.
- Ask the pupils to think about their own toys.
- Tell them they are going to play a TPR game.
- Ask them to listen to what you say, e.g. *I've got a (frisbee)*. If they have this toy they should mime playing with it and if not they should stand still.

#### CB p19 Activity 1 Listen and find.

- Look at the picture with the pupils and ask them who they can see in the garden: *Where's Mitch?*
- Ask them what toys they can see: *What's this? What's that on the ground?*
- Explain that the characters are choosing toys to play with in the garden.
- Ask your class to look more closely at the toys and teach the words *broken* and *string*.
- Tell the pupils to listen and use their bookmarks to find the toys.
- Play the first dialogue and pause to give the pupils time to find the items.
- Do the same with the other dialogues.

#### 1.19

- Mitch: Here are my toys. Look, I've got a skateboard!  
Titch: Oh no! It's broken.  
Poppy: Well, I've got a frisbee ... and a yo-yo ...  
Fred: What about a bike?  
Mitch: Yes. It's here.  
Oh no! It's broken.  
Fred: Never mind.  
Mitch: Mmm, well, I've got a scooter.  
Fred: Great!  
Mitch: Oh no! It's broken too!  
Fred: Never mind.  
Mitch: OK. What about a bat and ball?  
Flo: Good idea.  
Bing: Here's the ball. And here's the bat.  
Oh ... it's broken.  
Mitch: Well, never mind, I've got a kite.  
Flo: Oh no, look at the string!  
Mitch: I know! The boat! Let's play with the boat.  
All: Good idea.  
Mitch: Oh. It's broken, too.  
Mitch: Oh dear, what can we do?  
Titch: Look, a skipping rope.  
All: Come on, let's play with the skipping rope.  
Mitch: Good idea!



## CB p19 Activity 2 Listen and sing the song.

- Before this activity put the flashcards in the order they come in the song where the pupils can see them.
- Play the song and encourage the pupils to point to the flashcards as they hear the words in the song.

### 1.20

Come and play, come and play,  
We've got lots of toys today.  
Here's a skateboard, here's a bike,  
Here's a frisbee, here's a kite.

Come and play, come and play,  
We've got lots of toys today.  
Here's a yo-yo, here's a ball,  
Here's a skipping rope for you all.

- Play the song again, singing lines three and four of each verse and pointing to the flashcards.
- Teach the pupils the whole song line by line and together make up actions for each line.
- Play the song again and encourage the pupils to sing and do the actions.

### Match the words

- Put the flashcards on the board and use Norton to ask the pupils to point to the flashcards: *Show me a yo-yo ...* and to show the pupils the text cards one by one.
- Read the text cards together and ask the pupils to put each text card next to the matching flashcard.
- Encourage them to read the words by looking at the first letters, the length of the word and the consonants, and to say the word using the correct pronunciation, rather than sounding out the individual letters.
- Clap the syllables of one of the words and ask the pupils to guess what it is: *Yes ... skateboard ... two claps ... let's do it together.*

### Play a spelling game

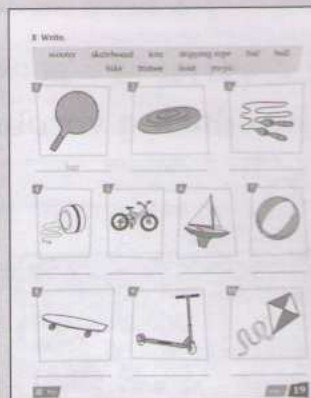
- Tell the pupils that you are going to spell a word and that they should write down the letters as they listen, and try and guess the word before you finish. They should put up their hands when they think they know the word.

## Lesson 2 = Words

### Practising vocabulary



AB page 18



AB page 19

### Objectives

- Review toy vocabulary
- Listen and identify different toys
- Read and follow instructions
- Practise writing toy vocabulary

### Core language

Review of colour and toys vocabulary and phrases

### Materials

Norton; CD 1; Toy flashcards (x9); Toy text cards; Toy picture and word cards (PMB pp12-13) – one photocopied set per pupil; Scissors

### Look in the kit see p25

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

### Review vocabulary

- Play and sing the song *Come and play* (Class Book p19, Listening 1.20) again.
- Check the pupils remember the names of the toys from the previous lesson.
- Play this variation of the game *Snap*.
- Stick one of the toy flashcards on the board. *What's this? Yes ... a yo-yo ... good.*
- Show the pupils the text cards one by one.
- Tell them to say *Snap!* when they read the word that matches the flashcard on the board.
- Repeat this with all the flashcards.

### AB p18 Activity 1 Listen and number.

- Look at the picture with the pupils and ask them to tell you what they can see: *What's this? It's a (skateboard).*
- Ask them to listen and number the toys that each character chooses.
- Play the first mini-dialogue and then pause the recording so that pupils can find the scooter and write number 1.
- Continue with the rest of the mini-dialogues.



## 1.21

- 1 Flo: I've got a scooter. Great!
- 2 Mitch: Look, I've got a boat!
- 3 Poppy: I've got a kite ...
- 4 Poppy: And I've got a skipping rope! Let's skip!
- 5 Titch: I've got a yo-yo. I like yo-yos!
- 6 Mitch: I've got a bike. Look!
- 7 Fred: I've got a frisbee. Let's play!
- 8 Bing: I've got a bat!
- 9 Bing: And I've got a ball. Brilliant!
- 10 Norton: And I've got a skateboard ...

• Check the answers when you finish. *What's number three got?*



### AB p18 Activity 2 Read and colour.

- Ask the pupils to take out their crayons or coloured pencils.
- Write the colour words on the board.
- Read them and point to them, and ask the pupils to show you the corresponding crayon or pencil: *Show me a blue crayon ...*
- Read the sentences with the pupils.
- If you think some pupils are not very confident reading the colours let them put a dot of colour on each toy as you read together.
- Then tell the pupils to read on their own and colour the toys.

### AB p19 Activity 3 Write.

- Read all the words in the word bank with the pupils.
- As you read together ask them to point to the corresponding pictures.
- Then tell the pupils to write the words under each picture.
- As they work, comment on their work and encourage them: *That's really neat ... very good.*

Answers: 1 bat, 2 frisbee, 3 skipping rope, 4 yo-yo, 5 bike, 6 boat, 7 ball, 8 skateboard, 9 scooter, 10 kite

### PMB pp12-13 Make the picture / word cards

- Give out the photocopies of the toys picture and word cards.
- Tell the pupils to colour the picture cards and cut them out, then cut out the word cards and match them to the pictures.
- Let the pupils play a game of *Snap* (p20) in pairs.

## Lesson 3 ▲ = Story

### Story



CB page 20



CB page 21

### Objectives

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

### Core language

*She's got a ... He's got a ...*

Review of new toy vocabulary and phrases

### Other language

*skip, tricks*

### Materials

Norton; Toy flashcards (x10); Toy text cards; CD 1; Story Frames Book

### Look in the kit *see p25*

- 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 and text cards, e.g. *Memory* (p19).

### CB p20-21 Activity 3 Story

- Let the pupils look at the pictures.
- Ask them to find and name the characters and the toys they can see: *What's Flo got?*
- Ask the pupils to predict what the story is about: *Where's Titch? What's she got?*
- When pupils predict, recast any L1 words or phrases they use, e.g. *Flo wants to play with Poppy ... Mr Fixit's very clever!*
- Teach the word *skip*.
- Play the recording and tell the pupils to follow the story in their books.

## 1.22

- [1] Narrator: Flo, Fred and Titch are in the garden.  
Titch: One, two, three, skip like me, four, five, six, watch my tricks!
- [2] Narrator: Then Poppy comes to play.  
Flo: Look, it's Poppy. She's got a scooter! A new scooter!  
Titch: Oh, Flo.
- [3] Narrator: Bing comes to play in the garden, too.  
Bing: Come and play, Fred!



- Fred: Oh, it's Bing. He's got a skateboard!  
Titch: Play with ME!
- [4] Narrator: Now here's Mitch.  
Titch: It's Mitch. He's got a new kite.  
Mitch: Hi, Titch!
- [5] Narrator: Titch is cross.  
Titch: I want to play!
- [6] Narrator: Mr Fixit has got an idea! Norton can help.  
Mr Fixit: Go and play, Norton.
- [7] Narrator: Norton is a kite!  
Fred: Look at Titch!  
Mitch: Now she's got a kite, too!
- [8] Narrator: Titch is happy now.  
Mitch: She's got a very special kite!  
Titch: Fantastic!

- Talk about the story and the pupils' predictions.
- Check to see if the pupils have any questions about the story.
- Ask them if they know any skipping rhymes.
- Teach them the rhyme in the story:  
One, two, three, skip like me  
Four, five, six, watch my tricks!
- Explain the word *tricks* and then ask what kind of tricks you can do with a skipping rope: *turn around / touch the ground / star jump ...*
- Say the rhyme again and encourage the pupils to:  
– pretend to skip in rhythm;  
– do a trick of their choice when saying the last line.

#### CB p21 Activity 4 Find and say who.

- Read the speech bubbles with the pupils and ask them to find them in the story, and tell you who says each one.
- Practise the phrases in chorus.

Answers: 1 Mr Fixit (frame 6) 2 Fred (frame 3)  
3 Mitch (frame 7) 4 Flo (frame 2) 5 Titch (frame 5)  
6 Mitch (frame 8)

#### Retell the story

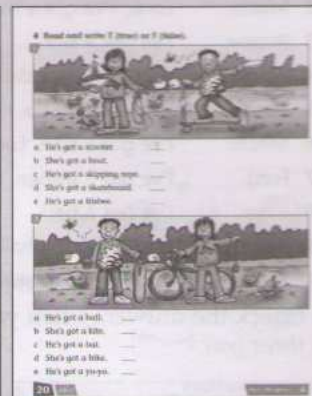
- Listen to the story again encouraging the pupils to join in.
- Use the Story Frames Book to retell the story.
- Only say the narrative lines and encourage the pupils to say as much of the dialogue as possible: *So Titch is cross. What does she say?*
- Divide the pupils into groups.
- Let each group speak for one character in the story.
- Tell the story again and get each group to say the lines for their character.

## Lesson 4 = Sentences

### Language focus



CB page 22



AB page 20

#### Objectives

- Review use of *he's got ...* and *she's got ...*
- Listen and identify using colour clues
- Read and identify correct information

#### Core language

Review of toy vocabulary and phrases

#### Materials

Norton; CD 1; Bookmarks

#### Look in the kit see p25

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

#### Sing a song

- Play and sing the song *Come and play* (Class Book p19, Listening 1.20) again to recall the toys.

#### CB p22 Activity 5 Listen and say true or false.

- Look at the picture with the pupils and ask them the colours of the kites.
- Explain to the pupils that they have to listen to the recording and find the kites with their bookmarks. They need to think about the colours: *Can you find a pink kite?* and say if what they hear is true or false.
- Play the first recording and give the pupils time to find the green kite and check that it belongs to the character (Flo).
- Do the same with the other mini-dialogues.

#### 1.23

Mum: Where's Flo?  
Dad: Over there. She's got a green kite.  
Presenter: True or false?

Mum: Where's Fred?  
Dad: Over there. He's got a blue kite.  
Presenter: True or false?

Mum: Where's Bing?  
Dad: Over there. He's got a pink kite.  
Presenter: True or false?

Mum: Where's Titch?  
Dad: Over there. She's got a purple kite.  
Presenter: True or false?

Mum: Where's Mitch?  
Dad: Over there. He's got a yellow kite.  
Presenter: True or false?



Mum: Where's Poppy?  
Dad: Over there. She's got an orange kite.  
Presenter: True or false?

Answers: True – Flo's kite is green, True – Fred's kite is blue,  
False – Bing's kite is purple, False – Titch's kite is yellow,  
False – Mitch's kite is orange, False – Poppy's kite is red.

### Review answers and focus on language

- Tell the pupils to find Flo and trace the string up to her kite.
- Ask them: *What's she got?* Encourage the pupils to give a full answer. *She's got a green kite.* Practise the sentence in chorus.
- Continue with the other characters. Make sure the pupils remember that we use *he* for boys and *she* for girls.
- Play a TPR game. The pupils listen to what you say, e.g. *I can see Flo. She's got a (blue) kite.* Tell them to stand up if what you say is true, but stay sitting if what you say is false.

### AB p20 Activity 4 Read and write T (true) or F (false).

- Check that the pupils remember the names of the toys by asking them to point to them as you say the names.
- Explain that they have to look at the two pictures and read the sentences underneath.
- Look at the first picture. Read the first sentence and ask the pupils if it's true or false: *It's true so the letter T is there.*
- Read another sentence with them and again ask them to tell you if it's true or false. Then let them write T or F.
- Let the pupils finish the first set of sentences and check them: *Let's see ... He's got a scooter? Is it true or false?*
- Read the first sentence of the second set and do it together. Let the pupils finish this set and check that they are correct.

Answers: Picture 1. a T, b T, c F, d F, e T

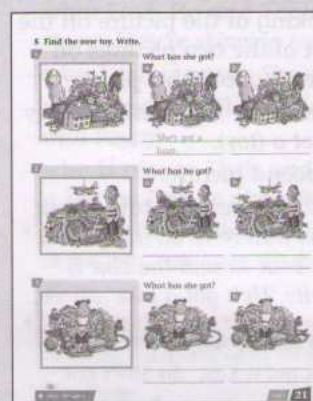
Picture 2. a T, b F, c T, d T, e F

### Play a game

- Before you play this game prepare a set of sentences similar to those in Activity Book p20 Activity 4.
- Remind the pupils of how they played *Whispers* in Unit 1 Lesson 4.
- Divide the class into teams of five or six and get them to line up in front of the board.
- For each team draw a boy and a girl on the blackboard. Have a set of sentences available for each team near the board
- Explain the game like this: The first child in each line comes to the teacher's desk and the teacher whispers a sentence, e.g. *She's got a bike.* The child goes back to their line, whispers this to the next child and each child whispers this sentence until the last child in the line hears it. The last child has to come up to the front and stick the appropriate card next to the boy or girl. He or she goes to the teacher to get the next sentence and stays at the front of the line.
- Practise the game once or twice before playing it for real and remind the pupils to follow the rules, and not to shout out the answers or listen to the other team.

## Lesson 5 ▲ = Story ■ = Words

### Parallel story



AB page 21



AB page 22

### Objectives

- Join in retelling the story
- Create an alternative story
- Identify and write what is different

### Core language

Review of toy vocabulary and phrases

### Materials

Norton; Toy flashcards (x9); Story Frames Book; PMB toy picture and word cards

### Look in the kit see p25

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

### Review vocabulary

- Draw a boy and a girl on the board.
- Put the toy flashcards in a line so that the pupils can see them and reach them easily.
- Explain to the pupils that you are going to say a sentence, e.g. *She's got a bike.*
- Explain that you want them to put the flashcard you say next to the boy or the girl.
- Ask them to put up their hands so that Norton can pick a child to come and stick the flashcard in the correct place.

### Retell the story

- Say the story rhyme again, encouraging the pupils to join in with the words and actions:  
One, two, three, skip like me  
Four, five, six, watch my tricks!
- Take out the Story Frames Book and ask the pupils what they remember of the story. If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.
- As you have done before when retelling the story, start with questions about what the pupils know: *Who's skipping? What has Poppy got?*
- Continue with a summary of each picture, prompting and encouraging the pupils to join in: *Bing is saying 'Come and play, Fred!'*
- Be ready to recast words and short phrases that the pupils contribute in L1, e.g. *Titch is angry ... Mr Fixit is riding his bike and Norton is on his shoulder.*



**AB p21 Activity 5 Find the new toy. Write.**

- Explain that they have to compare each of the two pictures on the right with the picture on the left.
- Tell the pupils to start by looking at the picture on the left and then look at the first of the two pictures on the right to see what is different about this picture.
- Ask them to write a sentence below this picture to say what is different, e.g. *She's got a (toy).*
- Pupils repeat this with the second picture.
- Before they write, look at the pictures and talk about what is the same and what is different: *So the boat is different here ... so she's got a boat ... and the bike is different here ... so you can write 'He's got a bike' ..., etc.*

**Answers:** 1a She's got a boat. 1b She's got a scooter.

2a He's got a skateboard. 2b He's got a kite. 3a She's got a yo-yo. 3b She's got a skipping rope.

**AB p22 Activity 6 Draw and write. Act.**

- Tell the pupils they are going to create their own story now.
- Look at the pictures together and talk about who the characters are and what toys they've got: *Who's got the skipping rope?*
- Explain that they should draw the toys that Poppy and Bing have, choosing from the words at the bottom of the page, and write them in the speech bubbles.
- In picture 1 they say the rhyme.
- In picture 2 they should draw what Poppy's got from the choices at the bottom of the page and then complete the speech bubble: *She's got a new (frisbee).*
- In picture 3 they should draw what Bing's got from the choices at the bottom of the page and then complete the speech bubble: *He's got a new (bat).*
- In picture 4 they should draw the toy that Mr Fixit has for Titch in his kit, from the choices at the bottom of the page, and complete the speech bubble: *She's got a fantastic (boat)!*
- While the pupils are working praise and encourage their efforts.
- When they have finished they can form groups of three and choose one of their stories to act out.
- Give them time to prepare and practise their story.
- Invite some of the pupils to show their work.

**Lesson 5a (optional)**

**= Words**

**Writing (Extra Practice)**

**AB page 80**

**Objectives**

- Identify toy vocabulary
- Personalize and write descriptions of toy vocabulary

**Core language**

Review of toys vocabulary and phrases

**Materials**

Norton; CD 1; PMB toy picture and word cards

**Look in the kit** *see p25*

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

**Sing a song**

- Sing the song from Class Book p19 Activity 2 again to review the toys.

**Play a game**

- Give out the PMB toy picture and word cards. Let the pupils play a game of *Memory* (p19) in pairs.

**AB p80 Activity 1 Find 9 toys. Colour.**

- Explain to the pupils that this is like the days of the week word search they did in Unit 1.
- Tell them there are nine toys hidden in the three lines.
- Ask them to find the toys and colour them so they will stand out.
- Tell them that if the name of the toy has got two words they will be written one after the other in the word search.

**Answers:** Line 1: yo-yo, scooter, ball Line 2: boat, kite, skateboard Line 3: bat, skipping rope, bike

**AB p80 Activity 2 Choose. Colour the toy. Write the answer.**

- Before the pupils start to do this activity look at all the pictures of the boys and girls with toys and talk about all of them: *What's she / he got?*
- Then explain to the pupils that they have to:
  - colour each of the toys using a colour from the first word box: *Choose any colour you like. What colour do you want to use for the yo-yo?*
  - use the second word box to help them spell the toys correctly: *How do you spell kite?*



– write the answers to the questions.

- When they finish ask them questions about their individual work: *What colour frisbee has she got?*

### Play a game

- Play a game of *Active Bingo* (p19).
- Let the pupils use their toys word cards or let them write their own words.
- Remember to take a note of their own words if they write them out.

## Lesson 6 = Song / Chant

### Learning for life



CB page 23

AB page 23

#### Objectives

- Review vocabulary and language of the unit
- Learn about playing cooperatively
- Join in a song
- Listen and write names

#### Core language

Review of toy vocabulary and phrases

#### Materials

Norton; Fixit Game Poster; Character counters; Toy flashcards (x10); Toy text cards; Story Frames Book; CD 1

#### Look in the kit *see p25*

- 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 flashcards in different ways: toys they've got and toys they haven't got, favourite toys, words they find easy / hard to remember, long words / short words, in alphabetical order, etc.
- See if the pupils have any other ideas, and organize the flashcards and text cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

### Talk about playing cooperatively

- Remind the pupils of the situation in the story. Use the Story Frames Book as a prompt and ask the pupils:
  - what Fred, Flo and Titch are doing at the start of the story: *They're skipping together;*
  - why Titch is upset: *She wants to play with them;*
  - what Fred and Flo do: *Fred plays with Bing and Flo plays with Poppy;*
  - who is nice to Titch and why: *Mr Fixit and Norton make a kite for Titch to play with.*
- Talk to the pupils about what Fred and Flo could have done, e.g. *not leave Titch alone, invite her to play with them.*
- Ask pupils who they would prefer to be like, Flo and Fred or Mr Fixit and Norton.

#### CB p23 Activity 6 Listen and say the chant.

- Tell the pupils they are going to learn a skipping game and chant.
- In this game the person skipping invites someone waiting to come and skip with them.
- Look at the picture with the pupils and ask them who is skipping and who is waiting.
- Play the recording and ask who is invited to join in.

#### 1.24

I like skipping,

1; 2, 3!

I want Lucy

In with me!

Ride a scooter,

Ride a train,

Ride a bike,

Now spell your name!

L – U – C – Y

Goodbye, Lucy,

Wave at me!,

Goodbye, Lucy,

1, 2, 3!

- Use the picture to help teach the pupils the chant line by line.
- Ask the pupils to invent suitable actions for each line.

#### Play the game and say the chant

- Divide the pupils into groups of four and tell them each to take a role: *Who wants to turn the rope? Who wants to skip?*
- Tell the rope turners to imagine a rope and turn it together: *Turn the rope slowly!*
- Play the recording again and encourage the pupils to act out the chant.

#### AB p23 Activity 7 Listen and write the names.

- Remind the pupils of the alphabet by writing up the letters as you did in the Alphabet Lesson (p24).
- Explain that some children are playing another skipping game. They have to spell their names as they jump.
- Tell your class to listen to the recording and write the name of each child under the appropriate picture.

#### Review vocabulary

- Play a game to help pupils recall the vocabulary of the whole unit.



# 1.25

1 Chorus: Come and play  
This skipping game  
Say the letters  
In your name.

Boy: M - A - R - K

Chorus: Come and play  
This skipping game  
What's your name?  
Mark!

Boy:

2 Chorus: Come and play  
This skipping game  
Say the letters  
In your name.

Girl: E - L - L - A

Chorus: Come and play  
This skipping game  
What's your name?  
Ella!

Girl:

3 Chorus: Come and play  
This skipping game  
Say the letters  
In your name.

Girl: A - M - Y

Chorus: Come and play  
This skipping game  
What's your name?  
Amy!

Girl:

4 Chorus: Come and play  
This skipping game  
Say the letters  
In your name.

Boy: J - A - C - K

Chorus: Come and play  
This skipping game  
What's your name?  
Jack!

Boy:

5 Chorus: Come and play  
This skipping game  
Say the letters  
In your name.

Girl: S - O - P - H - I - E

Chorus: Come and play  
This skipping game  
What's your name?  
Sophie!

Girl:

- Check the answers when you finish by asking the class to spell together: *Spell 'Mark'*.
- If you have time say the chants using your pupils' own names.

Answers: 1 Mark 2 Ella 3 Amy 4 Jack 5 Sophie

## Lesson 7 = Words = Other subjects

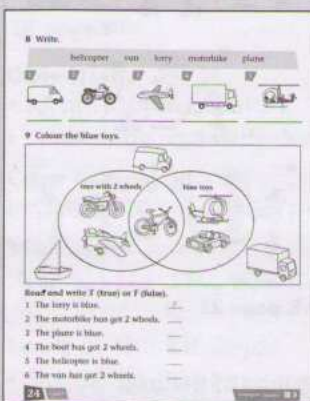
### Learning through English



CB page 24



CB page 25



AB page 24

#### Objectives

- Become familiar with transport vocabulary
- Listen to and recognize descriptions of vehicles
- Read and answer questions
- Write and match transport vocabulary

#### Core language

motorbike, van, lorry, helicopter

Review of toy vocabulary and phrases

#### Materials

Norton; CD 1; Transport flashcards (motorbike, plane, helicopter, van, lorry, wheel); Bookmark; PMB transport text cards; Transport picture and word cards – one copy per pupil; Scissors

#### Look in the kit see p25

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

#### Sing a song

- Play and sing the song *Come and play* (Class Book p19, Listening 1.20).

#### Introduce the topic and new vocabulary

- Remind pupils of how they organized the words they know in Lesson 6.
- Explain that in this lesson they are going to organize things they know in English in another way.
- Elicit the transport words that the pupils know from previous units by drawing:
  - a road and skyline on the board;



- a car, train, bike and plane in suitable places on your board drawing.
- Talk about other things that people use to travel in.
- Use the flashcards to teach *motorbike, van, lorry, helicopter*.
- Stick the flashcards in appropriate places on your board drawing.
- Use Norton to:
  - introduce the text cards;
  - take the text cards out of the kit and read them.
- As he reads each one ask the pupils to put the text card next to the matching flashcard.

### CB p24–25 Activity 7 Listen and find.

- Look at the two Venn diagrams and read the labels on each one.
- Ask the pupils to name everything they can see in each of the circles: *What's in this circle?*
- Establish why the items in the middle section of both circles can be there: *The lorry is red and it's got four wheels.*
- Play the recording and tell the pupils to use their bookmarks to find the items they hear.

### 1.26

- I can see a green bike.
- I can see a blue car.
- I can see an orange van.
- I can see a red boat.
- I can see a green helicopter.
- I can see a red motorbike.
- I can see a yellow plane.
- I can see a purple helicopter.
- I can see a red car.
- I can see a green lorry.

### CB p24–25 Activity 8 Read, find and say.

- Explain to the pupils that this is a list of some of the things in the two diagrams.
- Ask them to look at the first sentence and read it together.
- Give the pupils time to:
  - find the correct circle: *Where's the circle for toys with two wheels?*
  - count how many toys have two wheels: *How many toys have got two wheels? Yes, four, that's right.*
- Focus on the way the toys are arranged according to accurate descriptions, e.g. *four of the toys have two wheels, but only one toy has two wheels and is also green.*
- Repeat this with the other three sentences.

### PMB pp12–13 Make the picture / word cards

- Give out the photocopies of the transport picture and word cards.
- Let the pupils:
  - colour the picture cards and cut them out;
  - cut out the word cards and match them with the picture cards.

### AB p24 Activity 8 Write.

- Read the words in the word bank and ask the pupils to write them below the matching pictures.

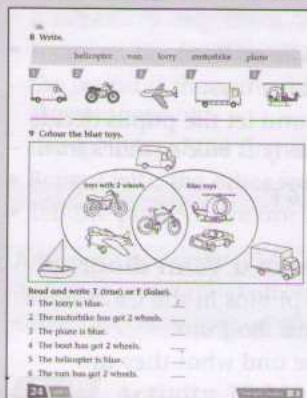
Answers: 1 van 2 motorbike 3 plane 4 lorry 5 helicopter

### Play a game

- Tell the pupils that:
  - you want them to mime playing with or on any of the toys they have learnt so far in the unit.
  - you will give them some time to think about what to mime.
- Let them practise a few times in small groups and then mime for the whole class.
- Encourage the other pupils to put up their hands and say the name of the toy.

## Lesson 8 = Other subjects

### Learning through English



AB page 24



CB page 24



CB page 25

### Objectives

- Review toy and transport vocabulary
- Make a Venn diagram
- Practise ordering and sequencing work

### Core language

Review of colour and toy vocabulary and phrases

### Materials

Norton; Toy flashcards (x10); Transport flashcards (x6); *Make a Venn diagram* sheet (PMB p14) – one photocopy per pupil; CD 1; One large piece of paper per pupil

### Look in the kit see p25

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

### Review vocabulary

- Play a game to help pupils recall the vocabulary of the whole unit.



- Choose any flashcard and don't look at it.
- Put it on your head so the picture is facing the pupils and ask *Is it a lorry?*
- Tell them to say *Yes* if you have guessed correctly, and *No* if you are incorrect, until you get it right.
- Continue with the other flashcards. Let different pupils take your role as soon as they understand what to do.

### AB p24 Activity 9 Colour the blue toys.

- Ask the pupils to tell you the names of all the toys they can see.
- Remind them of the Venn diagrams in Class Book pp24–25 Activity 7.
- Emphasize:
  - the different kinds of toys in each of the circles: *blue toys* and *toys with two wheels*;
  - why a toy can go in the middle section.
- Tell the pupils to colour the blue toys.
- Read the sentences together and let the pupils decide if they are true or false: *The lorry is blue so that's true.*

Answers: 1 F, 2 T, 3 F, 4 F, 5 T, 6 F

### CB pp24–25 Activity 9 Make a Venn diagram.

- Tell your class to look at the photos in the Class Book of the pupils making the Venn diagram.
- Talk about what they can see and what they are going to do.
- Show your class:
  - how to draw two wide circles that share a big middle section;
  - one of the photocopies of PMB p14 and explain that they have to colour the toys using two colours, e.g. green and purple.
- Explain that they have to:
  - think of a heading for each circle, e.g. *purple toys* and *toys with windows*;
  - cut out and stick the toys into the correct circles;
  - write sentences about what they have in their diagram.
- Give out the photocopies of the *Make a Venn diagram* sheet (PMB p14) and the pieces of paper and check that the pupils know what they have to do.
- As the pupils are working:
  - ask them about their work: *What colour is the lorry?*;
  - encourage them and praise them: *Very good circles ...*

### Sing a song

- When everyone has finished let them vote on which song to sing.

#### Advanced preparation:

If you are going to use the optional lesson 8a, prepare your own Venn diagram in advance of the lesson using PMB page 14 to show as an example.

## Lesson 8a (optional)

### Learning through English

#### (Extension)



PMB page 15

#### Objectives

- Review language pupils are familiar with
- Practise making a Venn diagram

#### Core language

*Where can you put the (toy)?; Here or there?*

Review of toy vocabulary and phrases

#### Materials

Norton; Toy flashcards (x10); Toy text cards; *Make a Venn diagram* sheet (PMB p14) – one photocopy per pupil, plus one photocopy already coloured and cut out; Scissors; One large piece of paper per pupil; Glue

#### Look in the kit see p25

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

#### Play a game

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

#### PMB p15 Colour and cut out

- Remind the pupils of the Venn diagram they made in the last lesson.
- Explain that in this lesson they are going to:
  - make more Venn diagrams;
  - display their diagrams in a different way.
- Give out the photocopies of the page to be coloured.
- Tell the pupils to:
  - point to the pictures as you say them: *Where's the puppet?*;
  - read the colour for each item: *What colour is the ball?*
- They can put a dot of colour on each item as you read them.
- Tell them to colour the pictures and cut them out.

#### PMB p15 Make a Venn diagram: yellow things and toys.

- Draw two big overlapping circles on the board and:
  - label the first circle *yellow things*;
  - label the second circle *toys*.
- Make sure there is enough space in the middle section for four items.



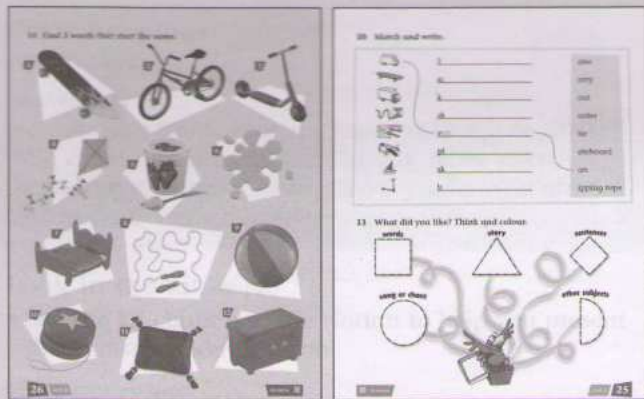
- Ask the pupils to:
  - draw and label similar circles on a large piece of paper;
  - cut out and colour the cards;
  - put the objects in the correct circles.
- When they finish ask them to:
  - tell you where to put the first picture: *Where can you put the (object)? Here or there?*
  - stick your set of the pictures in the Venn diagram on the board.
- Let different pupils:
  - take turns at the board;
  - ask the rest of the class where to put the objects, pointing to the two circles;
  - stick the pictures on the board.
- When you finish check that all your diagrams are the same. Then ask the pupils to stick their objects in the correct circles.
- Look around the classroom and see if any other things could be included in your diagram, e.g. *a yellow pencil, a red ball*, etc.

### Play a game

- Let the pupils use the same pictures to play a game of *Active Bingo* (p19).
- When they finish playing encourage them to take their diagrams home and show them to their parents.

## Lesson 9 = Words

### Revision



CB page 26

AB page 25

### Objectives

- Revise the language of the unit
- Practise pronunciation of initial sounds

### Core language

Review of toy vocabulary and phrases

### Materials

Norton; Toy flashcards (x9); Toy text cards

### Look in the kit see p25

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

### Review vocabulary

- Use the flashcards and the text cards to recall all the vocabulary from this unit.
- Put the flashcards on the board and ask the pupils to:

- match the text cards and focus on the first letters of each word;
- help you organize them in alphabetical order.
- Remind the pupils that some words start with the same sound, but not the same letters, e.g. *one* /wʌn/ *Wednesday* /wenzdeɪ/, *shelf* /ʃelf/, *sugar* /ʃugə(r)/.

### CB p26 Activity 10 Find 3 words that start the same.

- Before you start show the pupils flashcards of the words in this activity.
- Focus on the first sound of the word for the first photo: *skateboard* /sketbɔ:d/.
- Ask the pupils to find more words that start with the same sound: /sk/.
- If necessary help them find *scooter* and *skipping rope*.
- Focus on the fact that:
  - the sound is the same for *scooter*, *skateboard* and *skipping rope* /sk/.
  - the spelling of the first sound in *scooter* is different.
- Repeat with the other words.
- Tell the pupils there are three words in each category.

**Answers:** /sk/ skateboard (1) – scooter (3) – skipping rope (8), /b/ bike (2) – bed (7) – ball (9), /k/ kite (4) – cushion (11) – cupboard (12), /j/ yoghurt (5) – yo-yo (10) – yellow (6)

### AB p25 Activity 10 Match and write.

- Look at the picture of a toy vehicle on each line.
- Explain to the pupils that:
  - each word is now in two parts;
  - they have to use the pictures to remember the names of the toy vehicles and match them;
  - they can use their word cards to check they have written the word correctly.
- Ask the pupils to practise saying the sounds as they write the words.
- When they have finished let the pupils put the flashcards and the text cards on the board in the same order as in the activity.

**Answers:** 1 lorry 2 scooter 3 kite 4 skipping rope 5 van 6 plane 7 skateboard 8 boat



# Lesson 10

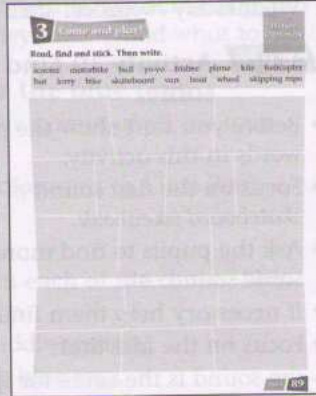
■ = Words ● = Song / Chant

▲ = Story ◆ = Sentences ▽ = Other subjects

## Review



AB page 33



AB page 89

### Objectives

- Review of Unit 3

### Core language

Review of toys vocabulary and phrases

### Materials

Norton; Fixit Game Poster; Character counters; Toy flashcards (x10); Toy text cards; All materials from Unit 3

### Look in the kit see p25

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

### End-of-unit review

- Explain to the pupils that this is the last lesson in Unit 3, so they will be thinking about what they did in the unit.
- Look at the different sections on the poster.
- As for other units ask pupils what they remember doing in their lessons over the last few weeks.
- Help them to recall activities by:
  - using Norton to show them flashcards, things they have made, pictures in their book;
  - playing songs, saying rhymes and chants, and spelling words.
- 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 and hand out the character counters to a pupil from each group. Remind them how to play *The Fixit Game* (see p38).
- Start with Group 1 and allow each group to take turns on each station until all of the groups have reached the finish. Use Norton to say *Well done!*

### Review vocabulary (categorizing)

- Remind the pupils of lesson 6 when you talked about organising the words they had learnt: favourite toys, words they find easy / hard to remember, long words / short words, etc.
- Use the flashcards and text cards to revise the toy words.

- Ask the pupils to help you organize them on the board.

### AB p33 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p38).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

### AB p89 Picture Dictionary

- Let the pupils find p89 in their Activity Book and the stickers for Unit 3 and continue with their Picture Dictionary.
- Remind them that they need to read the words in the word bank and find the corresponding stickers, then put the stickers in the correct rectangles and write the words nearby.



The pupils are now ready to sit the Unit 3 test (see p146) and also the Term 1 test (see pages 160–161 for parallel tests A and B).



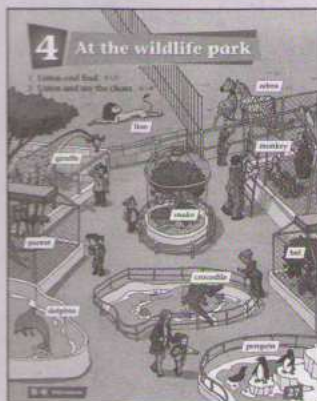
The pupils are now ready to do the Festival lessons on 'Christmas' (see p133–134) and the Culture lessons on 'Me and my friends' (see p137–138).



## Lesson 1

■ = Words ● = Song / Chant

### Introducing vocabulary



CB page 27

#### Objectives

- Become familiar with wild animal vocabulary
- Find out more about the characters
- Listen and identify wild animals from descriptions
- Join in a chant

#### Core language

dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe

#### Other language

stretch, slide

#### Materials

Norton; Fixit Game Poster; Character counters; CD 1; Wild animal flashcards: dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe; Wild animal text cards; Bookmarks

#### Look in the kit see p25

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

#### Unit overview

- Talk to the pupils about wild animals. Ask them if they know any words in English for wild animals. 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 – wild animals, *can*, *can't*  
Chant – *Walk like a penguin*  
Story – *At the wildlife park*  
Sentences – *What's that? It's a ...*  
Song – *The monkey says*  
Words – parts of an animal, animal actions
- Remind the children that at the end of the unit they will use the poster to play a game to see how much they have remembered.

### Introduce the topic and the new vocabulary

- Use the poster and character counters to introduce the topic.
- Ask the pupils if they can remember the names of any animals in English, e.g. *dog*, *cat*, *hen*, *duck*, and other pets and farm animals.
- Tell them that in this unit they are going to learn the names of some wild animals.
- Ask the pupils where they can see wild animals:  
*Where can you see an elephant?* Many pupils see these animals on TV programmes of wildlife parks or zoos.
- Explain that the characters are going on a school trip to a wildlife park.
- Use Norton to find the flashcards in the kit and teach the new vocabulary.
- Help pupils recall the words for body parts: *legs*, *feet*, etc.
- Check by asking about the wild animals and parts of an animal: *Has a (name of animal or bird) got legs? How many?*
- Play a game, e.g. *Uncovering a card* (p18).

### CB p27 Activity 1 Listen and find.

- Look at the picture with the pupils and talk about it.
- Explain that:
  - the characters are at the wildlife park: *Can you see (character)? Where's (character)?*;
  - they are looking at the animals and playing a guessing game.
- Play the first mini-dialogue, pause and give the pupils time to find the animal.
- Repeat with the rest of the mini-dialogues.

### 1.27

- Flo: Can you guess the animal? It's brown.  
Bing: A monkey!  
Flo: Yes!
- Fred: Can you guess the animal? It's got four legs.  
Flo: Er ... a crocodile?  
Fred: No, it's black and white.  
Flo: A zebra?  
Fred: Yes!
- Bing: OK Titch. It's grey.  
Titch: Umm ...  
Bing: It's big.  
Titch: A dolphin?  
Bing: Yes! Well done.
- Poppy: OK. It's brown. It's small. It's got two legs.  
Fred: I know, a bat.  
Poppy: Yes.
- Mitch: My turn. It's black and white.  
Titch: I know. A zebra.  
Mitch: No, listen. It's got two legs.  
Titch: Easy! A penguin!
- Titch: My turn. It's brown. It's got four legs.  
Flo: It's a lion!  
Titch: Yes, it's a lion.
- Bing: My turn. It's green. It's long.  
Flo: A snake, a snake!  
Bing: No, listen. ... It's got four legs.  
Flo: Mmm ... a crocodile?  
Bing: Yes!



Poppy: My turn. It's big. It's got four legs. It's orange and white.  
 Mitch: It's a giraffe!  
 Poppy: Yes, Mitch. That's right.  
 Fred: It's green, red, yellow and blue.  
 Poppy: Easy! A parrot!

### CB p27 Activity 2 Listen and say the chant.

- Before you play the recording put the picture cards on the board in the same order as in the chant.
- Play the recording.

### 1.28

Walk like a penguin,  
 Fly like a bat,  
 Run like a zebra,  
 Stretch like a cat,  
 Swim like a dolphin,  
 Slide like a snake,  
 Talk like a parrot,  
 Count to eight ...  
 (parrot voice) 1, 2, 3, 4, 5, 6, 7, 8!

- Ask the pupils:
  - which animals they heard;
  - what actions each of the animals does: *The bat flies ... the dolphin swims ...*
- Teach them the meaning of *stretch* and *slide*.
- Decide on an action for each verb in the chant.
- Teach the chant line by line and encourage the pupils to do an appropriate action for each line.
- Play the recording again and encourage the pupils to join in.

### Play a mime game

- Ask the pupils to think about how animals move and behave.
- Let pairs of pupils prepare to mime an animal.
- Pairs take it in turns to mime their animal to the rest of the class and the other pupils guess what it is.

### Match the words

- Put the flashcards on the board and use Norton to:
  - ask the pupils to point to the flashcards: *Show me a penguin ...*;
  - show the pupils the text cards one by one.
- Read them together and ask them to put each text card next to a matching flashcard.
- Encourage them to:
  - read the words by looking at the first letters, and saying the first sound;
  - remember other words they know that start with the same letters;
  - think about the length of the word and the consonants;
  - say the word using the correct pronunciation, and not to sound out the individual letters.
- Clap the syllables of a word and ask the pupils to guess what it is: *Yes ... penguin ... two claps ... let's do it together.*

## Lesson 2 = Words

### Practising vocabulary



AB page 26

AB page 27

### Objectives

- Review wild animals vocabulary
- Listen and identify animals
- Read and identify correct information
- Write identified animals

### Core language

Review of wild animal vocabulary and phrases

### Materials

Norton; CD 2; Wild animal flashcards (x10); Wild animal text cards; Wild animal picture and word cards (PMB pp16–17); Scissors

### Look in the kit see p25

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

### Review vocabulary

- Play and say the chant *Walk like a penguin* (Class Book p27, Listening 1.28) again.
- Put the wild animal flashcards on the board.
- Take out the text cards and reveal the names little by little.
- Encourage the pupils to guess the word.
- Let the pupils who guess correctly put the text card next to the picture card.
- Leave the cards on the board for Activity Book p26 Activity 2.

### AB p26 Activity 1 Listen and number.

- Look at the pictures with the pupils and ask them to name all the pairs of animals that they can see: *I can see a dolphin and ... a giraffe. Good. And what animal is with the zebra?*
- When the pupils can confidently find all the animals tell them to listen and number the pictures of each pair of animals.
- Play the recording.

### 1.29

- 1 Look! I can see a giraffe and a bat!
- 2 I can see a parrot and a zebra!
- 3 I can see a monkey and a crocodile! Look!
- 4 I can see a zebra and a snake!
- 5 I can see a lion and a crocodile!



6 Look! I can see a penguin and a dolphin!

7 I can see a bat and a monkey!

8 I can see a penguin and a parrot! Look!

9 I can see a snake and a lion!

• Check the answers when you finish: *What's number nine?*

### AB p26 Activity 2 Read and tick or cross.

- Look at the chart with the pupils.
- Ask them to read the names of the animals at the side of the chart.
- Then read the sentences across the top together and talk about the completed column for 'parrot': *So a parrot's got two legs ... not four legs, and it's got wings.*
- Make sure they understand that:
  - a tick means the sentence is correct for that animal;
  - a cross means that it is incorrect for that animal.
- Complete the column for 'giraffe' together.
- Then ask the pupils to continue on their own, or in pairs.

Answers:	2 legs	4 legs	wings
parrot	✓	✗	✓
giraffe	✗	✓	✗
bat	✓	✗	✓
snake	✗	✗	✗
monkey	✗	✓	✗
crocodile	✗	✓	✗
penguin	✓	✗	✓

### AB p27 Activity 3 Write.

- Read the words in the word bank with the pupils.
- As you read each word get the pupils to find the corresponding animal in the picture. Then tell the pupils to copy the words next to the correct numbers.

Answers: 1 bat, 2 giraffe, 3 parrot, 4 monkey, 5 snake, 6 lion, 7 penguin, 8 dolphin, 9 crocodile, 10 zebra

### PMB pp16–17 Make the picture / word cards

- Give out the photocopies of the picture and word cards.
- Tell the pupils to colour the pictures and cut them out, then cut out the word cards and match them to the pictures.
- Let them play a game of *Snap* (p20) in pairs.

### Play a spelling game

- Tell the pupils to match their picture and word cards in pairs.
- Explain that Norton is going to ask them to spell out a word.
- Let them use their cards to do this as a whole class and then in small groups.

## Lesson 3 = Story

### Story



CB page 28



CB page 29

### Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Read and find similarities and differences

### Core language

*It can ...; It can't ...; Can it ...?*

Review of wild animal vocabulary and phrases

### Materials

Norton; CD 1; Wild animal flashcards (x10); Story Frames Book

### Look in the kit see p25

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

### Review vocabulary

- Play a guessing game with the pupils.
- Choose a flashcard and say some things about the animal: *It's got four legs. It's black and white.*
- Encourage the pupils to guess what it is.
- Tell the pupils they are going to have a story today.
- Use Norton to open the Story Frames Book.

### CB pp28–29 Activity 3 Listen and follow.

- Let the pupils:
  - look at the story pictures in the Class Book;
  - name the characters and the animals they can see: *What animals can you see?*
- Ask the pupils to predict what the story is about: *Where's Titch's Mum? What's Fred saying?*
- When pupils predict recast any L1 words or phrases they use, e.g. *Titch is talking to the monkey ... Mr Fixit is on the ladder ...*
- Play the recording and tell the pupils to follow the story in their books.

### 1.30

[1] Narrator: The children are at the wildlife park.  
Mitch: Let's play a game! It can climb. It can jump. It can't fly. It's brown. What is it?

[2] Fred: Is it a bat?

[3] Titch: I know! It's a monkey. Can you talk?



- [4] Titch: Monkey can you talk like me?  
Can you run and walk like me?  
Can you jump and climb a tree?
- [5] Narrator: Oh dear! Mr Fixit is in trouble.  
Poppy and Bing: What's THAT?
- [6] Titch: It's red ... and green ... and yellow.  
Fred: Can it fly? Is it a parrot?
- [7] Titch and Mitch: No! It's Mr Fixit!  
Flo: Poor Mr Fixit!  
Fred: Look in the kit!
- [8] Narrator: The children help Mr Fixit.  
Poppy: That's better.  
Mr Fixit: Thank you.

- Answer any questions the pupils have.
- Teach the pupils the story refrain line-by-line.
- Ask them to suggest an action for each line.
- Play the refrain again and encourage the pupils to join in with words and actions.

#### CB p29 Activity 4 Same or different?

- Read the phrases in the speech bubbles with the pupils.
- Ask them to find these phrases in the story and tell you if they are the same or different.
- Correct the phrases when necessary and practise them several times.

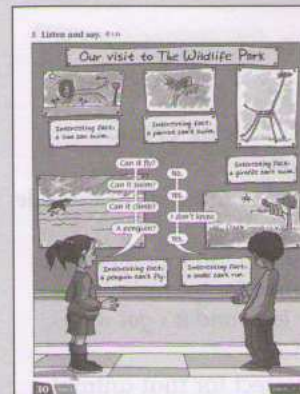
**Answers:** 1 Same (frame 5), 2 Same (frame 7), 3 Different (frame 3), 4 Same (frame 1), 5 Different (frame 3), 6 Different (frame 6)

#### Retell the story

- Listen to the story again encouraging the pupils to join in as much as possible.
- Use the Story Frames Book to re-tell the story.
- Only say the narrative lines and encourage the pupils to say as much of the dialogue as possible.
- As in earlier units you could divide the pupils into groups.
- Let each group speak for one character in the story.
- Tell the story again and get each group to say the lines for their character.

## Lesson 4 = Sentences

### Language focus



CB page 30



AB page 28

#### Objectives

- Review use of *can* and *can't*
- Listen and identify animals from descriptions
- Read and identify from descriptions

#### Core language

Review of wild animal vocabulary and phrases

#### Materials

Norton; Wild animal flashcards and text cards (x10); CD 2; Wild animal picture cards (PMB p16)

#### Look in the kit see p25

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

#### Review vocabulary and language use

- Play a game with the flashcards and text cards to review the wild animal vocabulary, e.g. *Memory* (p19).
- Play and say the chant *Walk like a penguin* (Class Book p27, Listening 1.28) again and encourage the pupils to do the appropriate actions.
- Check that the pupils remember the words *swim*, *fly*, *run*.
- Write them on the board.
- Choose an animal flashcard and get the pupils to make sentences about it.
- Use *can* and *can't*: *It can swim. It can't fly.*
- Repeat with other flashcards.

#### CB p30 Activity 5 Listen and say.

- Look at the display board with the pupils and ask them what animals they can see.
- Explain that the characters have:
  - returned to school after their trip to the wildlife park: *Can you see a penguin?*
  - drawn pictures of the animals to show what they can and can't do: *A penguin can swim very well but it can't fly.*
- Ask your class to:
  - listen carefully to the questions and answers;
  - find and say the animal that can and can't do these things.

#### Teaching tip

On the recording there is a pause to give pupils time to find and say the animal.



# 1.31

Poppy: Are you ready?  
 Bing: Yes.  
 Poppy: OK. Can it fly?  
 Bing: No.  
 Poppy: Hmm. Can it swim?  
 Bing: Yes.  
 Poppy: Can it climb?  
 Bing: I don't know.  
 Poppy: Umm ...  
 Bing: What is it, Poppy?  
 Poppy: Err ... A penguin?  
 Bing: Yes! Your turn.  
 Bing: Are you ready?  
 Poppy: Yes.  
 Bing: Can it run?  
 Poppy: No!  
 Bing: Umm ... Can it climb?  
 Poppy: Yes.  
 Bing: Can it swim?  
 Poppy: Yes. What is it, Bing?  
 Bing: I know! A snake?  
 Poppy: Yes!

- Look at the other drawings on Class Book p30
- Elicit the questions the pupils listened to: *Can it fly? Can it swim? Can it climb?*
- Practise the questions in chorus.
- Tell the pupils you are thinking of one of the animals on the display board.
- Encourage them to:
  - ask you these questions;
  - try and guess the animal.
- Do not insist on a full question: *Is it a parrot?* when they are asking about the animal.
- Teach them *I don't know* with an accompanying action.

## AB p28 Activity 4 Read. Match. Cross out the false sentence.

- Explain to the pupils that in this activity they have to:
  - identify the animals in each picture;
  - read the sentences and decide if the animals can or can't do the actions;
  - cross out the sentences that are false.
- Remind them that they need to check carefully if the sentence says *can* or *can't*.

Answers: 1 f, 2 a, 3 b, 4 e, 5 d, 6 c

The following sentences should be crossed out:

- 1 A bat can't fly. 2 A crocodile can't swim.  
 3 A snake can walk. 4 A penguin can fly.  
 5 A lion can't run. 6 A dolphin can climb.

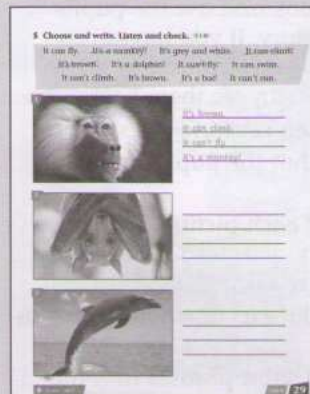
## Play a game

- Ask the pupils to use their PMB picture cards (p16) and play a guessing game in pairs.
- Tell them to:
  - play the game in the same way as you did after Class Book p30 Activity 5;
  - say two of three things about the animal they are looking at;
  - take turns asking and guessing.

# Lesson 5

▲ = Story ■ = Words

## Parallel story



AB page 29



AB page 30

## Objectives

- Read and describe animals
- Join in retelling the story
- Create an alternative story

## Core language

Review of wild animal vocabulary and phrases

## Materials

Norton; Wild animal flashcards (x10); CD 1; Story Frames Book; Wild animal picture cards (p16) (optional)

## Look in the kit see p25

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

## Review vocabulary

- Put all the wild animal flashcards on the board and check that the pupils can recall their names.
- Use Norton to:
  - take out the wild animal text cards one by one;
  - ask the pupils to guess what animal he's got.
- Encourage the pupils to ask you: *Can it (action)?*
- When they guess correctly put the text card next to the flashcard.

## AB p29 Activity 5 Choose and write. Listen and check.

- Look at the pictures of the animals with the pupils.
- Ask them to suggest some sentences for each one: *What can a monkey do? Yes. It can climb ...*
- Then tell the pupils to read the sentences in the bank and choose three for each animal.

# 1.32

- Boy: It's brown. It can climb. It can't fly.  
 Girl: It's a monkey!
- Boy: It's brown. It can fly. It can't run.  
 Girl: It's a bat!
- Girl A: It's grey and white. It can swim. It can't climb.  
 Girl B: It's a dolphin!



## Retell the story

- Say the story refrain again, encouraging the pupils to join in with the words and actions.
- Take out the Story Frames Book and ask the pupils what they remember of the story. If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.
- As you have done before when retelling the story:
  - start with questions about what the pupils know: *Who's Titch talking to?*
  - continue with a summary of each picture prompting and encouraging the pupils to join in: *So Titch is saying 'It's red and green and yellow.'*
- Encourage the pupils to produce as much language as possible.
- Be ready to recast words and short phrases that the pupils contribute in mother tongue, e.g. *The monkey's naughty ... he put the bucket of paint on Mr Fixit's head!*

## AB p30 Activity 6 Draw and write. Act.

- As in other units tell the pupils they are going to write their own story about the visit to the wildlife park, and then act out the story.
- Before beginning, explain that they need to choose an animal to draw from the choices at the bottom of the page.
- Check that they know how they could fill the gaps.
- Explain that they should choose two verbs from the bottom of the page, e.g. *It can swim ... it can't fly ... it's a crocodile.*
- Explain that as in other stories they have to draw pictures and write in the speech bubbles.
- In picture 1 they can complete the statements and draw their chosen animal in the enclosure.
- In picture 2 they can:
  - write what Titch is saying to the animal by inserting their chosen animal into the speech bubble;
  - draw the same animal;
- In picture 3, the pupils have to try to work out what animal is hiding in the bush. They will find out the answer when they look at picture 4.
- When the pupils are clear about what they have to do let them start working.
- Go around the class helping them and praising their work.
- If it suits your teaching situation you could:
  - put the pupils in pairs and let them to prepare one of their stories to show the class;
  - invite one or two pairs to come to the front and act out their stories.

## Play a game

- Play a relay game using animal descriptions.
- Divide the class into four teams, tell each team they need a set of their animal picture cards.
- Choose an animal and let the pupils take turns to come up to you and ask for a clue.
- Give clues that allow pupils to eliminate one or more of the animals.
- The pupils can continue coming for clues until a group guesses the animal, e.g. if you are thinking of a parrot you could give these clues: 1. *It's got two legs.* 2. *It can't swim.* 3. *It can fly.* 4. *It's green, blue and red.*

# Lesson 5a (optional)

■ = Words

## Writing (Extra practice)

**4 At the wildlife park**

1 Write. Find the mystery clue.

Write the clue. \_\_\_\_\_ Circle the animal. \_\_\_\_\_

Write the answer. It's a \_\_\_\_\_

2 Describe your favourite animal.

It's got a small head. a big head. a big body. a small body.	two legs four legs small ears big ears	It can... fly swim run climb	It can't... fly swim run climb	It's yellow grey red pink	white green brown black
--	---	--	--	---------------------------------------	----------------------------------

It's got \_\_\_\_\_  
It can \_\_\_\_\_  
It can't \_\_\_\_\_  
It's \_\_\_\_\_  
My favourite animal is a \_\_\_\_\_

AB page 81

## Objectives

- Identify and spell animal words
- Choose and write about a favourite animal

## Core language

Review of wild animal vocabulary and phrases

## Materials

Norton; Wild animal picture and word cards (PMB pp16–17); Wild animal flashcards (x10); Wild animal text cards

## Look in the kit see p25

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

## Play a game

- Use some sets of the pupils' wild animals picture and word cards to play *Whispers* (p19).

## AB p81 Activity 1 Write. Find the mystery clue.

- Show the pupils the crossword and explain that:
  - the pictures are the clues: *Look at picture number 1. Yes, it's a dolphin;*
  - the words are written across the boxes: *The letter 'd' goes in the box with 1 on it.*
- Tell them that this crossword is a bit different to the ones they have done before. Explain that there is a clue written down the middle in the shaded boxes.
- When they finish the crossword they should:
  - write out the clue at the bottom;
  - decide what wild animal the clue describes. The animal is also missing from the crossword.
- Tell them they can check the spelling of the words by looking at their word cards.
- When the pupils have finished use Norton to do the crossword on the board using the flashcards.
- Ask the pupils to help him by telling him what to write.

**Answers:** 1 dolphin, 2 parrot, 3 crocodile, 4 zebra, 5 snake, 6 giraffe, 7 lion, 8 monkey

Mystery clue: It can fly. Answer: It's a bat.



## AB p81 Activity 2 Describe your favourite animal.

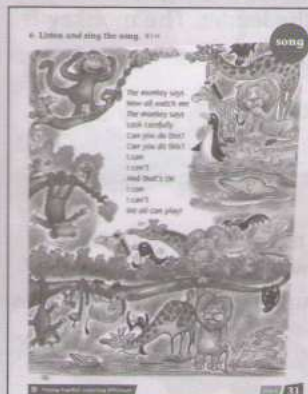
- Explain to the pupils that they can choose their favourite animal and describe it using the phrases and words in the three boxes.
- Let them brainstorm lots of different animals and accept suggestions that are different to the animals in this unit, e.g. *elephant, frog, lizard, seal, panda, gorilla, kangaroo*, etc.
- Read the phrases and words in the boxes.
- Be ready to recast and help with any other vocabulary the pupils are looking for, e.g. *It's got a long tail / flippers / a long trunk*, etc.
- As the pupils are writing go around and comment on their work.
- When they finish writing:
  - ask each of them to read out their descriptions;
  - let the other pupils guess the favourite animal.

### Play a spelling game

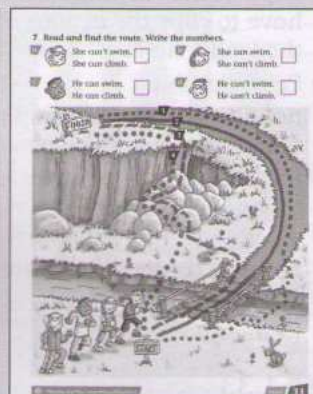
- Write up some animal names on the board with the letters jumbled, e.g. *bezar* (zebra), *firgafe* (giraffe), *nilo* (lion), *konyem* (monkey), *tab* (bat), *coilreco* (crocodile), *torarp* (parrot), *nopilhd* (dolphin), *kasen* (snake).
- Tell the class to:
  - form two teams;
  - take turns to choose a word to sort out.
- Encourage them to work together and write out the word correctly and then spell it out.

## Lesson 6 = Song / Chant

### Learning for life



CB page 31



AB page 31

### Objectives

- Review vocabulary and language of the unit
- Learn about playing together and respecting differences
- Join in a song
- Read and solve a problem

### Core language

Review of wild animal vocabulary and phrases

### Materials

Norton; Fixit Game Poster; Character counters; CD 1; Wild animals flashcards (x10); Wild animal text cards

### Look in the kit see p25

- 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 flashcards in different ways: animals with four legs, animals with no legs, animals I like / don't like, animals I have seen / haven't seen, big animals / small animals, animals listed alphabetically, etc.
- See if the pupils have any other ideas, and organize the flashcards and text cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

### Talk about playing together and respecting differences

- Remind the pupils of Titch's song in the story.
- Ask the pupils:
  - if monkeys can do the same things as humans: *Can monkeys write? Can a monkey climb a tree?*
  - if all children can do the same things: *Can you juggle? Can you ride a bike?*
- Point out that some animals and some people:
  - can do certain things;
  - can't do those things.
- Remind them that we can't all do everything but we are all good at something.



### CB p31 Activity 6 Listen and sing the song.

- Look at the pictures for the song.
- Explain that the animals are playing a game. They have to copy the actions of the leader. The monkey is the leader here.
- Point out that:
  - not all the animals can do what the monkey does: *Can the penguin climb a tree?*
  - the animals are nevertheless all having a go and having a good time.
- Ask them what different animals can do that the monkey can't: *Can a snake swim? Can a monkey swim?*
- Play the song and ask the pupils to follow the pictures in their books.

### 1.33

The monkey says  
'Now all watch me.'

The monkey says  
'Look carefully.'

Can you do this?

Can you do this?

I can,

I can't,

And that's OK

I can,

I can't,

We all can play!

Who's the monkey now?

- Teach the song line-by-line, adding appropriate actions.
- Brainstorm actions for the lines *Can you do this?*
- Explain that on the last line a different child becomes the 'monkey' and leads the actions.

### Play the game

- Invite a child to be the monkey and tell him / her to come to the front of the class. The other pupils stay at their desks.
- Make sure they can see the 'monkey'.
- Help the 'monkey' to think of an action for the line *Can you do this?*
- Play the song again.
- Encourage the pupils:
  - to join in the song;
  - to try to copy the 'monkey's' actions.

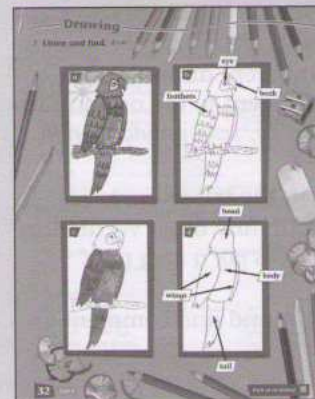
### AB p31 Activity 7 Read and find the route. Write the numbers.

- Tell the pupils:
  - to look at the children and the map;
  - that the children all want to get to the end of the route.
- Point out that the four routes are different and talk about what has to be done on each route ... *you need to swim here ... climb here ...*
- Explain to the pupils that they have to decide on the best route for each child.
- Together read the text about the first girl and choose the best route for her: *She can't swim so she can't go into the river ... she can go over the bridge ... and she can climb ...*
- Continue to read the texts and do the activity together or ask the pupils to finish the activity in pairs.

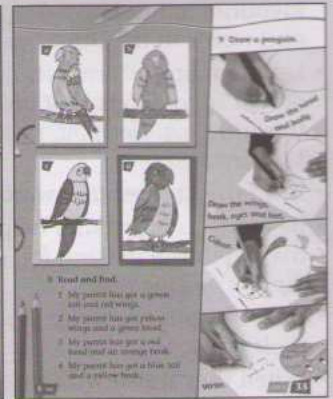
Answers: A – 3, B – 1, C – 4, D – 2

## Lesson 7 = Words = Other subjects

### Learning through English



CB page 32



CB page 33



AB page 32

### Objectives

- Become familiar with parts of an animal vocabulary
- Listen and draw a picture
- Visualize and draw a described picture

### Core language

feathers, beak, tail, wings

Review of wild animal vocabulary and phrases

### Other language

draw

### Materials

Norton; Parts of an animal flashcards: wings, tail, beak, feathers; Parts of an animal text cards; CD 1; Parts of an animal picture and word cards (PMB pp16-17); Scissors

### Look in the kit see p25

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

### Introduce new vocabulary

- Tell the pupils that in the next two lessons they are going to learn how to draw some birds, i.e. a parrot and a penguin.
- Use both Norton and the flashcards to teach the names of the parts of a bird's body: feathers, beak, tail, wings.
- Remind pupils of the words eye, head, body, face by pointing to them on Norton.
- Use Norton to read the text cards.
- As he reads each one, ask the pupils to put each text card next to its matching flashcard.



- Ask the pupils: *Has a parrot got feathers? Has a penguin got a beak?, etc.*

### CB p32 Activity 7 Listen and find.

- Ask the pupils to look carefully at the four pictures.
- Talk about how they would order the pictures from the first drawing to the finished picture.
- Tell them that they have to listen and find the pictures that are mentioned.
- Play the recording and ask them to point to the things in the pictures as they listen.

### 1.34

Can you draw a parrot? Listen.

Start like this: draw the body, the head, the wings and the tail.

Then draw the feathers, the beak and the eye.

Then colour the feathers red and green.

Then colour the beak, the face and the eye.

Now use a black felt tip. Draw around the parrot.

Now you've finished!

- Check the answers when you finish.

Answers: d, b, c, a

### CB p33 Activity 8 Read and find.

- Look at the pictures of the parrots and ask the pupils if they are all the same.
- Talk about the differences: *This parrot has a blue tail ... and this parrot has a ...*
- Read the first sentence with the pupils.
- Give them time to find the parrot that it describes: *Let's check ... yes, he has a blue tail ...*
- Continue to read the texts and do the activity together or ask the pupils to work in pairs to finish the activity.

Answers: 1 c, 2 b, 3 d, 4 a

### PMB pp16-17 Make the picture / word cards

- Give out the parts of an animal picture and word cards.
- Let the pupils:
  - colour the picture cards and cut them out;
  - cut out the word cards and match them with the picture cards.

### AB p32 Activity 8 Write.

- Ask the pupils to:
  - read the words in the word bank;
  - point to the items in the picture.
- Tell them to write the words on the line that points to that part of the bird.

Answers: 1 wings, 2 beak, 3 feathers, 4 body, 5 tail, 6 legs

### Picture dictation

- Draw a simple bird's head and body on the board.
- Ask the pupils to copy it.
- Continue to describe the rest of the bird and ask the pupils to draw what you say, e.g. *It's got a big beak. It's got long legs. It's got two wings. It's got yellow feet, etc.*

### Advanced preparation:

You may like to prepare your own picture of a penguin using PMB page 18 before the next lesson.

## Lesson 8 = Other subjects

### Learning through English



AB page 32



CB page 33

### Objectives

- Review wild animal and parts of an animal vocabulary
- Read and arrange in sequence
- Make a penguin
- Practise ordering and sequencing work

### Core language

Review of wild animal and parts of an animal vocabulary and phrases

### Materials

Norton; Wild animal and parts of an animal flashcards (x14); Draw a penguin card (PMB p18); CD 1

### Look in the kit see p25

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

### Review vocabulary

- Play a game with all the wild animals and parts of an animal flashcards, e.g. *Memory* (p19).

### AB p32 Activity 9 Read and number.

- Remind the pupils of how they sequenced the pictures of the parrot in their last lesson.
- Together talk about the sequence of pictures to draw a monkey.
- Tell the pupils to read the sentences and match them to the correct picture.

Answers: 1 b, 2 e, 3 c, 4 a, 5 d

### CB p33 Activity 9 Draw a penguin.

- Tell the pupils that they are going to:
  - learn how to draw a penguin;
  - make a class collage of a colony of penguins.
- Before the pupils start:
  - ask them what they know about penguins: *A penguin's got small wings;*
  - write their ideas on the board: *It's got a big body ...*
- Look at the photos in Activity 9 and explain the steps for making their individual penguins.
- Talk about the child:
  - in photo 1 joining the dots to draw the head and body;
  - in photo 2 adding the wings, beak, eyes and feet;



- in photo 3 colouring the penguin;
- in photo 4 writing three sentences.
- Hand out the photocopies of the *Draw a penguin* cards (PMB p18).
- Explain that when they finish their penguin they should write three sentences about it: *My penguin has got ...*
- While they are working go around the class helping and encouraging them.
- When the pupils finish, talk about:
  - how they could display their penguins as a collage of a colony, e.g. *Stick the penguins in groups on large pieces of paper;*
  - what else they could add to make it look like a place penguins would like, e.g. *sea, ice and rocks.*
- If some pupils finish their penguins quickly they could draw and colour additional items to put into the collage.
- If you decide not to do this display the pupils could draw a monkey following the instructions in Activity Book p32 Activity 9.

### Sing a song

- Let the class choose a song they would like to sing again.

## Lesson 8a (optional)

### Learning through English

#### (Extension)



PMB page 19

### Objectives

- Review language pupils are familiar with
- Join in talking about a wildlife park
- Draw animals in a wildlife park

### Core language

*Who lives here?; Can (animals) and (animals) live together?*  
Review of wild animal vocabulary and phrases

### Other language

*reptiles, fish*

### Materials

Norton; Wild animal flashcards (x10); Wild animal text cards; Wildlife park card (PMB p19); CD 1

### Look in the kit see p25

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

### Talk about wildlife parks

- Remind pupils of what you talked about during the unit by looking back at the picture in Class Book p27 Activity 1.
- Talk about:
  - where wild animals live: *in trees ... in water ...;*
  - any zoos or wildlife parks the pupils may have visited or seen on television;
  - what wild animals eat: *Monkeys like bananas ...*
- When pupils make comments in L1 be ready to recast, e.g. *Lions like to live in groups together ... giraffes eat leaves ...*

### PMB p19 Draw, colour and write.

- Give out the PMB wildlife park pictures and talk to the pupils about the pictures.
- Explain to them that the picture of the park is not finished.
- Use the picture to introduce new language: *Who lives here?; Can (animals) and (animals) live together?*
- Teach the words *reptiles* and *fish*.
- Remind pupils of words they are familiar with from level 1: *fence, ladder, rows of seats, next to, family words.*
- Explain that they have to draw:
  - the animals they want in their park;
  - some people visiting the park.
- When they complete their drawing they can:
  - colour their pictures;
  - fill in the writing section putting in the number of animals, e.g. *I've got two penguins, three snakes, four monkeys and one giraffe in my park.*
- Encourage the pupils to use their picture and word cards to help them with their drawing and writing.

### Speaking about a visual display

- Put the pupils' pictures:
  - on a wall where the pupils will see them for a few days;
  - on the board until the end of this lesson.
- Let the pupils:
  - help you arrange their work;
  - talk about each other's drawings.
- Encourage them to:
  - talk about the animals: *There are three zebras under the trees ...;*
  - say what the animals and people are doing: *The parrot is in the tree next to the monkey. What are the dolphins doing? They can jump really high!;*
  - say which animals they like / don't like / are their favourites: *Which animals do you like? I like giraffes. The dolphin is my favourite.*
- When you have finished using the display let the pupils take their pictures home to show their parents.
- Encourage them to tell their parents in English about the animals.

### Sing a song

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

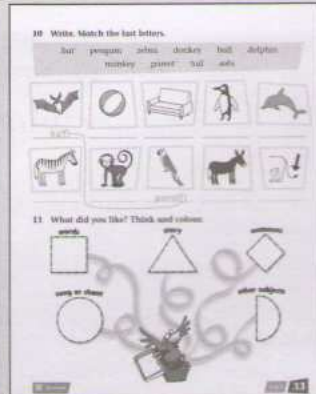


# Lesson 9 = Words

## Revision



CB page 34



AB page 33

### Objectives

- Revise the language of the unit
- Practise pronunciation of initial sounds
- Think about sounds at the end of words

### Core language

Review of wild animal and parts of an animal vocabulary and phrases

### Materials

Norton; Wild animal and parts of an animal flashcards (x14); Wild animal and parts of an animal text cards

### Look in the kit see p25

- 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 recall all the vocabulary from this unit.
- Put the flashcards on the board and ask the pupils to:
  - match the text cards and focus on the first letters of each word;
  - help you organize them in alphabetical order.

### CB p34 Activity 10 Find the odd one out.

- Before starting this activity check the pupils remember the following words from other units and Level 1: *bike, puppet, table, teddy, dog, doll*.
- Point to the pictures and ask the pupils to:
  - say the words in the first set aloud: *beak* /bɪk/, *bat* /bæt/, *zebra* /ˈzebrə/, *bike* /baɪk/;
  - tell you which word starts with a different sound: *zebra* /ˈzebrə/.
- Repeat with the other sets of words. Ask the pupils whether they can spot any other odd ones out for other reasons, e.g. different word categories or colours.

Answers: 1 zebra (does not begin with /b/) or bike (is not an animal), 2 snake (does not begin with /p/) or puppet (is not an animal), 3 crocodile (is not a part of an animal), 4 monkey (does not begin with /t/), 5 wings (does not begin with /d/)

### Focus on the last letters

- Ask the pupils to:
  - look at the last letters of the words on Class Book p34;

- find words that end in the same last letter, e.g. *penguin* and *dolphin* or *bat*, *parrot*, *puppet* and *feet*.
- Say the words and listen to the sounds at the end of the words.
- Focus on the final 'e' in words like *snake* and *crocodile*. Point out that it is silent.
- Emphasise this to pupils by focusing on the same last sound in *snake* and *beak* /k/ and in *crocodile* and *tail* /l/.

### AB p33 Activity 10 Write. Match the last letters.

- Look at the pictures with the pupils.
- Ask them to look in the word bank and find the words that match the pictures.
- Explain to the pupils that they have to copy the words under the correct picture.
- Then ask them to:
  - look at the last letter of each word and find two words that end in the same letter;
  - draw a line between these words to show that the last letters match.
- The pupils could then look through their Picture Dictionaries for more words that end like the words in this activity.

# Lesson 10 = Words = Song / Chant

▲ = Story ◆ = Sentences ► = Other subjects

## Review



AB page 33



AB page 90

### Objectives

- Review of Unit 4

### Core language

Review of vocabulary and language used in this unit

### Materials

Norton; Fixit Game Poster; Character counters; All materials used in Unit 4

### Look in the kit see p25

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

### End-of-unit review

- Explain to the pupils that this is the last lesson in Unit 4, so they will be thinking about what they did in the unit.
- As you have done in previous units 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 by:
  - using Norton to show them flashcards, things they have made, pictures in their book;
  - playing songs, saying rhymes and chants, and spelling words.
- 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 and hand out the character counters to a pupil from each group. Remind them how to play *The Fixit Game* (see p38).
- Start with Group 1 and allow each group to take turns on each station until all of the groups have reached the finish. Use Norton to say *Well done!*

### Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organising the words they had learnt into different groups.
- Use the flashcards and text cards to revise the wild animals and parts of an animal words.
- Talk to the pupils about how they could organize them on the board, e.g. animals I have seen / haven't seen, big animals / small animals, body words for animals / for birds, etc.

### AB p33 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p38).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

### AB p90 Picture Dictionary

- Let the pupils find p90 in their Activity Book and the stickers for Unit 4 and continue with their Picture Dictionary.
- Remind them that they need to read the words in the word bank and find the corresponding stickers, then put the stickers in the correct rectangles and write the words nearby.



The pupils are now ready to sit the Unit 4 test (see p148).



## Lesson 1

■ = Words ● = Song / Chant

### Introducing vocabulary



CB page 35

#### Objectives

- Become familiar with vocabulary for small toys and school items
- Find out more about the characters
- Listen and identify new vocabulary
- Join in a song

#### Core language

sticker, rubber, badge, figure, balloon, sharpener, marble, felt tip, dinosaur, key ring (singular and plural forms)

#### Materials

Norton; Fixit Game Poster; Small toy flashcards: stickers, badges, figures, balloons, marbles, dinosaurs, key rings, felt tips, rubbers, sharpeners; Bookmarks; Small toy text cards; CD 1

#### Look in the kit see p25

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

#### Unit overview

- Talk to the pupils about small toys. Ask them if they know any words in English for small toys. 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 – small toys, school items  
Song – I want stickers  
Story – The surprise  
Sentences – Can I have ...; We need ...  
Song – Let's make a card for Mum  
Words – numbers 1–100, money, shapes
- Remind the children 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

- Ask the pupils if they get pocket money and, if so, what they spend it on and where they spend it.
- Explain that in this unit the characters are going to visit a shop that sells small toys and school items.
- Ask the pupils what kind of things they think they might find there.
- Use the poster to tell the pupils what they are going to learn in the unit.
- Use Norton to find the small toys flashcards in the kit and teach the new vocabulary.
- Play a game, e.g. *Flashing a card* (p18).

### CB p35 Activity 1 Listen and find.

- Look at the picture with the pupils and talk about it.
- Ask them who is in the shop: *Can you see Bing? Where is he?*
- Ask what they can see on the shelves: *Point to the marbles ...*
- Ask your class to use their bookmarks to find the small toys as they listen.
- Play the recording, pausing after each dialogue so the pupils can find the item.

### 1.35

- Titch: Can you see the stickers?  
Flo: Yes, look! Under that shelf.  
Fred: Where are the felt tips?  
Bing: Over there, in the box.  
Fred: And the rubbers?  
Bing: Look! In that box.  
Poppy: I can't see the marbles.  
Mitch: Look! On the shelf.  
Flo: Can you see the key rings?  
Fred: Yes, over there, on that shelf.  
Flo: And where are the sharpeners?  
Fred: Here, in the box.  
Bing: Where are the figures?  
Fred: Up there, on the shelf.  
Mitch: I can't see the dinosaurs.  
Poppy: Look! Up on that shelf.  
Fred: I can't see the badges.  
Bing: Look! Over there, on the shelf.  
Titch: Can you see the balloons?  
Flo: Look! Over there. On that shelf.  
Titch: Good ... oh, I can't reach! Help!

### CB p35 Activity 2 Listen and sing the song.

- Play the song and tell the pupils to find the pictures as they listen.

### 1.36

I want stickers,  
I want marbles,  
I want balloons,  
And key rings too.  
I want dinosaurs,  
I want badges,  
I want felt tips,  
What about you?

- Teach the song line by line, adding appropriate actions.



- Play the song again and encourage the pupils to join in as much as possible.

### Matching the text cards

- Put the flashcards on the board and use Norton to:
  - ask the pupils to point to the flashcards: *Show me a sticker...*;
  - take out the text cards one by one revealing the words slowly and letting pupils guess the word.
- Let them put the text cards next to the matching flashcards.
- Encourage the pupils to:
  - read words by looking at the first letters, the length of the word and the consonants;
  - say each word using the correct pronunciation, and not to sound out the individual letters.
  - tell you which are long words and which are short words.
- Clap the syllables of the words and ask the pupils to guess which ones they could be.

## Lesson 2 = Words

### Practising vocabulary



AB page 34

#### Objectives

- Review small toy vocabulary
- Listen and identify small toys
- Read and identify singular and plural forms

#### Core language

Review of small toy vocabulary and phrases

#### Materials

Norton; CD 1; Small toy flashcards (x10); Small toy text cards; Small toy picture and word cards (PMB pp20–21); Scissors

#### Look in the kit see p25

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

#### Review vocabulary

- Play and sing the song *I want stickers* (Class Book p35, Listening 1.36) again. Check the pupils remember the names of the small toys from the previous lesson.
- Play this variation of the game *Snap* (p20). Stick one flashcard on the board. Use Norton to show the pupils the text cards one by one and encourage them to say *Snap!* when they see the word that matches the flashcard. Do this with all the cards.

### AB p34 Activity 1 Listen and circle.

- Look at the activity with the pupils.
- Say some of the items and get the pupils to point to them.
- Play the recording. Tell the pupils to listen and circle the item the child is talking about.

#### 1.37

- 1 Girl: Look, stickers. I like stickers.
- 2 Boy: Look, marbles. I love marbles!
- 3 Girl: Key rings, look. I like key rings.
- 4 Girl: Look, rubbers. I like rubbers.
- 5 Boy: Felt tips, look. I like felt tips.
- 6 Boy: Look, dinosaurs. I love dinosaurs!
- 7 Girl: Look, balloons. I love balloons!
- 8 Girl: Look, badges. I like badges.

- Check when you finish: *What's in the circle in number 3?*

### AB p34 Activity 2 Count. Write the number and cross out a word.

- This activity helps pupils to become more aware of plurals in English.
- Hold up one pencil, saying *pencil* and write the word on the board. Do the same with *rubber* and *book*.
- Now hold up two or three pencils saying *pencils* and write the word on the board. Do the same with *rubbers* and *books*.
- Focus the pupils' attention on the 's' in the plural form.
- Establish that when we talk about two or more objects we add an 's' to the end of the word.

#### Teaching tip

At this stage it is best not to introduce other ways of spelling the plural or irregular plurals.

- Ask the pupils to look at all the objects in the picture.
- Explain that they have to look carefully and count the numbers of objects in the picture: *How many sharpeners can you see?*
- Tell the pupils to write the number next to the correct word: *There are three sharpeners ... so you need the 's'.*
- Ask pupils to cross out the incorrect form: *Cross out sharpener ...*
- Do the first one together as an example.

Answers: 3 sharpeners, 8 stickers, 7 marbles, 1 dinosaur, 2 key rings, 8 felt tips, 6 figures

### AB p35 Activity 3 Complete with the correct form of the word. Colour the toys.

- Look at the pictures with the pupils and ask about the boy and the girl: *What's he got? What's she got?*
- Focus on the different numbers of items: *He's got four rubbers. She's got four badges.*
- Explain to the pupils that they should read the sentences and find the items that correspond to the number given.
- Ask them to copy the word from the word bank and write it in the correct space.
- Remind them to use the correct form, singular or plural, of the word.



**Answers:** He's got 4 pink rubbers. She's got 5 red felt tips. He's got 1 yellow balloon. She's got 10 blue stickers. He's got 6 blue marbles. She's got 3 red sharpeners. He's got 2 green dinosaurs. She's got 1 yellow key ring. He's got 3 brown figures. She's got 4 orange badges.

### Picture and word card Snap

- Give out the photocopies of the small toy picture and word cards (PMB pp20–21).
- Tell the pupils to colour the pictures and cut them out, then cut out the word cards and match them to the pictures.
- Let the pupils play a game of Snap (p20) in pairs.

### Play a memory game

- Ask the pupils to look at Activity Book p35 Activity 3 again.
- Give them some time to look at the pictures.
- Ask them to close their books.
- Say a sentence about the pictures and ask them to put up their hands if it is true, but to keep their hands down if it isn't true.

## Lesson 3 ▲ = Story

### Story



CB page 36



CB page 37

### Objectives

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

### Core language

Can I have ...?; Yes, here you are.; No, sorry.

Review of small toy vocabulary and phrases

### Other language

paper

### Materials

Norton; Small toy flashcards (x10); Small toy text cards; CD 1; Story Frames Book; Small toy picture and word cards (PMB pp20–21)

### Look in the kit see p26

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

### Play a game

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

### CB pp36–37 Activity 3 Listen and follow.

- Look at the story with the pupils and talk about the characters in the story: *Who can you see?*
- Talk about where the story takes place: *What's in this shop? What's on the shelves?*
- Encourage the pupils to name everything they can see and tell you what they think is happening: *Titch wants balloons. They're making big letters. What letters can you see? What day is it?*
- When pupils predict, acknowledge their contributions and recast any L1 words or phrases: *The lady is looking for the balloons ... Norton is helping ... they're making lots of things for the party.*
- Play the recording and tell the pupils to follow in their books.

### 1.38

- [1] Narrator: The children are in a shop.  
Poppy: Right, I've got paper.  
Flo: And I've got string.
- [2] Narrator: They want felt tips, too.  
Poppy: We need felt tips. Can I have six felt tips, please?  
Shopkeeper: Here you are.
- [3] Narrator: And they want badges.  
Fred: Can I have seven badges, please?  
Assistant: Seven badges? OK.
- [4] Narrator: Titch wants balloons.  
Titch: Balloons! We need balloons! Can I have ten balloons, please?
- [5] Assistant: Oh, dear. No balloons left!  
Titch: Oh, no!
- [6] Narrator: Norton has got an idea.  
Norton: Look in the kit! Look in the kit!  
(second part of frame)  
Titch and Mitch: Look balloons! Lots of balloons!
- [7] Narrator: The children work hard.  
Children: Yellow, red, green and blue, felt tips, badges, stickers, too!
- [8] Narrator: It's Mr Fixit's birthday. And it's a surprise party!  
Children: Surprise! Happy Birthday!  
Mr Fixit: What a lovely surprise! Thank you, everybody!

- Answer any questions and help the pupils with new words and phrases.
- Play the rhyme again.
- Teach it to the pupils line-by-line and practise it a few times.

### CB p37 Activity 4 Find and say who.

- Read the speech bubbles with the pupils and ask them to find them in the story and tell you who says each one.
- Practise the phrases in chorus.

**Answers:** 1 Mitch and Titch (frame 6), 2 Fred (frame 3), 3 Norton (frame 6), 4 Lady in the shop (frame 5), 5 Titch (frame 4), 6 Mr Fixit (frame 8)

### Retell the story

- Listen to the story again encouraging the pupils to join in.
- Use the Story Frames Book to retell the story.



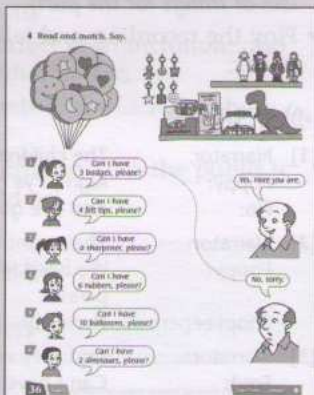
- Only say the narrative lines and encourage the pupils to say as much of the dialogue as possible: *They want felt tips, too and what does Poppy say?*
- As you have done before, divide the pupils into groups.
- Let each group speak for one character in the story.
- Tell the story again and get each group to say the lines for their character.

## Lesson 4 ◆ = Sentences

### Language focus



CB page 38



AB page 36

#### Objectives

- Review use of *Can I ...?*
- Listen and identify using visual clues
- Read and identify using visual clues

#### Core language

Review of small toy vocabulary and phrases

#### Materials

Norton; Small toy flashcards (x10); Small toy picture and word cards (PMB pp20-21)

#### Look in the kit see p25

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

#### Sing a song and review vocabulary

- Play and sing the song *I want stickers* (Class Book p35 Activity 2, Listening 1.36) again to recall the toys.

#### Focus on language

- Remind the pupils of the story.
- Ask them what the characters wanted to buy in the shop: *Who said 'I've got paper'?*
- Stick these flashcards on the board: *paper, string, felt tips, badges, balloons.*
- Ask them what the characters said to the shopkeeper.
- Model some questions with Norton.  
Teacher: *Can I have six balloons please?*  
Norton: *Yes ... here you are ... one, two, three, four, five, six balloons.*
- Use the ten flashcards as cues to practise the questions in chorus.
- Give out the flashcards to ten pupils making sure the rest of the class don't see which cards they receive, and tell these pupils to keep their cards hidden.
- Encourage the other pupils to ask the pupils with the cards *Can I have (number of toys)?*

- If the pupil has the card they want, the pupil should say *Yes, here you are!* and, as Norton did, count out the number. If the pupil doesn't have the card he/she can say *No, sorry.*
- The pupils continue asking until they find who has each toy.

#### CB p38 Activity 5 Listen and say the number.

- Look at the first pair of pictures with the pupils.
- Talk about them: *Where is she? She wants two marbles. What colour does she like? She likes orange.*
- Play the first recording and ask the pupils to follow in their books.
- Tell them to listen to the next recording and say which of the other four cartoon strips it is.
- Continue with the other three recordings.

#### 1.39

- Boy: Can I have two marbles, please?  
Assistant: Yes. Green or orange?  
Boy: Orange, please.  
Assistant: Here you are.  
Boy: Thank you.  
Presenter: What number is it?
- Boy: Can I have a dinosaur, please?  
Assistant: No, sorry. No dinosaurs left.  
Boy: OK. Thank you.  
Presenter: What number is it?
- Girl: Can I have four felt tips, please?  
Assistant: No, sorry. No felt tips left.  
Boy: Oh, OK. Thank you.  
Presenter: What number is it?
- Girl: Can I have three balloons, please?  
Assistant: Yes. What colour?  
Boy: Red, green and blue, please.  
Assistant: Here you are.  
Boy: Thank you.  
Presenter: What number is it?
- Boy: Can I have five badges, please?  
Assistant: Yes. Big or small?  
Boy: Big, please.  
Assistant: Here you are.  
Boy: Thank you.  
Presenter: What number is it?

Answers: 1 1, 2 5, 3 2, 4 4, 5 3

#### Speaking practice

- Elicit the dialogue for the second pair of pictures line by line.
- Divide the class into two halves.
- Let each half take a role and practise the dialogue in chorus.
- Repeat with the remaining dialogues.
- Finally put the pupils in pairs to practise the dialogues as a role play.

#### AB p36 Activity 4 Read and match. Say.

- Ask your class to look at this picture and name everything they can see.
- Explain that the pupils in the pictures are all looking for different things.
- Read the first speech bubble together.
- Ask your class to look for three badges in the picture.
- If they find three badges they should draw a line to the speech bubble: *'Yes, Here you are.'*



- If they can't find three badges they should draw a line to the speech bubble 'No, sorry.'
- Before the pupils draw any lines, read the speech bubbles together and decide if the items are in the picture or not.

Answers: 1 No, sorry. 2 Yes, here you are. 3 Yes, here you are. 4 No, sorry. 5 Yes, here you are. 6 No, sorry.

### Play a game

- Explain to the pupils that they're going to use their small toys picture cards to play this game.
- They can play in pairs. Tell the pupils to choose any three picture cards from their set of cards and not to show anyone else what they've chosen.
- The class ask different pairs for their cards:  
Class: *Can I have (number + items)?*  
Child / Pair: *Yes. Here you are. / No. sorry.*
- If the answer is *Yes*, the pair put the card back in the set.
- If the answer is *No* then the pair can choose who to ask next.
- Encourage them to use different numbers and to count out the number if they have the items.

## Lesson 5

▲ = Story ■ = Words

### Parallel story



AB page 37



AB page 38

### Objectives

- Join in retelling the story
- Create an alternative story
- Listen and identify using small toy vocabulary

### Core language

Review of small toy vocabulary and phrases

### Materials

Norton; Story Frames Book; Small toy flashcards (x10); Small toy picture and word cards (PMB pp20–21)

### Look in the kit see p25

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

### Retell the story

- Remind the pupils of the story rhyme and say it together once or twice.
- Take out the Story Frames Book and ask the pupils what they remember of the story. If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.

- As you have done before when retelling the story, start with questions about what the pupils know: *Who's in the shop? What's on the shelves?*
- Continue with a summary of each picture, prompting and encouraging the pupils to join in: *Poppy is saying 'We need felt tips. Can I have 6 felt tips, please?'*
- Be ready to recast words and short phrases that the pupils contribute in their mother tongue, e.g. *There are no balloons ... everyone is disappointed ... Mr Fixit is cleaning the window.*

### AB p37 Activity 5 Write.

- Look at the thought bubbles with the pupils.
- Ask them what each child wants: *What's in this picture? What does he want?*
- Before writing, ask and answer the questions.
- Then ask the pupils to complete the speech bubbles.

Answers: 1 Can I have 4 marbles, please? 2 Can I have a key ring, please? 3 Can I have 3 badges, please? 4 Can I have a dinosaur, please? 5 Can I have two balloons, please? 6 Can I have a sharpener, please?

### AB p38 Activity 6 Draw and write. Act.

- Look at the pictures in the Activity Book with your class and tell them they are going to write their own story, as they have done before in previous units.
- Explain that in this story the children are planning a surprise party for someone. It can be for the pupil themselves or one of their friends!
- Talk about each picture and who the characters are: *Bing and Titch are asking for things.*
- Talk about what the children could make as a present. Explain that they can decide for themselves what the children make, e.g. *cards, a painting, a cake, etc.*
- Remind them of vocabulary they know from previous units and Level 1, e.g. *food, clothes.*
- Accept pupils' suggestions and be ready to recast and write any words and phrases that they may need ... *they can make decorations ... they need glue, paint, scissors ... make a parcel of (name)'s favourite food ...*
- Explain that as in other stories they have to draw pictures and write in the speech bubbles.
- In picture 1 they should draw what Mitch is buying, from the choices at the bottom of the page, and write what he asks for in the speech bubble: *Can I have 3 (balloons) please?*
- In picture 2 they should draw what Titch is buying, from the choices at the bottom of the page, and write what Titch says in the speech bubble: *Can I have (6 felt tips) please?*
- In picture 3 they should say the rhyme.
- In picture 4 they should write their own name or their friend's name and draw themselves or their friend. If they like, they can draw the present, too.
- While the pupils are working go around the class helping them and praising their work.
- If it suits your class let the pupils form small groups and choose one of their stories to act out.
- Tell them to decide who is going to be which character and practise acting out the story together.
- Ask the groups who want to show their mini-plays to perform them for the class.



## Lesson 5a (optional)

■ = Words

### Writing (Extra practice)

**5 At the shop**

1 Find 5 things from the shop. Colour the words.

2 Make the words. Choose and write.

Yes, here you are. No, sorry.

Can I have 2 felt tips?

Can I have 3 balloons?

Can I have 12 stickers?

Can I have 5 dinosaurs?

Can I have 1 key ring?

Can I have 1 sharpener?

AB page 82

#### Objectives

- Become familiar with sound and letter correlation
- Spell vocabulary and write dialogues using visual clues

#### Core language

Review of vocabulary and phrases

#### Materials

Norton; Small toy flashcards (x10); Small toy text cards; Small toy picture and word cards (PMB pp20-21)

#### Look in the kit see p25

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

#### Play a game

- Give out the small toys picture and word cards. Let the pupils play a game of *Memory* (p19) in pairs.

#### AB p82 Activity 1 Find 5 things from the shop. Colour the words.

- Explain to the pupils that:
  - this is a small word search like the one in Unit 3;
  - there are five toys hidden in the two lines.
- Ask them to find the toys and colour them so they will stand out.

Answers: figure, sharpener, marble, badge, rubber

#### AB p82 Activity 2 Make the words. Choose and write.

- Remind the pupils of AB p36 Activity 4.
- Explain that the characters are in the shop asking for different items. The things they want to buy are jumbled but they all have the number written first.
- Ask the pupils to:
  - sort out the words and write them in the speech bubble;
  - look at the shopkeeper's face and decide if he has the items or not;
  - choose his reply from the phrase box and write it in his speech bubble.

Answers: 1 felt tips, Yes. Here you are. 2 key rings, No, sorry. 3 balloons, No, sorry. 4 stickers, Yes. Here you are. 5 dinosaur, Yes. Here you are.

#### Play a game

- Play a game of *Active Bingo* (p19).
- Let the pupils use their small toy word cards or let them write their own words.
- Remember to take a note of their own words if they write them out.

#### Focus on spelling

- Put the flashcards from this unit and a selection of flashcards from previous units around the room. Play a game of *I spy with my little eye* (p20).

## Lesson 6 ● = Song / Chant

### Learning for life

**6 Listen and sing the song.**

Let's make a card for them  
Yes, OK!  
Let's make a card for them  
Yes, OK!  
Let's make a card and so  
longer you have a happy day  
Let's make a card for them  
Yes, OK!

**7 What's missing? Write.**

circle triangle exchange square

I need and

I need and

I need and

I need and

CB page 39

AB page 39

#### Objectives

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

#### Core language

Review of small toy vocabulary and phrases

#### Materials

Norton; Fixit Game Poster; Character counters; Small toy flashcards (x10); Small toy text cards; CD 1

#### Look in the kit see p25

- 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 flashcards in different ways: small things for school, things for parties, things they have or have not got, favourites, words they find easy / hard to remember, long words / short words, in alphabetical order, etc.
- See if the pupils have any other ideas, and organize the flashcards and text cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.



### CB p39 Activity 6 Listen and sing the song.

- Remind the pupils of the story.
- Talk about special days in their lives and ask them:
  - what things we can do to celebrate a special day for someone, e.g. *give him / her a present, wish him / her a happy day, sing a song ...*;
  - how they would feel if their special day was forgotten, e.g. *a bit sad ... lonely ...*
- Remind them of the things the characters did for Mother's Day in Level 1.
- Look at the picture and teach / recall the words *card, cake and badge, Mum, Dad, Grandma*. Talk about making cards, cakes and badges instead of buying them.
- Play the song and tell the pupils to find the pictures as they listen.

### 1.40

Let's make a card for Mum.

Yes, OK!

Let's make a card for Mum.

Yes, OK!

Let's make a card and say

'Hope you have a happy day.'

Let's make a card for Mum.

Yes, OK!

Let's make a cake for Grandma.

Yes, OK!

Let's make a cake for Grandma.

Yes, OK!

Let's make a cake and say

'Hope you have a happy day.'

Let's make a cake for Grandma.

Yes, OK!

Let's make a badge for Dad

Yes, OK!

Let's make a badge for Dad.

Yes, OK!

Let's make a badge and say

'Hope you have a happy day.'

Let's make a badge for Dad.

Yes, OK!

- Then teach the song line by line, adding appropriate actions.
- Play the song again and encourage the pupils to join in as much as possible.

### AB p39 Activity 7 What's missing? Write.

- Ask your class if they ever make birthday cards.
- Explain that the children in the pictures are making cards with shapes.
- Picture 1 on the left shows what the children want to make: *a flower, a rocket, a person, a face*.
- Picture 2 shows the shapes they have.
- Tell your class that they have to:
  - work out what and how many shapes the children need to complete their picture;
  - write the number and shape names in the speech bubble.
- If your class have used Level 1 help them recall *triangle, circle, square* and *square* from Unit 1 and *heart* and *star* from Festivals.
- Look at the picture on the first card and ask *What shapes do you need?*
- Look at the group of shapes and ask *What's missing?*

- Give them time to check the shapes in both pictures.
- Tell them to use the word bank to help them with their spelling.
- Repeat with the other cards.

Answers: 1 I need two squares and one triangle. 2 I need one circle and two triangles. 3 I need one square and three rectangles. 4 I need one rectangle and two circles.

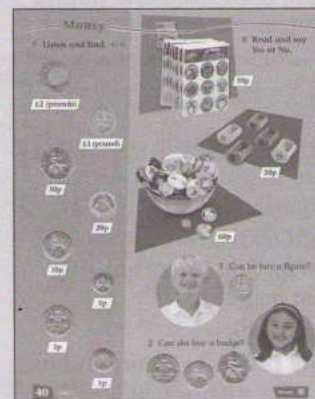
### Optional activity

- Let the pupils cut out pictures to make cards and gifts out of paper and/or use plasticine to make gifts.
- Let them use these to act out the song.

## Lesson 7

■ = Words    ▮ = Other subjects

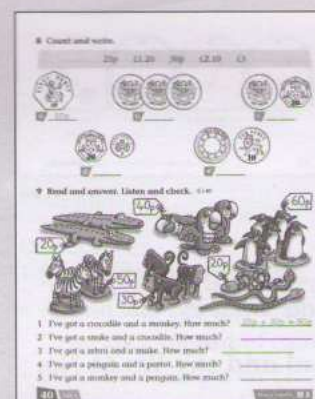
### Learning through English



CB page 40



CB page 41



AB page 40

### Objectives

- Become familiar with money vocabulary
- Listen and identify new currency
- Practise counting money
- Read and work out problems

### Core language

Numbers 30–100

*pound* /paʊnd/, *p (pence)* /pi:/, *money*, *buy*

Review of small toy vocabulary and phrases

### Other language

*coin*

### Materials

Norton; CD 1; Money flashcards: *pound*, *p (pence)*;

Money picture cards (PMB p20); Scissors



**Look in the kit** see p25

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

### Introduce the topic and new vocabulary

- Tell the pupils they are going to learn about the money used in Britain. To do this they need to know how to say the numbers 30–100.
- Write out 10, 20, 30 ... up to 90 in a spaced line along the board and teach the pupils these words.
- In the spaces write 25, 35, 45 ... up to 95 and practise saying these numbers.
- Write in the other numbers on the board saying them as you do so.
- Help pupils become aware of how knowing the numbers 1–9 and the numbers in tens, 20, 30, etc. will allow them to say all the other numbers.
- Point to different numbers and encourage the pupils to say them.
- Finally teach the pupils 100 and write it on the board under 10.

### CB p40–41 Activity 7 Listen and find.

- Before you do this activity use the pictures to teach the names of the coins in English.
- Ask the pupils to find different coins: *Find 1p, (one p), 2p (two p), 5p (five p), 10p (ten p), 20p (twenty p), 50p (fifty p) £1 (one pound), £2 (two pounds).*
- Explain that 100p is £1 (*one pound*).
- Play the recording and tell the pupils to listen and use their bookmark to find each coin mentioned.

### 1.41

- 1 I've got fifty p.
- 2 I've got two p.
- 3 I've got two pounds.
- 4 I've got twenty p.
- 5 I've got one p.
- 6 I've got ten p.
- 7 I've got five p.
- 8 I've got one pound.

- After listening check by asking: *What was number 1?*

### CB pp40–41 Activity 8 Read and say Yes or No.

- Look at the pictures of the children.
- Ask your class how much money each child has got: *How much money has he / she got?*
- Look at the prices of the items and ask your class how much each item is: *How much is a sticker?*
- Read the first problem with the pupils and help them work out the answer: *Can he buy a figure? How much does a figure cost? It costs 90p ... Let's look at his money ... he's got £1, so yes, he can buy a figure.*
- Let your class take their time doing these problems.
- The emphasis here is on using English for money not on working out the sums quickly.
- When they finish the problems you could look at the pictures again and point to each child on the page, asking what each child can buy: *What can he / she buy?*
- Encourage the pupils to see how many different answers there are.

Answers: 1 Yes 2 Yes 3 No 4 Yes 5 No

### Focus on written amounts of money

- Write 72p on the board and say the words *seventy-two p.*
- Ask the pupils which amount of money on Class Book pp40–41 Activity 8 it refers to.
- Write 41p on the board and say the words *forty one p.*
- Repeat for some of the other amounts.
- Ask the pupils to try writing the amounts in figures.
- Point out that the pound sign always goes at the beginning of the figures, and that we only write the p if there aren't any pounds.

### AB p40 Activity 8 Count and write.

- Together look at the amounts of money in the picture and check that the pupils know the amount of money in each set and can read the amount in figures.
- Tell them to match the coins to the figures.
- Practise saying the amounts in chorus.

Answers: a 50p b £3 c £1.20 d 25p e £2.10

### PMB p20 Make the picture cards

- Give out the photocopies of the picture cards and let the pupils colour them and cut them out.
- Let the pupils work in pairs or groups of three.
- Call out a number and ask the pupils to make it with their cards.

### Advanced preparation:

Bring a ready-made set of coins from PMB page 22 to the next lesson.

## Lesson 8 = Other subjects

### Learning through English



AB page 40



CB page 41

### Objectives

- Review money and wild animal vocabulary
- Make some play money
- Practise ordering and sequencing work

### Core language

Review of money and small toy vocabulary and phrases

### Materials

Norton; Money flashcards (x2); *Make some coins* cards (these are best copied onto card) (PMB p22) and one ready-made set

**Look in the kit** see p25

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



## Review numbers

- Play a game: *Three in a row* (p19).
- Tell the pupils to draw a 3x3 grid.
- Give them a selection of fifteen numbers and ask them to choose nine to write in their grid.
- Call out the numbers.
- The first child to get a row or a column calls out *Three in a row* and wins.

### AB p40 Activity 9 Read and answer. Listen and check.

- Ask the pupils to look at the list of prices and tell you what each item costs: *How much is a (toy wild animal)?*
- Read the first sentence with the pupils and explain that they have to:
  - look for the two items and find the price of each;
  - add both prices and write the total after the question *How much?*
- Either continue like this with the whole class or let the pupils work in pairs to solve the problems.

### 1.42

- 1 Twenty p and thirty p is ... fifty p.
- 2 Twenty p and twenty p is ... forty p.
- 3 Fifty p and twenty p is ... seventy p.
- 4 Sixty p and forty p is ... one pound.
- 5 Thirty p and sixty p is ... ninety p.

Answers: 1  $20p + 30p = 50p$ , 2  $20p + 20p = 40p$ ,  
3  $50p + 20p = 70p$ , 4  $60p + 40p = £1$ , 5  $30p + 60p = 90p$

## Speaking practice

- Tell the pupils that:
  - they are going to make some money so they can play at going to a shop.
  - they need to remember how to ask for things in a shop.
- Remind them of the dialogue in the story on Class Book pp36-37 Activity 3.
- Elicit a simple dialogue from the pupils and write it on the board line by line as you say it.
- Child: *Hello, Can I have three zebras?*  
Shop Assistant: *Yes, here you are ... three zebras.*  
Child: *How much?*  
Shop Assistant: *45p.*  
Child: *Thank you.*
- Practise the dialogue in chorus and in pairs.

### CB p41 Activity 9 Make some coins.

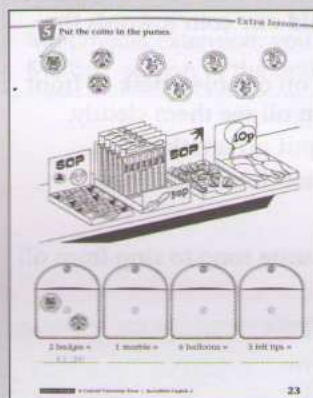
- Show the pupils the coins you have made.
- Together look at the stages in the photos and talk about them: *Can you see the children cutting out the coins / colouring the coins?*
- Make sure they know what materials they will need: *coloured pencils or crayons, scissors, etc.*
- Give out the PMB photocopies and talk about what they should do.
- Pupils may not have silver and bronze colours so think of other colours they could use, e.g. silver coins could be grey or green, and bronze coins brown or orange.
- It would be useful for games if everyone agreed on the same colours.
- Ask them to colour the money so that each type of coin is one colour, and then cut out the coins: *There are two shapes ... cut them out very carefully ...*

- As they make the money be ready to encourage them and recast phrases and words:  
*Yes ... that coin has seven sides ... it's a heptagon ... cut around the sides slowly ... Well done!*
- If there are any fast finishers they can colour the items in Activity Book page 40 Activity 8.
- As the pupils finish put them into pairs.
- One child could 'set up shop' using pens, pencils, and rubbers, and make a price list.
- The other child should try and buy three items.
- Then they should swap roles.
- Items in the shop can be increased by letting the pupils use their picture cards from Level 1 and other units, e.g. food, toys, animals, etc.

### Advanced preparation:

*If you are going to use the optional lesson 8a, you may like to prepare a set of coins from PMB page 23 in advance.*

## Lesson 8a (optional) Learning through English (Extension)



PMB page 23

### Objectives

- Review language pupils are familiar with
- Join in talking about saving money in a purse
- Draw an amount of money
- Practise adding and play a game

### Core language

Review of money vocabulary and phrases

### Materials

Norton; Purse cards (PMB p23) and one ready-made set; Money picture and word cards (PMB pp20-21); CD 1

### Look in the kit see p25

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

### Play a game

- Play a game, e.g. *Memory* (p19) to help pupils remember vocabulary.

### PMB p23 Put the coins in the purses.

- Give out the photocopies and explain that they are going to work out how much some small toys cost and place the amount in the purses under the items, using coins cut out from the top of the page.



- Explain that as one badge is 60p, two badges cost £1.20. So £1.20 is the total cost.
- Ask the pupils to write the amount and place the total cost in the purse below by using any combination they like of the coins they have cut out.
- When they finish ask different pupils to say which coins they chose for each item.

### Play a game

- Collect all the boxes with the total amount written in them and divide them into two even piles, A and B.
- Let the pupils take out the coins they made in the last lesson.
- Explain that they are going to use the coins to play an adding game. (In order for pupils to keep track of their own coins they could put their initials on the back of their coins before starting to play.)
- Ask them to get into two teams and form two lines facing the board.
- Divide the board in two parts, A and B, and put one total from each pile in each section.
- Make sure the totals are different.
- Explain that:
  - each team is trying to make the total in their section on the board;
  - each child in the line can add one coin towards the total.
- Let the pupils put the totals on a table / desk in front of the board so that they can all see them clearly.
- When they finish one total put up another one.
- The team that finishes all their totals first wins.

### Sing a song

- Let the pupils choose a favourite song to sing from all the units done so far.

## Lesson 9

■ = Words

### Revision



CB page 42

### Objectives

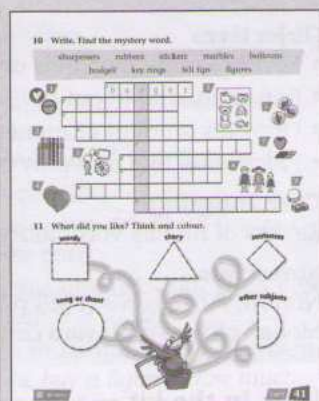
- Revise the language of the unit
- Practise pronunciation of initial sounds

### Core language

Review of small toy vocabulary and phrases

### Materials

Norton; Small toy and money flashcards (x12); Small toy and money text cards



AB page 41

### Look in the kit see p25

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

### Review vocabulary

- Recall the vocabulary of the unit using the flashcards.
- Stick them on one side of the board and random prices on the other.
- Say *The key ring is one pound* and ask a child to come to the board and join the two with a line, or write the price under the key ring.
- Repeat with other items and prices.
- Ask the pupils to match the text cards to the flashcards.
- Focus on the written form of the words.
- Ask the pupils which words start with the same sound and if they know any others that start with that sound: *badge – balloon, felt tip – figure*
- Focus on the -er ending in sticker / rubber and ask the pupils if they know any other words that end the same, e.g. *sister – brother – jumper – finger – computer – scooter*.
- Point out that although the words end in the letter 'r' it is not pronounced.

### CB p42 Activity 10 Find pairs of words that start the same.

- Before you start this activity check the pupils remember the words which come from other units.
- Look at the pictures and ask the pupils to say the words.
- Then say one word and ask the pupils to find another word which starts the same: *Key ring /'ki:riŋ/ ... yes ... kite /kaɪ/, very good*.
- Either continue like this with all the class, or get the pupils to work in pairs to finish the activity.

**Answers:** sticker (1) – star (7), rubber (2) – robot (9), key ring (3) – cake (13), shoes (4) – sharpener (11), badge (5) – balloon (8), figure (6) – felt tips (14), dolphin (10) – dinosaur (12)

### AB p41 Activity 10 Write. Find the mystery word.

- Explain that the pictures are the clues: *Look at picture number 1. Yes, badges.*
- Point out that that the words are written across the boxes: *The letter 'b' goes in the box with 1 on it.*
- Tell the pupils that there is one mystery word which will be written down the middle in the shaded boxes.
- Tell them that there is no picture clue for the mystery word.
- The pupils can check the spelling of the words in the word bank.
- When the pupils have finished, use Norton and the flashcards to do the crossword on the board.
- Use Norton to ask the pupils to help him by telling him what to write.

**Answers:** 1 badges, 2 felt tips, 3 key rings, 4 balloons, 5 stickers, 6 marbles, 7 rubbers, 8 figures, 9 sharpeners  
The mystery word is *dinosaurs*.

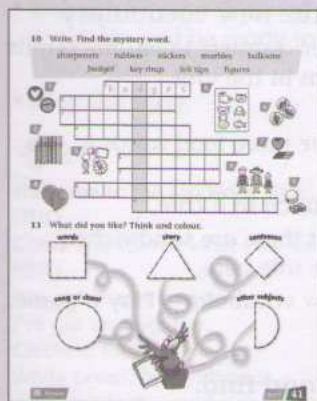


# Lesson 10

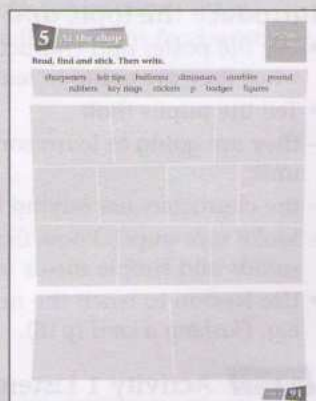
■ = Words ● = Song / Chant

▲ = Story ◆ = Sentences ▽ = Other subjects

## Review



AB page 41



AB page 91

### Objectives

- Review of Unit 5

### Core language

Review of family and people vocabulary and language used in this unit

### Materials

Norton; Fixit Game Poster; Character counters; All materials used in Unit 5

### Look in the kit see p25

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

### End-of-unit review

- Explain to the pupils that this is the last lesson in Unit 5, so they will be thinking about what they did in the unit.
- 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 by:
  - showing them flashcards, things they have made, e.g. bedroom collages, pictures in their book;
  - playing songs, saying rhymes and chants and spelling words.
- 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 and hand out the character counters to a pupil from each group. Remind them how to play *The Fixit Game* (see p38).
- Start with Group 1 and allow each group to take turns on each station until all of the groups have reached the finish. Use Norton to say *Well done!*

### Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organising the words they had learnt.
- Use the flashcards and text cards to revise the small toy words and money.

- Talk to the pupils about how they could organize them on the board, e.g. small toys for school or for parties, things they have or have not got, different coloured coins, items that cost the same amount, etc.

### AB p41 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p38).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

### AB p91 Picture Dictionary

- Let the pupils find p91 in their Activity Book and the stickers for Unit 5 and continue with their Picture Dictionary.
- Remind them that they need to read the words in the word bank and find the corresponding stickers, then put the stickers in the correct rectangles and write the words nearby.



The pupils are now ready to sit the Unit 5 test (see p150).



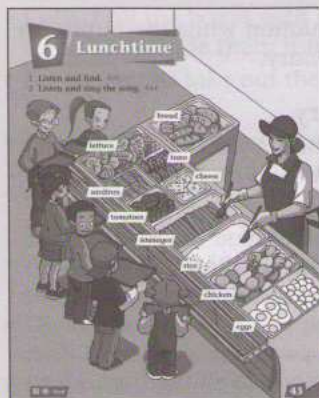
Multimedia extension: you may now like to use the Maths 1 section of the optional DVD.



## Lesson 1

■ = Words ● = Song / Chant

## Introducing vocabulary



CB page 43

## Objectives

- Become familiar with more food vocabulary
- Find out more about the characters
- Listen and identify new vocabulary
- Join in a song
- Personalize new vocabulary

## Core language

cheese, tuna, chicken, rice, bread, lettuce, tomatoes, sardines, sausages, eggs

## Other language

What's your favourite sandwich?

## Materials

Norton; Fixit Game Poster; Character counters; Food flashcards: cheese, tuna, chicken, rice, bread, lettuce, tomatoes, sardines, sausages, eggs; Food text cards; CD 2

## Look in the kit see p25

- 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. Ask them what English words for food they know already. 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 – food  
Song – *Welcome to the sandwich shop*  
Story – *Let's go fishing!*  
Sentences – *What's your favourite sandwich?; I like / don't like ...; I love ...*  
Song – *Eggs and cheese for lunch today*  
Words – food categories
- Remind the children that at the end of the unit they will use the poster to play a game to see how much they have remembered.

## Introduce the topic and the new vocabulary

- Use the poster and character counters to tell the pupils what they are going to learn in the unit.
- Tell the pupils that:
  - they are going to learn some more food words in this unit;
  - the characters are buying lunch in a café.
- Make sure pupils know that there are sandwiches, salads and simple meals on sale here.
- Use Norton to teach the new vocabulary. Play a game, e.g. *Flashing a card* (p18).

## CB p43 Activity 1 Listen and find.

- Look at the picture with the pupils and talk about it.
- Explain that the children who want sandwiches can choose from a selection of sandwich fillings.
- Ask the pupils what characters they can see in the shop: *Who can you see?*
- Ask them to point to the food that you say: *Show me a lettuce.*
- Play the recording and tell the pupils to listen carefully for the different food items, and find the food items with their bookmarks: *Look at the food with your bookmark.*
- Play the recording. Pause after each dialogue to check that the pupils have found the correct food.

## 2.1

Café assistant: Good morning. Can I help you?

Flo: Umm. Can I have a tuna, lettuce and tomato sandwich, please?

CA: Tuna ... lettuce ... and tomato.

CA: What about you?

Fred: Umm. Can I have chicken and rice, please?

CA: Chicken and rice. Here you are.

Fred: Thanks.

CA: Who's next?

Mitch: Me, please. Can I have er ... er ... um ... oh, sorry. Wait a minute, please!

CA: Hello. What would you like?

Titch: Can I have an egg sandwich, please?

CA: OK. One egg sandwich.

Titch: Thank you.

CA: And you? What would you like?

Poppy: A sausage and two eggs please.

CA: OK. A sausage and two eggs.

Poppy: Oh. Tomatoes too, please.

CA: OK. Here you are.

CA: Who's next?

Bing: Me! Can I have a cheese sandwich, please?

CA: Here you are.

Bing: Mmmm. Thank you!

CA: Are you ready now?

Mitch: Yes, can I have a sausage and sardine sandwich, please?

CA: Sausage and sardine!

All: Sausage and sardine!

Mitch: Yes, please. Two, please.

- After listening ask the pupils to talk about Mitch's sandwich: *Do the other children like sausage and sardine sandwiches? Do you like sausage and sardines?*



- Ask the pupils to suggest other strange combinations: *banana and tuna!* and to talk about food combinations they like: *Do you like apple and cheese?*

### CB p43 Activity 2 Listen and sing the song.

- Before you play the song ask the pupils to listen carefully and be ready to tell you what food words they hear.
- Play the song.

### 2.2

Welcome to the sandwich shop.  
EIEIO.  
Come and tell me what you want.  
EIEIO.  
I've got cheese and tuna,  
I've got sardines too.  
Chicken, tomato,  
White bread, brown bread ...  
Welcome to the sandwich shop,  
EIEIO.

- After listening stick the flashcards on the board to use as a guide.
- Teach the pupils:
  - the E-I-E-I-O lines reminding that these are the names of the letters;
  - lines 5–8 and put the flashcards in the same order for support.
- Play the song again and encourage them to join in.

### Match the words

- Put the flashcards on the board and use Norton to ask the pupils to point to the flashcards: *Show me a chicken.*
- Use Norton to take out the text cards one by one and reveal the words slowly, reading each one and letting the pupils guess the word: *So this is chi ... chicken ... very good ... Can you stick it next to the picture ...*
- When all the cards are on the board, practise reading the words.
- Focus on the first letters, the length of the word and the consonants.
- Clap the syllables of the words and ask the pupils to guess which ones they could be.

### Speaking practice

- Ask the pupils about their favourite sandwiches. Teach *What's your favourite sandwich?*
- In twos or threes let the pupils ask their friends.
- Encourage them to tell the rest of the class what their friends like: *Sara likes cheese and tomato sandwiches ... Anton's favourite is egg and lettuce.*

## Lesson 2 = Words

### Practising vocabulary



AB page 42



AB page 43

### Objectives

- Review food vocabulary
- Listen and identify food
- Read and identify food and prices
- Recognize and write vocabulary

### Core language

Review of food vocabulary and phrases

### Materials

Norton; CD 2; Food flashcards (x10); Food text cards; PMB food picture and word cards – one photocopy per pupil; Scissors

### Look in the kit see p25

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

### Review vocabulary

- Play and sing the song *Welcome to the sandwich shop* (Class Book p43 Activity 2, Listening 2.2) again.
- Check the pupils remember the food names from the previous lesson.
- Play a variation of the game *Snap*. Stick one flashcard on the board and use Norton to show the pupils the text cards one by one and encourage them to say *Snap!* when they see the word that matches the flashcard.
- Do this with all the cards.

### Play a TPR game

- Decide on actions that the pupils can do to show *I like* and *I don't like*.
- Say sentences with *I like (food) / I don't like (food)*.
- Ask the pupils to do the action if the sentence is true for them.

### AB p42 Activity 1 Listen and match.

- Look at the activity with the pupils.
- Say some of the food items and get the pupils to point to them.
- Tell your class to listen and draw lines to the food items that correspond to the person who's speaking.
- Play the recording, pausing after each sentence to give the pupils time to find the items and draw the lines.



## 2.3

- 1 Flo: I like tuna and lettuce. Mmmm.
- 2 Fred: I like eggs and sausages. Yum!
- 3 Mum: I like chicken and rice.
- 4 Titch: I like sardines and bread. Mm-mmm!
- 5 Dad: I like cheese and tomatoes.

• Check when you finish by asking questions: *What does Mum like? Who likes (food)?*

### AB p42 Activity 2 Read and write the prices.

- Look at the picture with the pupils.
- Explain that the board should show the prices of the food for sale, but some of the prices are missing on this board, and the sentences next to the board give the prices.
- If necessary remind the pupils about English money ... so that's 2 pounds 75p.
- Read the first sentence together and check that the pupils write the price next to the correct item.
- Continue the activity by working together as a whole class, or letting the pupils work in pairs before checking with the whole class.

Answers: a £2.75, b £2.50, c £1.75, d £1.80, e £2.10

### AB p43 Activity 3 Write.

- Explain that the pictures show food at a supermarket check out.
- Check the pupils remember the names of the foods: *Point to the tomatoes.*
- Ask them to write the name of the food next to the correct number on the shopping list.
- Pupils can use the word bank to help them with their spelling.

Answers: 1 sardines, 2 bread, 3 lettuce, 4 eggs, 5 rice, 6 cheese, 7 sausages, 8 tuna, 9 tomatoes, 10 chicken

### PMB pp24-25 Make the picture / word cards

- Give out the photocopies of the picture and word cards.
- Tell the pupils to colour the pictures and cut them out, then cut out the word cards and match them to the pictures.
- If you have time use the cards for speaking practice.
- Practise the phrase *Can I have a (tomato) sandwich, please* in chorus.
- Ask the pupils to practise in pairs, and ask their partner for three different sandwiches.
- Their partner listens and hands over the appropriate picture or word cards.
- When they finish you could ask pupils to put their cards in an envelope, and write their name and the topic on the outside, so that they can be used another time.

## Lesson 3 = Story

### Story



CB page 44



CB page 45

### Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Read and recognize similarities and differences
- Practise story language
- Retell the story

### Core language

*Do you like ...?*

Review of food vocabulary and phrases

### Materials

Norton; CD 2; Story Frames Book; Food flashcards (x10); Food text cards; PMB food picture and word cards

### Look in the kit see p25

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

### Play a game

- Use the flashcards and text cards to play a game, e.g. *Flashing a card* (p18).
- Tell your class that in today's story the children are fishing.
- Ask them if they have ever been fishing, and what kinds of things you can catch when you fish.

### CB pp44-45 Activity 3 Listen and follow.

- Look at the story with the pupils and talk about what the story is about: *Who can you see? Who's got the sandwiches?*
- Ask the pupils about the things they have fished out of the river: *What's Titch got? Mr Fixit's got a bicycle wheel!*
- When pupils predict, acknowledge their contributions and recast any L1 words or phrases: *Titch has a fishing rod. Mitch tripped over Titch's foot!*
- Teach the words *fish* and *salad*.
- Play the recording and tell the pupils to listen and follow in their books.



## 2.4

Narrator: The children are fishing.  
 Mr Fixit: I've got lots of things in the kit today!  
 Titch: Oh. I've got a fish. It's big ... it's ...  
 ... a shoe!  
 Poppy: Never mind. Let's have the sandwiches now. Do you want a cheese sandwich?  
 Titch: No thank you. I don't like cheese.  
 Mitch: I like cheese.  
 Bing: Egg for me, please!  
 Narrator: The children like the sandwiches.  
 Children: I like cheese  
 I like eggs  
 I like lettuce  
 On brown bread.  
 Mr Fixit: Oh, no! It's a wheel!  
 Mitch: Never mind, Mr Fixit. Do you want a cheese sandwich?  
 Mr Fixit: Yes, please, Mitch.  
 Narrator: Mitch takes the sandwich to Mr Fixit.  
 Mitch: Here you are. Oh, no!  
 Titch: Look! A fish!  
 Narrator: Now the fish is in the net.  
 Mitch: Do you like fish, Mr Fixit?  
 Mr Fixit: Yes, I love fish.  
 All: Well done, Titch.

- Answer any questions and help the pupils with new words and phrases.
- Tell the pupils to find the rhyme in picture 4.
- Play the rhyme again and think of a suitable action for *I like ...*
- Teach it line by line.
- Practise saying it several times with actions.

### CB p45 Activity 4 Same or different?

- Read the phrases in the speech bubbles with the pupils.
- Ask them to find these phrases in the story and tell you if they are the same or different.
- Correct the phrases when necessary and practise them several times.

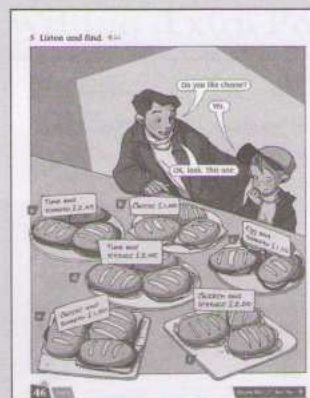
Answers: 1 Same (frame 2), 2 Different (frame 3),  
 3 Same (frame 3), 4 Same (frame 3), 5 Different (frame 8),  
 6 Different (frame 8)

### Retell the story

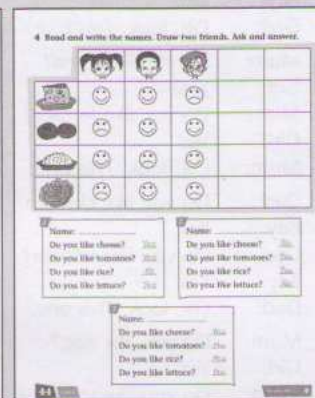
- Listen to the story again encouraging the pupils to join in.
- Use the Story Frames Book to re-tell the story.
- Only say the narrative lines and encourage the pupils to say as much of the dialogue as possible: *Mitch takes the sandwich to Mr Fixit and says ...*
- As you have done before divide the pupils into groups.
- Let each group speak for one character in the story.
- Tell the story again and get each group to say the lines for their character.

## Lesson 4 = Sentences

### Language focus



CB page 46



AB page 44

### Objectives

- Review use of question *Do you like ...?*
- Listen and identify using visual clues
- Read and identify information
- Personalize use of language
- Choose and write

### Core language

Review of food vocabulary and phrases

### Materials

Norton; Food flashcards (x10); Food picture and word cards (PMB pp24-25)

### Look in the kit see p25

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

### Sing a song and review vocabulary

- Play and sing the song *Welcome to the sandwich shop* (Class Book p43 Activity 2, Listening 2.2) again.
- Play a TPR game to review all the food vocabulary pupils are now familiar with.
- Use the phrases *I like (food) / I don't like (food)* again.

### CB p46 Activity 5 Listen and find.

- Look at the picture with the pupils.
- Explain that it is the shop window of a sandwich shop.
- Look at the sandwiches.
- Ask the pupils what is in each one: *Look at sandwich a. What's in the sandwich? Egg and tomato.*
- Ask them to tell you the letters and prices of different sandwiches: *I want a cheese and tomato sandwich. Which letter is it? How much is it?*
- Check that they know how to say the prices: *How much is a tuna and lettuce sandwich? Two pounds forty-five.*
- Tell the pupils to listen to the dialogues and find a suitable sandwich for each child, then say how much each costs.
- Play the first dialogue. Pause after the dialogue and ask the pupils to point to the sandwich and say the price.
- Repeat with the other dialogues.



## 2.5

- 1 Dad: Do you like cheese?  
Boy: Yes.  
Dad: OK, look. This one.
- 2 Mum: Do you like tuna?  
Girl: Yes.  
Mum: Do you like lettuce?  
Girl: Yes.  
Mum: OK, look. This one.
- 3 Dad: Do you like chicken?  
Boy: Yes.  
Dad: Do you like lettuce?  
Boy: Yes.  
Dad: OK, look. This one.
- 4 Mum: Do you like egg?  
Girl: Yes.  
Mum: Do you like tomato?  
Girl: Yes.  
Mum: OK, look. This one.

Answers: 1 b, 2 d, 3 f, 4 c

- After listening review the prices by asking the pupils *How much is a tuna and lettuce sandwich?*

### Focus on language

- Play the first dialogue again.
- Ask the pupils what questions the adult asked: *Do you like ...?*
- Model the questions and get the pupils to repeat them in chorus: *Do you like chicken?*
- Use the flashcards as a prompt and stick them on the board.
- Ask some individual pupils the question and encourage them to reply *Yes* or *No*.
- Let the pupils work in pairs and use their PMB cards.
- Let them practise the question and answer: *Do you like tuna? No ...*
- If pupils wish to add to their answer, e.g. *I don't like (food)* or *I like (food)*, encourage them to do so but don't insist on it.

### AB p44 Activity 4 Read and write the names. Draw two friends. Ask and answer.

- Tell your class that the characters are taking part in a survey about likes and dislikes.
- Ask them who would do such a survey (the canteen, a sandwich shop, someone having a party ... ) and why someone would do it (to find out what foods to buy for the shop / to offer for lunch / to have for a party, etc.).
- Tell them to look at the questions and answers in box one, compare them to the answers in the table, and say who is answering the questions.
- Make sure they understand that ☺ means *I like* and ☹ means *I don't like*.

Answers: 1 Bing 2 Fred 3 Poppy

- Explain that for the second part of the activity they have to ask two of their friends about their likes and dislikes, and fill in the column in the same way.
- They should draw pictures of their friends' faces at the top of each of the two remaining columns in the table.

- You could draw the table on the board, stick flashcards in the first column, and model the activity by letting the pupils ask you questions.

### Likes and dislikes

- Ask the pupils to draw a picture that shows two or three foods they like and two or three foods they don't like.
- If they don't know the words for the foods encourage them to find them in a Picture Dictionary.
- When they have finished they should label each food with a sentence: *I like (food). I don't like (food).*

## Lesson 5

▲ = Story ■ = Words

### Parallel story



AB page 45



AB page 46

### Objectives

- Join in retelling the story
- Create an alternative story
- Listen and identify using food vocabulary

### Core language

Review of all food vocabulary and phrases

### Materials

Norton; Food flashcards from Unit 3, Level 1; Food flashcards from this unit (x10); CD 2; Story Frames Book; Food picture and word cards (PMB pp24–25)

### Look in the kit see p25

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

### Retell the story

- Remind the pupils of the story rhyme and say it together once or twice.
- Take out the Story Frames Book and ask the pupils what they remember of the story. If you have laminated the pages, put them in sequence where the pupils can see them.
- As you have done before when retelling the story:
  - start with questions about what the pupils know: *Who's fishing?*;
  - continue with a summary of each picture prompting and encouraging the pupils to join in: *Poppy is saying 'Never mind. Let's have (pause) ... the sandwiches now. Do you want a (pause) ... cheese sandwich?'*;
  - be ready to recast words and short phrases that the pupils contribute in mother tongue, e.g. *Norton's found a worm!*



### AB p45 Activity 5 Write.

- Make sure the pupils understand what the faces mean.
- Draw three faces on the board to show *I like, I don't like* and *Do you like ...?*
- Put a flashcard next to each one.
- Ask the pupils to 'read' what each pictogram says, e.g. *I like bananas*.
- Write a full sentence next to each one.
- Ask the pupils to look at the pictures in the book and 'read' them aloud, then write the full sentences below the picture clues, using the words in the word bank to help with spellings.

**Answers:** 1 I like eggs. 2 Do you like bananas?  
3 I don't like rice. 4 Do you like tuna? 5 I don't like sardines.  
6 I like sausages. 7 I don't like apples. 8 Do you like bread?  
9 I like chicken.

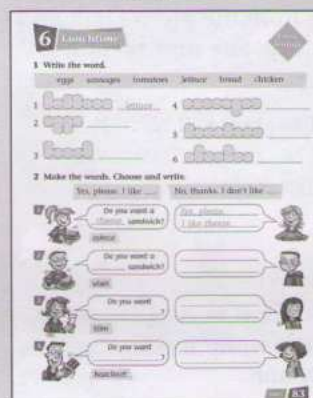
### AB p46 Activity 6 Draw and write. Act.

- Look at the pictures in the Activity Book with your class and tell them they are going to create their own story.
- Explain that in this story the children are fishing and they've taken some sandwiches to eat.
- As in other stories the pupils have to draw pictures and write in the speech bubbles.
- In picture 1 they should draw what Titch has got on her fishing rod, and write what Titch says in the speech bubble choosing from the options at the bottom of the page: *Oh, I've got a (wheel)*.
- In picture 2 they should say the rhyme.
- In picture 3 they should draw what's in Mr Fixit's sandwich, choosing from the options at the bottom of the page, and write the food that is in the sandwich in the speech bubbles: *Do you want a (sausage) sandwich, Mr Fixit? No, I don't like (sausage) sandwiches*.
- In picture 4 they should draw themselves or a friend saying 'Do you like fish, Mr Fixit?', and write what Fred says in the speech bubble: *Well done, (name)*.
- While the pupils are working, go around the class helping them and praising their work.
- If it suits your class, let the pupils form groups of four and choose one of their stories to act out.
- Tell them to decide who is going to be which character and practise acting out the story together.
- When they have finished choose one or two groups to perform their story for the class.

## Lesson 5a (optional)

■ = Words

### Writing (Extra Practice)



AB page 83

### Objectives

- Recognize and identify letter shapes
- Practise spelling of new vocabulary
- Choose and write appropriate phrases

### Core language

Review of food vocabulary and phrases

### Materials

Norton; Food picture and word cards (PMB pp24–25); Food flashcards (x10)

### Look in the kit see p25

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

### Play a game

- Give out the PMB picture and word cards. Let them play a game of *Memory* (p19) in pairs.

### AB p83 Activity 1 Write the word.

- Talk to the pupils about how:
  - words also have shapes;
  - seeing a word's shape can help us remember the word when we're writing.
- Ask them to:
  - look at each word shape and decide which word it is;
  - match the shapes with the words in between the shapes;
  - write the word inside the shape.
- When they finish talk about what parts of the shapes helped them most: *How many letters are there in that word? How many letters are on / above / below the line?*

**Answers:** 1 lettuce, 2 eggs, 3 bread, 4 sausages, 5 tomatoes, 6 chicken

### AB p83 Activity 2 Make the words. Choose and write.

- Explain that:
  - the characters are talking about the sandwiches they like and don't like.
  - someone is asking each character a question about the filling in their sandwich.
- Look at the first example together and use it to show the pupils that they have to:



- sort out the food word in the question and write it in the first speech bubble: *The first word is cheese so you write it here ...*;
- look at the character's face and decide if he / she likes this food or not: *Does she like cheese?*
- choose the appropriate reply from the phrase box and write it in the speech bubble, e.g. She says *Yes please, I like cheese.*

**Answers:** 1 cheese, Yes, please. I like cheese. 2 tuna, No, thanks. I don't like tuna. 3 milk, No, thanks. I don't like milk. 4 chocolate, Yes, please. I like chocolate.

### Play a game

- Play a game of *Active Bingo* (p19).
- Let the pupils write any of the food words they know.
- Remember to take a list of their words as they may use words that are not in this unit.

### Focus on spelling

- Put the flashcards from this unit and a selection of flashcards from previous units around the room. Play a game of *I spy with my little eye ...*

## Lesson 6 ● = Song / Chant

### Learning for life



CB page 47



AB page 47

### Objectives

- Review vocabulary and language of the unit
- Learn about trying different foods
- Join in a song
- Listen and identify using visual clues

### Core language

Review of food vocabulary and phrases

### Materials

Norton; Fixit Game Poster; Food flashcards and text cards (x10); CD 2

### Look in the kit see p25

- 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 flashcards in different ways: food I like / don't like, food that needs to be cooked / food that doesn't / food that's eaten at different times of the day / on different occasions, etc.
- See if the pupils have any other ideas, and organize the flashcards and text cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

### CB p47 Activity 6 Listen and sing the song.

- Tell your class that this song is about a child who is going to eat something new for lunch.
- Talk to the pupils about trying new food.
- Ask them if they try new things or always eat the same: *Do you eat the same thing everyday? Do you eat the same things at each meal?*
- Ask them if they have tried something new recently and liked it.
- Play the song and ask the pupils to listen out for the new food and tell you if the child liked it or not.

### 2.6

Eggs and cheese for lunch today,  
Ah-hum, Ah-hum.

Eggs and cheese for lunch today,  
Ah hum, Ah-hum.

Eggs and cheese for lunch today,  
I'm trying something new today!  
Ah-hum, Ah-hum, Ah-hum.

Can I have a little bit?

Ah-hum, Ah-hum.

Can I have a little bit?

Ah-hum, Ah-hum.

Can I have a little bit?

Look at me, I'm eating it!

Ah-hum, Ah-hum, Ah-hum.

Well, I like eggs and I like cheese,

Ah-hum, Ah-hum.

I like eggs and I like cheese,

Ah-hum, Ah-hum.

I like eggs and I like cheese,

Can I have some more now please?

Ah-hum, Ah-hum, Ah-hum.

- After listening check the answers with your class: *Yes, the child says 'I like eggs and I like cheese'.*
- Tell them to open their books and look at the pictures.
- Teach the repeated lines of each verse, adding appropriate actions.
- Play the song again and encourage the pupils to join in as much as possible.

### AB p47 Activity 7 Listen and number.

- Look at the sets of pictures.
- Ask what the child has for lunch in each one.
- Tell the pupils they have to listen carefully to each dialogue and find the matching picture strips.
- They should number the picture strips according to the recordings.



## 2.7

- 1 Mum: Sardines for lunch today!  
Girl: Sardines? Oh.  
Mum: Now, do you like sardines?  
Girl: Yes ... I like sardines!
- 2 Mum: Lunch time! Chicken and rice for lunch today.  
Boy: Oh, rice. I don't like rice.  
Mum: Now, do you like rice?  
Boy: It's OK!
- 3 Boy: Tuna sandwiches for lunch today. I don't like tuna.  
Oh, I like tuna now!
- 4 Girl: What's for lunch today ... sausages. Hmmm ...  
Mmmm ... I like sausages!
- 5 Mum: Lunch time! Eggs for lunch today.  
Girl: Eggs?  
Mum: Yes.  
Girl: Mmm, I love eggs! Thanks, Mum.

• Check the answers by asking *What's the child got in number 1?*

Answers: 1 c 2 d 3 b 4 e 5 a

### Speaking practice

- Use the pictures in Activity Book p47 Activity 7 as prompts to build up a dialogue.
- Practise it line by line.
- When the pupils are confident let them practise in pairs.
- Encourage them to substitute other food items and vary the dialogue as they wish.
- Ask a few pairs to perform their dialogues for the class.

## Lesson 7 = Words = Other subjects

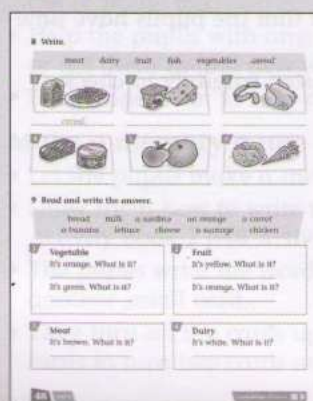
### Learning through English



CB page 48



CB page 49



AB page 48

### Objectives

- Become familiar with food groups vocabulary
- Listen and identify foods and their groups
- Read and identify different foods and food groups
- Recognize and write different food groups
- Use new vocabulary to describe personal choices

### Core language

meat, fish, dairy, fruit, vegetables, cereal

I like dairy. I don't like meat.

Review of food vocabulary and phrases

### Other language

tray

### Materials

Norton; Food groups flashcards: meat, fish, cereal, fruit, vegetables, dairy; Food groups text cards; CD 2; Food category picture and word cards (PMB pp24-25); Scissors

### Look in the kit see p25

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

### Introduce the topic and new vocabulary

- Ask the pupils if they know what different groups of food there are. Discuss them in their own language.
- Use the flashcards to explain the food groups meat, fish, dairy, fruit, vegetables, cereal.
- Say the words and get the pupils to repeat them.



- Show the pupils the text cards one by one. Ask them to read each text card and put it next to its matching flashcard.
- Check the pupils remember the words from Level 1.
- Use flashcards from Level 1 unit 3 to remind them of *milk, yoghurt, apple, banana, orange, carrot*.

#### CB p48 Activity 7 Listen and find. Say.

- Look at the picture with the pupils.
- Say the groups of foods (meat, dairy food, fish, cereal, fruit, vegetables) and ask the pupils to find them with their bookmarks: *Can you see cereal?*
- Say the food items and ask the pupils to find them: *Find an orange ... yes it's in 'Fruit'.*
- Explain that they are going to hear a teacher asking children what group of food each item belongs to. They have to listen and say the group.
- Play the recording.
- Pause after each question so that the pupils have time to answer.
- Make sure the pupils then listen carefully to check when you play the answer.

#### 2.8

- Adult: What's chicken?  
 Child: Meat?  
 Adult: That's right!  
 Adult: What's cheese?  
 Child: Dairy?  
 Adult: Yes!  
 Adult: What's an apple?  
 Child: That's easy. Fruit!  
 Adult: Right!  
 Adult: What's a sardine?  
 Child: Fish?  
 Adult: Yes.  
 Adult: What's a carrot?  
 Child: I know. Vegetable.  
 Adult: Yes, that's right.  
 Adult: What's rice?  
 Child: I don't know. Cereal?  
 Adult: Yes! Well done.

- After listening review the questions by asking the pupils about other items: *What's a sausage?*

#### CB p49 Activity 8 Read and find.

- Look at the pictures with the pupils.
- Ask them what food items they can see in each picture: *What's in this picture?*
- Check they know which food group each belongs to: *What's yoghurt?*
- Read the first sentence with the pupils.
- Ask them to find a picture that would suit the speaker.
- Depending on what suits your class you could repeat this with the other sentences or let the pupils work in pairs to finish the activity.

Answers: 1 d, 2 b, 3 c, 4 a

#### AB p48 Activity 8 Write.

- Explain to the pupils that they have to look at the pictures in each group and decide which food group each food item belongs to.

- The pupils write the food group on the line underneath each item. They can use the word bank for spelling support.
- Do the first with the whole class as an example.

Answers: 1 cereal 2 dairy 3 meat 4 fish 5 fruit  
6 vegetables

#### PMB pp24-25 Make the picture / word cards

- Give out the PMB food groups picture and word cards.
- Let the pupils:
  - colour the picture cards and cut them out;
  - cut out the word cards and match them with the picture cards.
- They can work in pairs or groups of three.
- When they have matched all their cards call out a food and ask the pupils to show you the picture card and the word card for that group.

#### Personal choice

- Write the six food groups on the board.
- Ask the pupils to think of some other foods they eat regularly.
- If they need some new vocabulary either give them the words in English or encourage them to look them up in a Picture Dictionary.
- Ask them to put their chosen foods in the correct food group.
- If they mention something that does not fit in these categories (*lentils, nuts, fizzy drinks*) add another heading, e.g. *Other*.

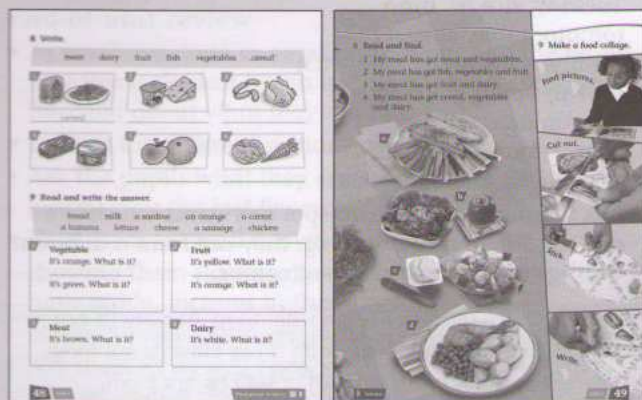
#### Advanced preparation:

You may like to ask the pupils to bring in supermarket leaflets to use when making the food collage in the next lesson.



## Lesson 8 = Other subjects

### Learning through English



AB page 48

CB page 49

#### Objectives

- Review food and food groups vocabulary
- Read and recognize descriptions
- Make a food collage
- Practise ordering and sequencing work
- Make a game by writing new vocabulary

#### Core language

*It's a vegetable. It's orange. What is it?*

Review of food and food groups vocabulary and phrases

#### Materials

Norton; Food groups flashcards (x6); Food flashcards (x10); *Make a food collage* cards (PMB p26); Two small pieces of card per pupil

#### Look in the kit see p25

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

#### Review vocabulary

- Recall the vocabulary from the previous lesson using the flashcards.
- Ask the pupils: *What is (food)?*
- You could turn this into a class quiz with two teams.
- Draw a plate divided into six sections on the board.
- Ask questions to correspond to the six food groups.
- Each time a team gets the correct answer, colour in a section.
- The first team to have their plate completely coloured wins.

#### AB p48 Activity 9 Read and write the answer.

- Explain to the pupils that they are going to read some clues that describe the food in the word box.
- Read the first clue and question with the pupils.
- Give them a little time to think of the answer and then check it.
- Tell the pupils to write the answer in their books.
- Depending on what suits your class you could repeat this with the other clues and questions or let the pupils work in pairs to finish the activity before checking with the whole class.

**Answers:** 1 It's a carrot. It's a lettuce. 2 It's a banana. It's an orange. 3 It's a sausage. 4 It's milk.

#### CB p49 Activity 9 Make a food collage.

- Show your class one of the PMB photocopies and explain what they are going to do.
- Look at the stages in the photos with your class and talk about what is happening in each one.
- Make sure they understand that they have to:
  - find a picture and cut it out or draw a picture: *Can you see the girl looking through the magazine in photo 1? In the next photo she's cutting out the picture;*
  - stick their picture on the food wheel: *She's sticking the picture on the wheel;*
  - write whether they like or dislike the food: *She's writing ...*
- Give out the PMB photocopies and talk about what they should do.
- If the pupils have brought in supermarket leaflets or if you have magazines the pupils can cut the pictures out of these, too.
- Help the pupils with any vocabulary they may need, or get them to find new words in a Picture Dictionary.
- Encourage them to help one another.

#### Make a memory game

- Let the pupils make a memory game.
- Show them how to write mini-definitions like those in Activity Book 2 p48 Activity 9 on a small card.
- The pupils write the word they are defining on another small card.
- They turn all the cards upside down and then take turns to turn two cards over to find matching cards.

## Lesson 8a (optional)

### Learning through English (Extension)

Draw and write:	
Dairy	Fish
I like _____	I like _____
Cereal	Meat
I like _____	I like _____
Fruit	Vegetables
I like _____	I like _____

PMB page 27

#### Objectives

- Review food and food groups vocabulary
- Check understanding of food categories

#### Core language

Review of food and food groups vocabulary

#### Materials

Norton; PMB p27

#### Look in the kit see p25

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



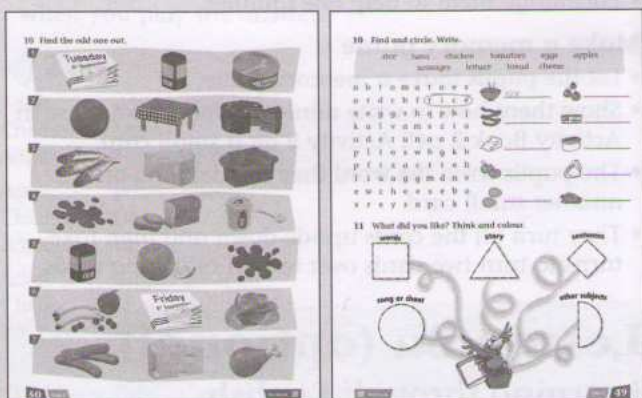
**PMB p27 Draw and write.**

- Copy the basic grid from PMB p27 on the board, including the food category titles but without the writing lines.
- Ask the pupils to tell you their favourite foods. Be prepared to translate any new words.
- If pupils name dishes which are made up of more than one type of food, talk about the food items in the dish and which food groups they all fall into.
- Write and draw pupils' suggestions on the board.
- Then ask the pupils to look at their photocopies.
- Ask them to choose two foods for each category that they like and to draw them in the boxes.
- Then ask the pupils to complete the sentences under their pictures with the names of the foods they have drawn.

## Lesson 9

■ = Words

### Revision



CB page 50

AB page 49

**Objectives**

- Revise the language of the unit
- Practise pronunciation of initial sounds

**Core language**

Review of food vocabulary and phrases

**Materials**

Norton; Food and food groups flashcards (x16); Food and food groups text cards; CD 2

**Look in the kit** see p25

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

**Review vocabulary**

- Use all the flashcards and text cards to play a vocabulary game, e.g. *Memory* (p19).
- Focus on the pronunciation of the words in the unit.
- Ask the pupils to find words that start with the same sound and put them in pairs;
- Ask if they can think of any other words for the words that don't have pairs, e.g. *tomato* ... *What other word starts with /t/?*

**CB p50 Activity 10 Find the odd one out.**

- Before you start this activity check the pupils remember the words which come from other units.
- Ask the pupils to look at the photos in the first line and say what they are.

- Ask which word starts with a different sound.
- Continue like this for each line, working with the whole class, or get the pupils to continue in pairs.  
Tuesday, rice /r/, tuna  
tomato, table, cake /k/  
sardine, cheese /tʃ/, sandwich  
brown, bread, yoghurt /j/  
rice, orange /ɒ/, red  
fruit, Friday, lettuce /l/  
sausage /s/, cheese, chicken
- Ask the pupils if they can spot any items which are odd for different reasons, e.g. they are from a different word group or are a different colour.

**Answers:** 1 rice (does not begin with /t/) or Tuesday (is not food), 2 cake (does not begin with /t/) or table (is not food), 3 cheese (does not begin with /s/) or sofa (is not food), 4 yoghurt (does not begin with /b/ and is not brown) or brown (is not food), 5 orange (does not begin with /r/) or red (is not food), 6 lettuce (does not begin with /f/) or fridge (is not food), 7 sausages (does not begin with /tʃ/) or cheese (is not meat)

**AB p49 Activity 10 Find and circle. Write.**

- Explain that they have to find the food words and circle them.
- The pupils write each word next to its matching picture.
- They should use the word bank to help them check their spellings.
- Make sure they know that in this word search the words are written vertically and horizontally.

**Answers:** rice, sausages, cheese, apples, eggs, tomatoes, tuna, bread, lettuce, chicken

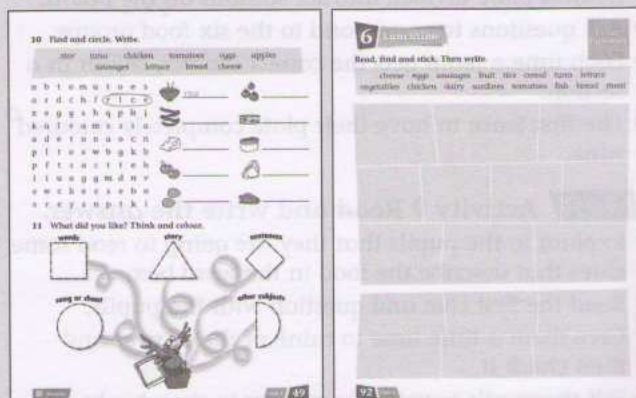
**Sing a song**

- Let the pupils choose a favourite song to sing.

## Lesson 10

■ = Words ● = Song / Chant

▲ = Story ◆ = Sentences ▤ = Other subjects

**Review**

AB page 49

AB page 92

**Objectives**

- Review of Unit 6

**Core language**

Review of food and food groups vocabulary and phrases

**Materials**

Norton; Poster; Character counters; All materials used in Unit 6



### Look in the kit *see p25*

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

### End-of-unit review

- As you have done in other units explain to the pupils that this is the last lesson in Unit 6, so they will be thinking about what they did in the unit.
- 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 by:
  - showing them flashcards, spelling words, 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 and hand out the character counters to a pupil from each group. Remind them how to play *The Fixit Game* (see p38).
- Start with Group 1 and allow each group to take turns on each station until all of the groups have reached the finish. Use Norton to say *Well done!*

### Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organising the words they had learnt.
- Use the flashcards and text cards to revise the small item words and money.
- Talk to the pupils about how they could organize them on the board, e.g. all the food they know in food groups, food they like / food they don't like, food they eat at different times of the day, etc.

### AB p49 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p37).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

### AB p92 Picture Dictionary

- Let the pupils find p92 in their Activity Book and the stickers for Unit 6 and continue with their Picture Dictionary.
- Remind them that they need to read the words in the word bank and find the corresponding stickers, then put the stickers in the correct rectangles and write the words nearby.



The pupils are now ready to sit the Unit 6 test (see p152) and also the Term 2 test (see pages 162–163 for parallel tests A and B).



The pupils are now ready to do the Festival lesson on 'Easter' (see p134) and the Culture lessons on 'Animals from my country' (see p139–140).



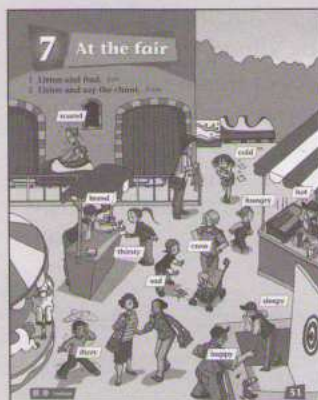
Multimedia extension: you may now like to use the Art 2 section of the DVD.



## Lesson 1

■ = Words ● = Song / Chant

## Introducing vocabulary



CB page 51

## Objectives

- Become familiar with vocabulary for feelings
- Find out more about the characters
- Listen and identify new vocabulary
- Join in a chant

## Core language

dizzy, hungry, thirsty, sleepy, happy, bored, scared, sad, cross

## Materials

Norton; Fixit Game Poster; Character counters; Feelings flashcards: sad, happy, cross, scared, sleepy, hungry, thirsty, bored, dizzy, hot, cold; CD 2; Feelings text cards

## Look in the kit see p25

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

## Unit overview

- Talk to the pupils about feelings. Ask them if they know any words in English for feelings. 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 – feelings  
Chant – *If you're happy*  
Story – *At the fair*  
Sentences – *I'm feeling ...; Are you feeling ...?; Do you feel ...?*  
Song – *Smile at me*  
Words – musical instruments
- 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

- Ask the pupils how they feel on their birthdays: *Pretend it's your birthday. How do you feel?*
- Ask them to think of other feelings and to mime them altogether.

- Use Norton to find the feelings flashcards in the kit and teach the new vocabulary.
- He can say a feelings word and ask the pupils to mime the emotion.

## CB p51 Activity 1 Listen and find.

- Look at the picture with the pupils and talk about it:
- Ask them what they can see: *Titch can see food ... she can see (pause) ... sausages!*
- Ask them to find all the characters: *Where's Mitch? Why is he sad?*
- Tell the pupils to take out their bookmarks and find each character with the bookmark as they listen.
- Play the recording, pausing after each dialogue so the pupils can find the character. Repeat with the remaining dialogues.

## 2.9

- Bing's mum: Look at Bing! Are you OK, Bing?  
Bing: I'm dizzy!  
Server: I'm bored.  
Flo: I'm thirsty. Can I have a drink, please?  
Server: Yes, here you are.  
Titch: Mmm. Sausages. I'm hungry!  
Cook: Phew! And I'm hot!  
Fred: I like ghost trains! Are you OK, Dad?  
Dad: Er ... I'm scared!  
Poppy: Brrr, I'm cold. Hello, Mum.  
Mum: Here you are.  
Mitch: Oops!  
Mitch's mum: Oh, Mitch. Now I'm cross!  
Mitch: And I'm sad!  
Assistant: Oh, I'm sleepy.  
Mr Fixit: Bull's eye! Now I'm very happy!

## CB p51 Activity 2 Listen and say the chant.

- Stick up the flashcards in random order.
- Play the chant and encourage the pupils to point to the flashcards as they hear the feelings mentioned.

## 2.10

If you're happy  
Clap your hands!  
If you're dizzy  
Hold your head!  
If you're cold  
Swing your arms!  
If you're sleepy  
Go to bed!  
If you're sad  
Rub your eyes!  
If you're cross  
Stamp your feet!  
If you're thirsty  
Have a drink!  
If you're hungry  
Eat, eat, eat!

- Play the chant again and ask the pupils to help you order the flashcards.



- Say the chant line by line and think of actions for each line.
- Play the chant again and encourage the pupils to say it and do the actions.

### Match the words

- Put the flashcards on the board and use Norton to:
  - take out the text cards one by one revealing the words slowly;
  - ask the pupils to guess the word.
- Let them put the text cards next to the matching flashcards.
- Encourage the pupils to:
  - read words by looking at the first letters, the length of the word and the consonants;
  - tell you which are long words and which are short words.
- Clap the syllables of the words and ask the pupils to guess which ones they could be.
- Remind them not to sound out the individual letters.
- Pay special attention to *scared* /skeəd/ and *bored* /bɔ:d/ which end in '-ed'.
- Make sure the pupils do not add an extra syllable.
- Show them that the word *excited* ends in '-ted' so that is an extra syllable. /ik'saɪtɪd/

### Act a feeling

- Let the pupils get into pairs or small groups and choose different mini dialogues from Class Book p51 Activity 1.
- Let them practise a mini dialogue with suitable expressions and actions.
- When they've practised let them perform the dialogues for the class.

## Lesson 2 = Words

### Practising vocabulary



AB page 50



AB page 51

### Objectives

- Review feelings vocabulary
- Listen and identify feelings
- Read and recognize feelings
- Practise writing feelings vocabulary

### Core language

Review of feelings vocabulary and phrases

### Materials

Norton; CD 2; Class Book; Feelings flashcards (x11); Feelings text cards; Feelings picture and word cards (PMB pp28–29); Scissors

### Look in the kit see p25

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

### Say the chant and review vocabulary

- Ask the pupils if they remember any of the words from the chant in Lesson 1.
- Play the chant again and encourage the pupils to join in and do the actions (Listening 2.10).
- Review vocabulary by playing the following game with the flashcards and the text cards.
- Give the pupils either a text card or a flashcard.
- Ask all the pupils to:
  - stand up and mime the feeling on their card;
  - look round the class while they are miming;
  - find the other child who is miming the same feeling.
- When they find their partner they can stick their cards next to one another on the board.

### AB p50 Activity 1 Listen and number.

- Look at the pictures with the pupils.
- Ask them about each one: *What's this one? What's the matter here?*
- Tell them to listen to the recording and find the feeling.
- Explain that they should put the number in the box by the appropriate face.
- Play the recording pausing after each mini dialogue to give the pupils time to write the number.



## 2.11

- 1 Adult: Scared.
- 2 Adult: Thirsty.
- 3 Adult: Sleepy.
- 4 Adult: Hungry.
- 5 Adult: Cross.
- 6 Adult: Dizzy.
- 7 Adult: Sad.
- 8 Adult: Happy!

- When they finish check by asking your class to:
  - pretend to be the pupils with these different feelings;
  - answer the questions: *Number six – what's the matter?*

Answers: 1 c, 2 f, 3 d, 4 e, 5 b, 6 h, 7 a, 8 g

### AB p50 Activity 2 Read and colour.

- Tell the pupils to get out their crayons or coloured pencils and that they will need eight different colours.
- Call out the eight colours and ask the pupils to hold them up: *Show me pink ... Who's got brown? Good!*
- Explain that they have to read the sentences and find the matching face: *Can you see a sleepy face?*
- When they find each face they put a dot of colour on that face: *Just put a dot of pink on the face ...*
- Do the first one together and continue the activity by working together as a whole class or letting the pupils work in pairs before checking with the whole class.
- When the pupils have matched the correct faces and colours to the sentences, ask them to colour the pictures completely.
- When they finish you could ask them if they think these are the 'right' colours for these feelings: *Is yellow a happy colour?* Ask them if they think others are better.

### AB p51 Activity 3 Write.

- Ask your class to look at the photos of the pupils and think about what each child is saying: *I'm dizzy.*
- Tell your class they have to write sentences under each photo. They should start each sentence with *I'm* and then add a word from the word box.

Answers: 1 I'm sad. 2 I'm happy. 3 I'm scared.  
4 I'm thirsty. 5 I'm bored. 6 I'm sleepy. 7 I'm dizzy.

### PMB pp28–29 Make the picture / word cards

- Give out the photocopies of the feelings picture and word cards.
- Tell the pupils to colour the pictures and cut them out, then cut out the word cards and match them to the pictures.
- Let the pupils play a game of *Snap* in pairs.
- When they finish you could ask pupils to put their cards in an envelope, and write their name and the topic on the outside.

### Spelling focus

- If you have time play a spelling game with the new words.
- Start spelling one of the words and encourage the pupils to guess which one it is.
- The pupils could then play this 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
- Retell the story

### Core language

Are you ...?; No I'm ...

Review of feeling vocabulary and phrases

### Materials

Norton; Feelings flashcards (x11); Feelings text cards; CD 2; Story Frames Book

### Look in the kit see p25

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

### Play a game

- Use Norton to take what you need out of the kit.
- Use the flashcards and text cards to play a game, e.g. *Uncovering a card* (p18).
- Vary the game like this:
  - give out the text cards so that pupils can share them (e.g. one text card to a pair or threesome);
  - start to reveal a flashcard little by little, or use a covering card with a small hole in it;
  - encourage the pupils with the matching word to stand up and show their word to the class.

### CB pp52–53 Activity 3 Listen and follow.

- Look at the story with the pupils and talk about:
  - the characters in the story: *Who can you see? What has (character) got?;*
  - where the story takes place: *Where are they?*
- Encourage them to name everything they can see and tell you what they think is happening: *How many characters can you see? Is (character) happy / sad?*
- When pupils predict, acknowledge their contributions and recast any L1 words or phrases: *They've got some candy floss ... Mr Fixit has a bouncy castle in his kit!*
- Play the recording and tell the pupils to follow in their books.



## 2.12

Narrator: The children are at the fair.  
Bing: I love fairs!  
Poppy: Me, too. Do you like fairs, Mitch?  
Mitch: No.

Narrator: The children are happy.  
All except Mitch: Music, hot dogs  
Rides and fun  
Something here  
For everyone

Narrator: Mitch isn't happy.  
Fred: This is great!  
Mitch: I'm dizzy! I don't like this!

Narrator: Mitch isn't happy at all.  
Poppy: Are you hungry?  
Flo: Are you thirsty?  
Mitch: No. I don't like fairs!

Narrator: Now Mitch is very, very scared.  
Bing: Wow! It's fantastic!  
Titch: Ooh – brilliant!  
Mitch: Oh, no. I'm scared! I don't like this!

Narrator: Mr Fixit has got an idea.  
Mr Fixit: Look in the kit, Mitch.

Narrator: Mitch opens the kit.  
Norton: Wow!  
Mitch: Oh, look!

Narrator: Now everyone is happy.  
Norton: Are you happy now, Mitch?  
Mitch: Yes, I love this. Thank you, Mr Fixit! It's great!

- Answer any questions and help the pupils with new words and phrases or anything they don't understand.
- Play the rhyme again.
- Teach it to the pupils line by line and practise it two or three times in chorus.

### CB p53 Activity 4 Find and say who.

- Read the speech bubbles and ask the pupils to find them in the story and tell you who says each one.
- Practise the phrases in chorus.

Answers: 1 Poppy (frame 1), 2 Mitch (frame 3),  
3 Mitch (frame 8), 4 Bing (frame 5), 5 Mitch (frame 4),  
6 Fred (frame 8)

### Retell the story

- Listen to the story again encouraging the pupils to join in.
- Use the Story Frames Book to re-tell the story.
- Only say the narrative lines and encourage the pupils to say as much of the dialogue as possible: *Mitch is very very scared ... he says ... oh no! (pause) ... I don't like fairs!*

## Lesson 4 = Sentences

### Language focus



CB page 54



AB page 52

### Objectives

- Review use of questions and statements about feelings
- Listen and identify using visual clues
- Read and identify using visual clues
- Perform a role play

### Core language

Review of feelings vocabulary and phrases

### Materials

Norton; CD 2; Feelings flashcards (x11); Feelings text cards; Feelings picture and word cards (PMB pp28–29)

### Look in the kit see p25

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

### Review vocabulary

- Play and say the chant *If you're happy* (Class Book p51 Activity 2, Listening 2.10) again and do the actions.
- Play a game of Snap (p20) with the flashcards.
- Play it by sticking one flashcard at a time on the board and showing the pupils the text cards one after another.
- Encourage the pupils to say *Snap* when the flashcard and the text card match.

### CB p54 Activity 5 Listen and say the number.

- Look at the cartoon strips with the pupils.
- Ask them about the children in each one.
- Look at number 1: *Is he happy? What's the matter?*
- Tell the pupils they have to listen to the dialogues and find the matching cartoon strip.
- Play the first dialogue.
- Ask the pupils to show you the matching cartoon strip and then listen and follow the dialogue when you play it again.
- Repeat with the other recordings.

## 2.13

- 1 Dad: What's the matter? Are you sleepy?  
Boy: No, I'm hungry.  
Dad: Here. Eat this.  
Boy: Thanks.



- 2 Dad: What's the matter? Are you bored?  
 Boy: No, I'm hot and thirsty.  
 Dad: Here you are. Drink this.  
 Boy: Thanks.
- 3 Mum: What's the matter? Are you thirsty?  
 Boy: No, I'm bored.  
 Mum: Here you are. Read this.  
 Boy: Thanks.
- 4 Grandma: What's the matter? Are you scared?  
 Boy: No, I'm cold.  
 Grandma: Here. Wear this.  
 Boy: Thanks.

Answers: 1 1, 2 4, 3 2, 4 3

### Language focus

- Play the first two lines of each dialogue again.
- Ask the pupils to repeat what they hear.
- Practise these two lines from the dialogues in chorus.
- Use the flashcards to prompt the questions and answers.
- Hold up one flashcard for the question and a different one for the answer.
- Let the pupils use their picture cards and practise these two line dialogues in pairs.
- When your class have practised write the question *Are you hungry?* and the answer *No, I'm tired.* on the board so the pupils can see the written form.

### AB p52 Activity 4 Read and match.

- Look at the pictures and explain to your class that these pictures are in two parts.
- Tell them that they have to read each part with speech bubbles and find the matching picture part. Then they write the same number in the box next to the matching picture.
- Do the first one together and continue the activity by working together as a whole class or letting the pupils work in pairs before checking with the whole class.

Answers: 1 c, 2 d, 3 a, 4 b

### Role play

- Tell the pupils that they are going to do some acting.
- Play the first dialogue in Class Book p54 Activity 5 (Listening 2.13) again pausing after each line.
- Ask the pupils what they hear and correct them if necessary.
- Practise each line in chorus.
- Use flashcards or draw some picture prompts on the board for each line.
- When the pupils have practised each line divide the class into two and practise the dialogue.
- Encourage them to use different emotions and find different solutions if they want to: *Are you sleepy? No I'm sad ... Take this (card, present).*
- Finally ask the pupils to work in pairs and practise performing one dialogue.
- Ask some pairs to perform their role plays for the whole group.

## Lesson 5

▲ = Story ■ = Words

### Parallel story



AB page 53



AB page 54

### Objectives

- Join in retelling the story
- Create an alternative story
- Identify and write using visual clues

### Core language

Review of feeling vocabulary and phrases

### Materials

Norton; Feelings flashcards (x11); CD 2; Story Frames Book; Feelings picture and word cards (PMB pp28–29)

### Look in the kit see p25

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

### Review vocabulary

- Review the vocabulary by playing a game of *Flashing a card* (p18) with the text cards.
- Flash a text card quickly and ask the pupils to tell you what it is.

### Retell the story

- Remind the pupils of the story rhyme and say it together once or twice.
- Take out the Story Frames Book and ask the pupils what they remember of the story. If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.
- As you have done before when retelling the story, start with questions about what the pupils know: *Who's at the fair? How does (character) feel?*
- Continue with a summary of each picture, prompting and encouraging the pupils to join in: *Fred says ... (pause) This is great ... Mitch says ... (pause) I'm dizzy!*
- Be ready to recast words and short phrases that the pupils contribute in mother tongue ..., e.g. *Mitch doesn't like the rides with a lot of spinning ... and he doesn't like the ferris wheel ... and he really doesn't like the roller coaster ...*

### AB p53 Activity 5 Write.

- Do this activity orally with the pupils.
- Explain that they have to look at the speech bubble next to each head to see what the children are saying.
- Make sure they are aware of the question mark after the space in each dialogue.



- Point out that in English there is only a question mark at the end of the sentence.
- When you have done the activity orally tell the pupils to complete the writing lines.

Answers: 1 Are you dizzy? 2 Are you sad? 3 Are you cross?  
4 Are you hungry? 5 Are you bored? 6 Are you happy?

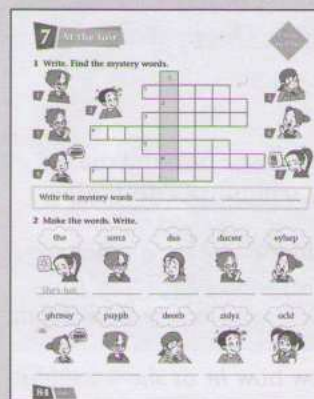
#### AB p54 Activity 6 Draw and write. Act.

- Look at the pictures with your class and as in previous units tell them they are going to write a story.
- Explain that just as in the story they read the children are at the fair.
- Talk about each picture and who the characters are: *Who's in this picture?*
- Ask them how the children feel: *Is Flo happy?*
- Discuss what the characters are saying: *What's the matter with Mitch? What's he saying?*
- Explain that in picture 1 they should choose Mitch's reply from the options at the bottom of the page, e.g. *No, I'm (scared).*
- In picture 2:
  - make sure the pupils understand that Flo and Mitch are on a scary ride;
  - establish that Mitch says *I'm scared / dizzy / bored.*
- In picture 3:
  - explain that the children are at a food and drink stall;
  - make sure the pupils know that they say the rhyme here.
- In picture 4 ask the pupils to:
  - suggest and draw Mr Fixit's solution. Accept their contributions and be ready to recast what they suggest ... *slides, swings, etc.*;
  - write what Mitch says: *I'm (happy) now!*
- While the pupils are working go around the class helping them and praising their work.
- If it suits your class let the pupils work in groups of three and choose one of their stories to act out.
- Tell them to decide who is going to be which character and practise acting out the story together.
- Ask the groups who want to act out their mini-plays to perform them for the class.

## Lesson 5a (optional)

■ = Words

### Writing (Extra practice)



AB page 84

#### Objectives

- Become familiar with sound and letter correlation
- Spell vocabulary and write dialogues using visual clues

#### Core language

Review of feelings vocabulary and phrases

#### Materials

Norton; Feelings picture and word cards (PMB pp28–29); Feelings flashcards (x9); Character flashcards (x8)

#### Look in the kit see p25

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

#### Play a game

- Use some sets of the pupils' feelings picture and word cards to play *Whispers* (p19).

#### AB p84 Activity 1 Write. Find the mystery words.

- Show the pupils the crossword.
- Remind them of other crosswords they've done, and explain that:
  - the pictures are the clues: *Look at picture number 1. Yes, happy;*
  - the words are written across the boxes;
  - there are two mystery words written down the middle in the shaded boxes.
- Tell them:
  - that there are no picture clues for the mystery words;
  - to check the spelling of the words using their word cards.
- When the pupils have finished, use Norton to:
  - do the crossword on the board using the flashcards;
  - ask the pupils to help him by telling him what to write.

Answers: 1 happy, 2 dizzy, 3 scared, 4 hungry, 5 bored, 6 sleepy, 7 thirsty

The mystery words are *sad* and *cross*.

#### AB p84 Activity 2 Make the words. Write.

- Tell the pupils that they have to:
  - look at the pictures of the characters;



- sort out the mixed up spelling of the feelings word;
- write how the character is feeling using *He's* or *She's*.
- The first one is done as an example. As Flo is a girl the answer is *She's hot*.

Answers: Line 1 – *She's hot. He's cross. She's sad. He's scared. She's sleepy.* Line 2 – *She's hungry. He's happy. He's bored. He's dizzy. She's cold.*

### Play a game

- Let the pupils use the feelings flashcards and the characters flashcards to play a game of *Pass the ball* (p19).
- Place each set of flashcards face down on a table. When the music stops tell the pupils to:
  - pick one flashcard from each set but not to show them to anyone;
  - mime the character and show how *he* or *she* is feeling.
- The rest of the group have to guess who the character is and how he or she is feeling.

### Puppet play

- Show the pupils how to make a finger puppet.
- Make a tube of paper that fits over your finger.
- Tell the pupils to draw a face on their puppet. They can use the emoticons in Activity Book p52 Activity 4 as a guide.
- When they are ready tell them to work in pairs and use their puppets with the mini dialogue:  
Pupil 1: *What's the matter? Are you (hungry)?*  
Pupil 2: (speaking for puppet): *No, I'm (tired), etc.*

## Lesson 6 ● = Song / Chant

### Learning for life



CB page 55



AB page 55

#### Objectives

- Review vocabulary and language of the unit
- Learn about recognising and dealing with emotions
- Join in a song
- Listen and identify using visual clues

#### Core language

Review of feelings vocabulary and phrases

#### Other language

*smile, hold*

#### Materials

Norton; Fixit Game Poster; Feelings flashcards (x11); Feelings text cards; CD 2

### Look in the kit see p25

- 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 flashcards in different ways: feelings connected to your body / feelings that are only in your mind, feelings you have everyday / feelings you have now and then, etc. Avoid labelling feelings positive and negative.
- See if the pupils have any other ideas, and organize the flashcards and text cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

### CB p55 Activity 6 Listen and sing the song.

- Before you listen to the song, talk to the pupils about how we know about other people's feelings, and what people's body language and their tone of voice tell us about how they feel.
- Ask them what we can do if someone feels sad.
- Repeat with other emotions.
- Remind them of what Mr Fixit did for Mitch in the story.
- Talk about how we all have emotional ups and downs, and how good friends try to make their friends feel better if they are sad, scared, etc.
- Play the song and ask the pupils which emotions they heard (sad, bored, cross, scared).
- Ask them to look at the picture and find the pairs of people for each verse of the song.

### 2.14

Smile at me when I feel sad,  
I feel sad,  
I feel sad,  
Smile at me when I feel sad,  
Now I feel better.

Play with me when I feel bored,  
I feel bored,  
I feel bored,  
Play with me when I feel bored,  
Now I feel better.

Talk to me when I feel cross,  
I feel cross,  
I feel cross,  
Talk to me when I feel cross,  
Now I feel better.

Hold my hand when I feel scared,  
I feel scared,  
I feel scared,  
Hold my hand when I feel scared,  
Now I feel better.

- Play the song again and let the pupils look at the pictures in their book while they listen. Ask them what a good friend can do in each case: *She can hold my hand ... talk to me ...*



- Teach the song line by line.
- Ask the pupils to help you add appropriate actions.
- Then play the song again and encourage the pupils to join in with the words and actions.

### AB p55 Activity 7 Listen and find. Then listen and number.

- Let the pupils look at the pictures and talk about them: *She's happy with her present. She's got a doll.*
- Explain that they have to:
  - listen to some sounds and find the picture that matches the sounds they hear;
  - say how the person is feeling.
- Play the recording and pause after the sound effects to let the pupils find the picture.
- Let the pupils:
  - listen to the second part of the dialogue;
  - put the correct number in the box in the corner of the picture.
- Continue to do this with all the dialogues.

### 2.15

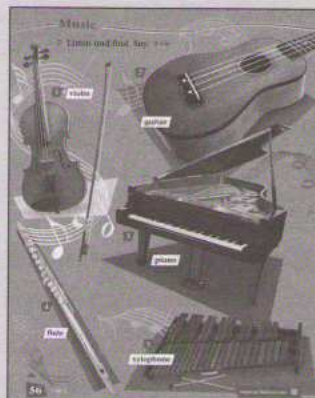
- Sound of ball smashing window**  
 Girl: Oh no! Sorry. Are you cross?  
 Dad: Yes!
- Sound of television**  
 Boy: I'm sleepy. Is it bedtime, Dad?  
 Dad: Yes! Goodnight!
- Sound of fridge door opening and rustling**  
 Girl: Mum ...?  
 Mum: Yes? Are you hungry?  
 Girl: Yes. Can I have a sandwich?
- Sound of presents being unwrapped**  
 Girl: Look, Dad. I've got a doll!  
 Dad: Good! Are you happy?  
 Girl: Yes!
- Sound of dog barking**  
 Boy: Oh, I'm scared.
- Sound of child running and panting**  
 Girl: Oh I'm hot.  
 Mum: Are you thirsty?  
 Girl: Yes!  
 Mum: Here's a drink.  
 Girl: Thank you!

Answers: 1, 3, 5, 2, 6, 4

- After listening talk about the pictures again.
- Encourage your class to tell you:
  - how the children feel;
  - what they say: *This boy doesn't like dogs ... he says (pause) 'I'm scared'.*

## Lesson 7 = Words = Other subjects

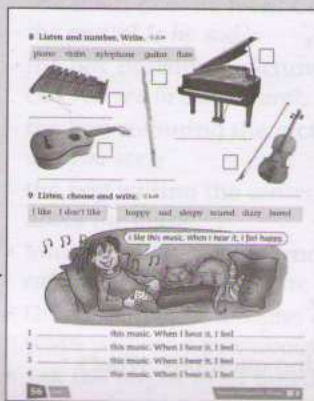
### Learning through English



CB page 56



CB page 57



AB page 56

### Objectives

- Become familiar with vocabulary for musical instruments
- Listen and identify musical instruments
- Read and recognize from a description
- Listen and associate feelings and music

### Core language

violin, piano, trumpet, xylophone, guitar

Review of musical instrument vocabulary and phrases

### Materials

Norton; Music flashcards: violin, flute, guitar, xylophone, piano; Music text cards; CD 2; PMB music picture and word cards (pp28–29); Scissors

### Look in the kit see p25

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

### Introduce the topic and new vocabulary

- Remind the pupils that they have been working with words for feelings in this unit.
- Ask them what it is that makes them feel happy, sad, etc., e.g. *the weather, a picture*. Mention music if the pupils don't, and talk about how music can make you feel different things.
- Tell them that in the next two lessons they are going to learn the names of some musical instruments, and listen to some music that makes them feel different emotions.



- Use the flashcards to teach the names of the musical instruments and practise the words in chorus.
- Ask the pupils if they play any instruments and teach those words too.
- Show the pupils the text cards and read them together.
- Ask them to match them to the picture cards.

### CB p56 Activity 7 Listen and find. Say.

- Look at the instruments.
- Check that the pupils know the names of each one.
- Play the recording. Pause after each piece of music.
- Tell the pupils to listen and say which instrument they hear in each case.

### 2.16

- Adult: Listen, what's this?  
*Xylophone playing a scale.*  
Child: It's a xylophone.
  - Adult: Listen, what's this?  
*Guitar playing a scale.*  
Child: It's a guitar.
  - Adult: Listen, what's this?  
*Violin playing a scale.*  
Child: It's a violin.
  - Adult: Listen, what's this?  
*Flute playing a scale.*  
Child: It's a flute.
  - Adult: Listen, what's this?  
*Piano playing a scale.*  
Child: It's a piano.
- After listening check by asking questions. *What's number three?*

### CB p57 Activity 8 Read, listen and find.

- Tell the pupils they are going to hear some more music. The music makes the people in the pictures feel different ways.
- Ask them what the person is saying in each picture: *What's he saying? Is he tired?*
- Play the first piece of music and ask the pupils which instrument they hear: *What can you hear? Can you hear a (instrument)?*
- Read the first sentence with the pupils.
- Ask them which is the correct photo for the first piece of music: *Can you see a sleepy person? Is she sleepy?*
- Continue like this with the other four pieces of music.

### 2.17

- Excerpt from *Gymnopedie No. 1*, Eric Satie
  - Excerpt from *The flight of the bumble bee*, Rimsky Korsakov
  - Excerpt from *Greensleeves*, Anonymous
  - Excerpt from *Rondo No 8*, Mozart
  - Excerpt from *Night on the Bare Mountain*, Mussorgsky
- When you finish the activity:
    - play the music again;
    - ask the pupils how they feel when they hear it. *Listen. Do you feel sad? How do you feel?*
  - You could also play some more music and ask the pupils to identify the instruments and talk about how the music makes them feel.

### Teaching tip

You could tell the pupils who composed these pieces of music and where they lived.

### AB p56 Activity 8 Listen and number. Write.

- Ask the pupils to tell you the name of the instrument in each picture.
- Tell them that they have to:
  - listen and number the pictures as they hear the instrument;
  - copy the words from the word bank under the matching picture.

### 2.18

- Guitar playing 'London's Burning'
- Piano playing
- Flute playing
- Xylophone playing
- Violin playing

### PMB p28–29 Make the picture / word cards

- Give out the musical instrument picture and word cards (PMB pp28–29).
- Let the pupils:
  - colour the picture cards and cut them out;
  - cut out the word cards and match them with the picture cards.

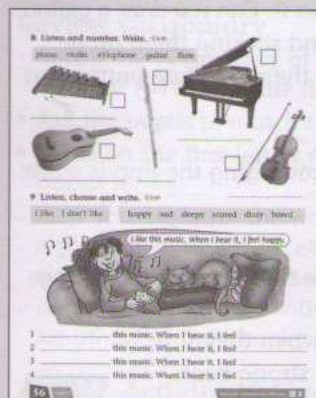
### Play a miming game

- Mime playing an instrument and ask the pupils to:
  - say what instrument is in English;
  - find the corresponding PMB word card and hold it up.
- When they understand what to do, let different pupils do the mime.
- Let the pupils play in pairs.



# Lesson 8 = Other subjects

## Learning through English



AB page 56

### Objectives

- Review music and feelings vocabulary
- Listen and write a description
- Make a picture as a personal response to music
- Practise ordering and sequencing work

### Core language

Review of musical instrument and feelings vocabulary and phrases

### Materials

Norton; Music flashcards (x5); Music text cards; CD 2; Scissors; Music picture frame (PMB p30)

### Look in the kit see p25

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

### Review vocabulary

- Recall vocabulary by playing *Memory* (p19) with the flashcards and the text cards.
- Play a game of *Norton says* (p18) using instruments: *Norton says play the piano!*

### AB p56 Activity 9 Listen, choose and write.

- Tell your class that they are going to listen to some music.
- Talk about how music makes them feel: *Do you feel happy / sad / scared?*
- Explain that they are going to listen to four pieces of music.
- Look at the word boxes in the activity and make sure they understand that they have to:
  - copy a phrase from the first box to say if they like the music or not;
  - choose a word from the second box to say how the music makes them feel.
- Explain that they will not need to use all of the words in the second box.
- Tell the pupils they can:
  - close their eyes when they're listening to the music;
  - tell you how they feel after they listen: *How do you feel?*
- Play the first piece of music and talk to the pupils about it.
- Let them complete the first sentences with their personal responses.
- Repeat this with the other pieces of music.



CB page 57

## 2.19

- 1 Extract from *Violin Concerto in E Minor*, Mendelssohn
- 2 Extract from *Next*, Goulstone
- 3 Extract from *Blistering Boogie*, Kupferman
- 4 Extract from *Night on the Bare Mountain*, Mussorgsky

### CB p57 Activity 9 Draw a picture.

- Explain that they are going to:
  - listen to a piece of music from Activity Book p56 Activity 9 again;
  - draw a picture that shows how it makes them feel;
  - write one or two sentences about the picture they drew.
- Look at the photos of the craft activity stages with the pupils.
- Talk about:
  - the boy listening to the music in the first photo and ask them how he feels: *Can you see the boy listening to the music? Is he sad?*;
  - the boy drawing a picture in the second photo: *What can you see in the picture?*;
  - the boy colouring the picture in photo 3: *What colours can you see?*;
  - the boy writing the sentences in photo 4. *He's writing about the music ...*
- Make sure they know what materials they will need: *coloured pencils or crayons, scissors.*
- Give out the photocopies of the music picture frames (PMB p30) and talk about what they should do.
- Ask the pupils to sit quietly with their eyes closed and think of colours and shapes as they listen to the music.
- Play the music of your choice once while the pupils are listening quietly (Listening 2.19). When it finishes play it again and ask the pupils to start drawing and colouring.
- While the pupils are working go around the classroom helping and praising them.
- Remind them that they can also colour the frame of their picture.
- If possible, display the pictures in the classroom and encourage the pupils to talk about them.
- Repeat for another of the musical extracts if you have time.

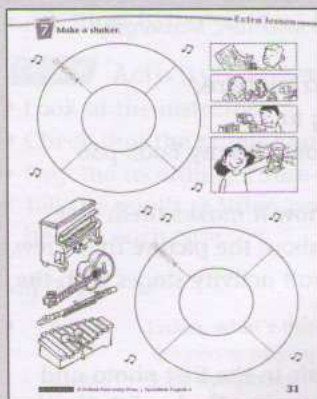
### Advanced preparation:

If you are going to use the optional lesson 8a you could ask the pupils to bring in a cardboard roll from inside some household paper, e.g. kitchen paper, tinfoil, etc. If you have time, prepare two shakers and use different material inside each one.



# Lesson 8a (optional)

## Learning through English (Extension)



PMB page 31

### Objectives

Review language pupils are familiar with  
Join in talking about music  
Make a shaker  
Use a shaker to keep time

### Core language

Review of musical instrument vocabulary and phrases

### Other language

shaker, loud, soft, beat

### Materials

Norton; Make a shaker templates (PMB p31) and a ready-made shaker(s) following the template; Safe materials for inside shakers, e.g. rice, dry beans, dry cereals, macaroni, etc. (allow a small handful for each child); CD 2

### Look in the kit see p25

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

### Play a game

- Use some sets of the pupils' picture and word cards to play a game, e.g. Whispers (p19).

### PMB p31 Make a shaker.

- Show the pupils your completed shaker(s) and teach them the word *shaker*.
- Ask the pupils to guess what makes the sound inside, e.g. *rice, dry beans, dry cereals, macaroni*, etc.
- Teach them the words *beat, loud* and *soft*.
- Ask pupils to describe the sounds they hear: *Is it a loud sound?*
- Look at the photocopies and explain that they have to:
  - colour and cut out the ends for their shaker: *This piece goes on this end and this piece goes on the other end ...;*
  - cut along the dotted lines - being careful not to go beyond the dots: *Just cut where the dots are ...;*
  - put some different materials into their shaker: *Do you like a loud sound? / a soft sound?*
- Show them and tell them how to:
  - put the glue around the top of the roll: *Put the glue around this part here ...;*
  - carefully stick down the cut parts of the ends: *Go slowly and stick down all the pieces you've cut.*

- Ask the pupils to tell you what would happen if they didn't cut the ends.
- They could also decorate their shaker by:
  - drawing some instruments on it: *Can you draw a guitar?;*
  - cutting out some pictures and sticking them on it;
  - sticking pictures all around the roll before putting on the ends.
- Give out the photocopies.
- Go around helping and encouraging the pupils while they make their shakers.

### Play some music

- When the pupils have made their shakers encourage them to use them.
- Let them use their shakers when they:
  - listen to some music with a strong beat;
  - sing their favourite songs from this book.
- They could also play a circle game.
- Ask them to hold their shakers and make a circle, and chant the following verse:
 

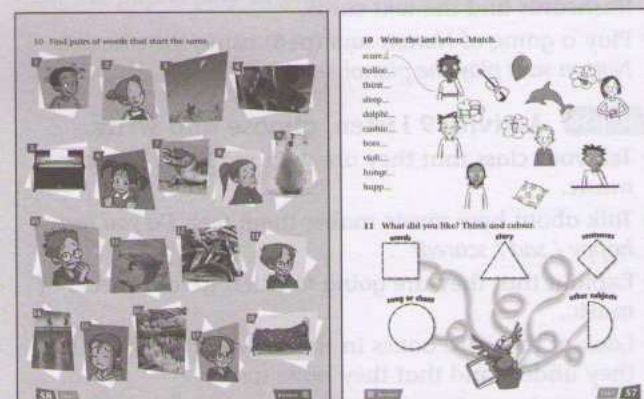
If you've got a shaker,  
a shaker, a shaker ...  
if you've got a shaker,  
pass it on now!
- They should:
  - pass the shaker they've got to the child to their right after each verse;
  - continue until they get their own shaker back again.

### Sing a song

- Let the pupils choose a favourite song to sing from all the units done so far and use their shakers as an accompaniment.

## Lesson 9 = Words

### Revision



CB page 58

AB page 57

### Objectives

- Revise the language of the unit
- Practise pronunciation of initial sounds

### Core language

Review of feelings and musical instrument vocabulary and phrases

### Materials

Norton; Feelings and musical instrument flashcards (x16); Feelings and musical instrument text cards



Look in the kit see p25

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

### Review vocabulary

- Recall the vocabulary of the unit by playing *What's missing?* (p19) with the flashcards.
- Ask the pupils to match the text cards to the flashcards.
- Focus on the first letters of each word and ask the pupils to:
  - help you organize the words from this unit in alphabetical order: So 'excited' is number 1 because it starts with 'e' ... what's next?;
  - find words that start with the same sound and to look for others in their books.

### CB p58 Activity 10 Find pairs of words that start the same.

- Before you start this activity check the pupils remember the words which come from other units: *dolphin, kite, skateboard, bed, sardine, penguin, crocodile, vegetables*.
- Ask the pupils to say all the words on the page aloud.
- Say *dizzy* and ask the pupils to find another word which starts the same. *Dolphin ... Yes ... dolphin*.
- Continue like this working together as a whole class or let the pupils work in pairs before checking with the whole class.

Answers: dizzy (1) – dolphin (11), happy (13) – hungry (2), kite (3) – cold (6), skateboard (4) – scared (10), piano (5) – penguin (9), crocodile (7) – cross (17), bored (8) – bed (18), sardines (12) – sad (15), violin (14) – vegetables (16)

### AB p57 Activity 10 Write the last letters. Match.

- Tell the pupils they are going to focus on the last letter in the words for a change.
- Ask them to look at:
  - the words on the left hand side and notice that the last letter is missing;
  - the pictures on the right and say what each one is.
- Tell them they have to:
  - find the matching picture for each word;
  - say the word out loud and write in the missing letter.
- Point out that the last letter in *dizzy, hungry, thirsty* and *happy* is an /i/ sound, but is written with the letter 'y'.

Answers: scared, balloon, thirsty, sleepy, dolphin, cushion, bored, violin, hungry, happy

### Sing a song

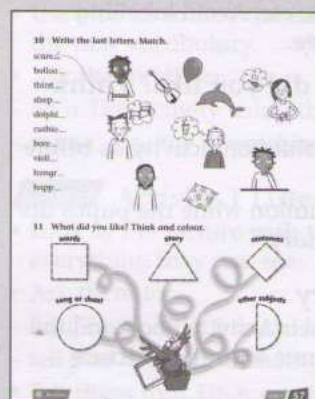
- Ask the pupils to choose the song they would like to sing again.

## Lesson 10

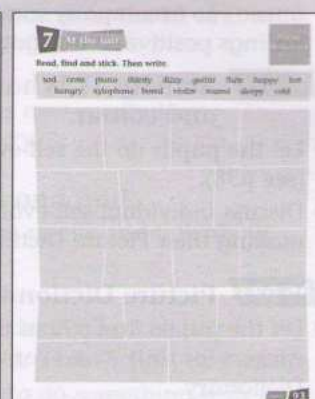
■ = Words ● = Song / Chant

▲ = Story ◆ = Sentences ▽ = Other subjects

### Review



AB page 57



CB page 93

### Objectives

- Review of Unit 7
- Add vocabulary to the Picture Dictionary

### Core language

Review of family and people vocabulary and phrases

### Materials

Norton; Fixit Game Poster; Character counters; All materials used in Unit 7

Look in the kit see p25

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

### End-of-unit review

- Explain to the pupils that this is the last lesson in Unit 7, so they will be thinking about what they did in the unit.
- 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 by:
  - showing them flashcards, spelling words, 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 and hand out the character counters to a pupil from each group. Remind them how to play *The Fixit Game* (see p37§).
- Start with Group 1 and allow each group to take turns on each station until all of the groups have reached the finish. Use Norton to say *Well done!*

### Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organising the words they had learnt.
- Use the flashcards and text cards to revise the vocabulary for feelings and music.



- Talk to the pupils about how they could organize them on the board, e.g. feelings you have every day / feelings you have now and then, musical instruments you play using only your hands or with other parts of the body, musical instruments that are good for dance music / to accompany songs, etc. Avoid labelling feelings positive and negative.

### AB p57 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p38).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

### AB p93 Picture Dictionary

- Let the pupils find p93 in their Activity Book and the stickers for Unit 7 and continue with their Picture Dictionary.
- Remind them that they need to read the words in the word bank and find the corresponding stickers, then put the stickers in the correct rectangles and write the words nearby.



The pupils are now ready to sit the Unit 7 test (see p154).



## At home

■ = Words   ● = Song / Chant

## Introducing vocabulary



CB page 59

## Objectives

- Become familiar with vocabulary for indoor activities
- Find out more about the characters
- Listen and identify new vocabulary
- Join in a chant

### Core language

watch TV, play on the computer, do your homework, make a model, cook, paint, sleep, do a puzzle, play a game, read a comic

### Review of house vocabulary and phrases

## Materials

Norton; Fixit Game Poster; Indoor activities flashcards: *cook, sleep, paint, watch TV, play a game, do a puzzle, play on the computer, make a model, read, do my homework, read a comic*; Bookmarks; Indoor activities text cards; CD 2

Look in the kit *see p25*

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

## Unit overview

- Talk to the pupils about activities they do at home. Ask them if they know any words in English for these activities. 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 – indoor activities  
 Chant – *Paint a picture*  
 Story – *Norton to the rescue*  
 Sentences – *What are you (verb)+ing?; I'm (verb)+ing.*  
 Song – *Oh, I'm lying on the sofa*  
 Words – water

### Introduce the topic and the new vocabulary

- Ask them what kind of things they do at home after school or at the weekends.

- Use Norton to find the flashcards in the kit and teach the new vocabulary.
- Ask the pupils to:
  - do a TPR activity using this new vocabulary;
  - mime, e.g. *You're watching TV*.

**CB p59** Activity 1 Listen and find.

- Look at the picture with the pupils and talk about everything they can see.
- Ask them to:
  - find Titch: *Is Titch in the kitchen? Where is she?*;
  - tell you how she is feeling: *Is Titch (happy / sad, etc.)?*
- Tell them that Titch wants to do something with the other people in the house: *Titch wants to play with someone.*
- Explain that they have to:
  - listen to the recording;
  - use their bookmarks to find the other characters;
  - tell you the name of the person Titch talks to.
- Play the introduction and the first mini-dialogue.
- Pause and ask the pupils *Who's Titch talking to?*
- Repeat this with the other dialogues.

•)) 2.20

Titch: I'm bored. I don't like football.  
Dad: Well, go and play a game!  
Titch: Hello, Bing! Can I read a book with you?  
Bing: No Titch, you can't!  
Titch: Oh, OK.  
Titch: Can I make a model with you, Fred?  
Fred: No, Titch. Go away.  
Titch: Hey, Norton! Can I sleep here too?  
Norton: No!  
Titch: OK.  
Titch: Hello, Poppy. Can I play on the computer?  
Poppy: No, Titch, sorry. It's my turn.  
Titch: Oh.  
Titch: Flo?  
Flo: Yes, Titch?  
Titch: Can I do my homework with you?  
Flo: No, Titch, you can't!  
Titch: Oh, OK.  
Titch: Hello, Mum! Can I cook with you?  
Mum: Sorry, Titch, you can't!  
Titch: Oh, OK.  
Titch: Hello, Mr Fixit! Can I paint with you?  
Mr Fixit: Sorry, Titch, you can't!  
Titch: Oh, OK. Bye!  
Titch: Hey Mitch! Can I do a puzzle with you?  
Mitch: No Titch, you can't!  
Titch: Oh, please, Mitch.  
Mitch: Oh, stop it, Titch!  
Titch: What can I do?  
Titch: Can I watch TV with you, Dad?  
Dad: Come on, Titch. It's a good game!  
Titch: I like football now!

- After listening talk about:
  - what Titch asks: *Can I cook with you / play on the computer, etc.;*
  - what the other characters say: *No you can't ...*



**CB p59 Activity 2 Listen and say the chant.**

- Put the flashcards in random order where the pupils can see them.
- Play the chant and encourage the pupils to point to the flashcards as they hear the activities mentioned.

**2.21**

Paint a picture!

Read a book!

Play on the computer!

Help Mum cook!

Make a model!

Watch TV!

Do a puzzle!

Play with me!

- Play the chant again and ask the pupils to help you order the flashcards.
- Say the chant line by line and think of actions for each line.
- Play the chant again and encourage the pupils to say it and do the actions.

**Match the words**

- Put the flashcards on the board.
- Use Norton to take out the text cards one by one.
- Help the pupils read the words and put the text cards next to the matching flashcards.
- Focus on the first sounds of each verb.
- Ask the pupils to tell you which are long words and which are short words.
- Clap the syllables of the words and ask the pupils to guess which ones they could be.

**Speaking practice**

- Focus on the questions and answers in the mini-dialogues: *Can I (read you book) with you? No Titch, you can't.*
- Tell the pupils to choose a dialogue they like and prepare a mime of it.
- When they are ready, let the pairs show their mimes to the class, and let the class guess the dialogue.

**Lesson 2** = Words**Practising vocabulary**

AB page 58



AB page 59

**Objectives**

- Review indoor activities vocabulary
- Listen and identify indoor activities
- Read and recognize from visual clues
- Write new vocabulary

**Core language**

Review of indoor activities vocabulary and phrases

**Materials**

Norton; CD 2; Indoor activities flashcards (x10); Indoor activities text cards; Indoor activities picture and word cards (PMB pp32-33); Scissors

**Look in the kit** see p25

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

**Review vocabulary**

- Play and say the *Paint a picture* chant (Class Book Activity 2, Listening 2.21) again.
- Check the pupils remember the names of the indoor activities from the previous lesson.
- Play a game of *Snap* (p20) with the flashcards and the text cards (this version was also played in Unit 5).
- Stick one flashcard on the board.
- Use Norton to:
  - show the pupils the word cards one by one;
  - ask the pupils to say *Snap* when they see the activity that matches the flashcard.
- Do this until all the cards are matched.

**AB p58 Activity 1 Listen and number.**

- Look at the pictures and explain that Flo and Fred are deciding what to do together: *Look, there are books ... so they can do their homework ... and here's some paint and paper ... they can paint ...*
- Tell the pupils that they are going to listen to Flo and Fred talking and number the pictures.
- Check that your class remember all the words.
- Play the first recording.
- Pause so that your class has time to number the activity.
- Repeat with the other recordings.



## 2.22

- 1 Come on, let's play on the computer.
  - 2 Come on, let's play a game.
  - 3 Come on, let's cook with Dad.
  - 4 Come on, let's do our homework.
  - 5 Come on, let's do a puzzle.
  - 6 Come on, let's make a model.
  - 7 Come on, let's watch TV.
  - 8 Come on, let's paint a picture.
- Check when you finish by asking *What is number 2?*

### AB p58 Activity 2 Read and match.

- Look at the pictures with the pupils: *What can you see?*
- Make sure they understand that:
  - Titch is bored: *Is she happy? How does she feel?*
  - the adult is suggesting things Titch can do: *What can she do?*
- Explain that they have to:
  - read the sentences and find the matching activity;
  - draw a line from the sentence to the picture.
- Do the first one together and continue the activity by working together as a whole class or letting the pupils work in pairs before checking with the whole class.

Answers: 1 e, 2 c, 3 a, 4 g, 5 f, 6 h, 7 d, 8 b

### AB p59 Activity 3 Write.

- Look at the pictures with the pupils and check they know the words / phrases for each activity: *What's he / she got? Is she / he painting?*
- Tell them they have to:
  - write the correct phrase or word on the lines under the pictures;
  - use the word bank to help them with their spelling.

Answers: 1 do my homework, 2 sleep, 3 paint a picture, 4 make a model, 5 play a game, 6 do a puzzle, 7 cook, 8 watch TV

### PMB pp32–33 Make the picture / word cards

- Give out the photocopies of the picture and word cards.
- Tell the pupils to:
  - colour the pictures and cut them out;
  - cut out the word cards and match them to the pictures.
- Let the pupils play a game of *Snap* (p20) in pairs.
- When they finish you could ask pupils to put their cards in an envelope, and write their name and the topic on the outside.

### Spelling focus

- If you have time, play a spelling game with the new words.
- Ask the pupils to make a big circle.
- Play some music and pass around a ball. When the music stops the pupil 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, or from several piles in the middle of the circle) and say what it is.

- The pupil with the flashcard holds it up and chooses another pupile to spell the word. If the pupil spells the word correctly he / she takes the flashcard and keeps it in front of him / her.
- Play resumes until all of the flashcards have been used.
- Once a pupil has a flashcard they cannot be asked to spell another word, to ensure as many pupils as possible have a turn at spelling.
- An alternative would be for the whole class to spell the word.

## Lesson 3 ▲ = Story

### Story



CB page 60



AB page 61

### Objectives

- Predict from visual clues
- Listen to a story
- Join in a rhyme
- Read and recognize similarities and differences

### Core language

*What are you doing?; I'm (verb)+-ing*

Review of indoor activities vocabulary and phrases

### Other language

*hole, fix*

### Materials

Norton; CD 2; Indoor activities flashcards (x10); Indoor activities text cards; Indoor activities picture cards and word cards (PMB pp32–33); Story Frames Book

### Look in the kit *see p25*

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

### Play a game

- Tell the pupils they are going to listen to a story later in this lesson.
- Use the word cards to play a game of *Norton says* (p18).
- Explain to the pupils that they have to:
  - read the word card that is held up;
  - do the action if you and Norton are both holding the card;
  - stand still if Norton is not holding the card with you.



# CB pp60–61 Activity 3 Listen and follow.

- Look at the story with the pupils and talk about:
  - the characters in the story: *Who can you see? What are they doing?*
  - where the story takes place: *Where's (character)?*
- Teach the word *hole*.
- Encourage them to name everything they can see and tell you what they think is happening: *What's the matter with Norton? He's flying through the house ... Norton finds Mr Fixit ...*
- As pupils talk about the story, acknowledge their contributions and recast any L1 words or phrases: *The water is coming through the roof ... the hole is in the bathroom ...*
- Play the recording and tell the pupils to follow it in their books.

## 2.23

- [1] Narrator: It's raining. It's raining hard.  
Norton: Oh, no! A hole!
- [2] Narrator: Norton goes to Flo. She's busy.  
Norton: Look! Look!  
Flo: Go away, Norton. I'm busy. I'm reading.
- [3] Narrator: Norton goes to Fred. He's busy.  
Norton: Look, look!  
Fred: I'm doing my homework. Go away!
- [4] Narrator: Oh, no! Look at the hole now!  
Norton: It's raining! It's raining!  
It's raining a lot!  
Stop raining! Stop raining!  
Stop! Stop! STOP!
- [5] Narrator: Norton goes to Titch. She's busy.  
Titch: Stop that, Norton. I'm painting.
- [6] Narrator: Norton finds Mr Fixit.  
Mr Fixit: Oh, no!
- [7] Narrator: Mr Fixit can help.  
Mr Fixit: What's in the kit today?
- [8] Narrator: Now the hole is fixed and now Norton is busy.  
Titch: Look, Norton, look!  
Norton: I'm busy. I'm swimming!

- Answer any questions and help the pupils with new words and phrases.
- Play the rhyme again and decide on suitable actions.
- Teach the rhyme to the pupils line by line doing the actions.
- Practise it a few times.

# CB p61 Activity 4 Same or different?

- Read the phrases in the speech bubbles with the pupils.
- Ask them to find these phrases in the story and tell you if they are the same or different.
- Correct the phrases when necessary and practise them several times.

Answers: 1 Different (frame 1), 2 Same (frame 2),  
3 Different (frame 5), 4 Different (frame 7),  
5 Different (frame 8), 6 Different (frame 8)

## Retell the story

- Listen to the story again encouraging the pupils to join in.
- Use the Story Frames Book to retell the story.
- Only say the narrative lines and encourage the pupils to say as much of the dialogue as possible: *Mr Fixit can help. He says (pause) 'What's in the kit today?'*

# Lesson 4 = Sentences

## Language focus

5 Listen and find. Say the letter. 4:00

4 Read and answer. Write the names. 4:00

Peppa Titch Fred Norton Mr Bing Mimi Mr Hall

- I'm sleeping on the sofa. Who am I? Mr Hall
- I'm watching TV. Who am I? Mr Hall
- I'm doing a puzzle. Who am I? Mr Hall
- I'm reading a book. Who am I? Mr Hall
- I'm playing on the computer. Who am I? Mr Hall
- I'm making a model. Who am I? Mr Hall
- I'm doing my homework. Who am I? Mr Hall
- I'm painting. Who am I? Mr Hall

CB page 62

AB page 60

## Objectives

- Review use of *I'm ...-ing*
- Listen and identify using visual clues
- Read and identify using visual clues

## Core language

Review of indoor activities vocabulary and phrases

## Materials

Norton; Indoor activities flashcards (x10); House flashcards from IE Level 1; Selection of flashcards from other units; Indoor activities picture and word cards (PMB pp32–33)

## Look in the kit see p25

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

## Say a chant

- Play and say the *Paint a picture* chant (Class Book p59 Activity 2, Listening 2.21) again and encourage the pupils to do the actions.

# CB p62 Activity 5 Listen and find. Say the letter.

- Look at the pictures with the pupils and ask some questions about them: *Who can you see? Where is he / she? What is he / she doing?*
- Explain that:
  - they are going to hear five dialogues;
  - each dialogue uses one picture from the left and one from the right;
  - they have to find the two pictures that go with each dialogue.
- Play the first dialogue.
- Ask the pupils to point to the two pictures.
- Repeat with the other dialogues.

## 2.24

- 1 Mum: Come and help! I'm in the garden.  
Fred: I can't.  
Mum: Why not? What are you doing?  
Fred: I'm doing my homework.  
Mum: Oh, OK.
- 2 Mum: Come and help! I'm in the kitchen.  
Flo: I can't.  
Mum: Why not? What are you doing?  
Flo: I'm making a model.  
Mum: Well stop!



- 3 Mum: Come and help! I'm in the bathroom.  
Titch: I can't.  
Mum: Why not? What are you doing?  
Titch: I'm painting.  
Mum: Well stop!
- 4 Mum: Come and help! I'm in the living room.  
Flo: I can't.  
Mum: Why not? What are you doing?  
Flo: I'm washing my face.  
Mum: Oh, OK!
- 5 Mum: Come and help! I'm in the garage.  
Dad: I can't.  
Mum: Why not? What are you doing?  
Dad: I'm reading.  
Mum: Well stop!

Answers: 1 c, 2 e, 3 a, 4 b, 5 d

- Ask the pupils about the excuses Mum accepts and the ones she doesn't: *Why does Mum say 'Oh, OK.' sometimes and 'Well stop!' other times?*

### Focus on language

- Play the first dialogue again.
- Focus on the lines *What are you doing? I'm doing my homework.*
- Write the answer on the board and point out the *-ing* ending on the verb.
- Practice the *-ing* form of the verbs before moving onto using it in full sentences.
- Remember that the *-ing* ending of the word is not stressed, e.g. *I'm doing my homework.*
- Use the flashcards and elicit different responses to the question.
- You could model this with Norton first, e.g.  
Norton: *What are you doing?*  
Teacher (holding the flashcard): *I'm reading a book.*
- Put the flashcards in a line on the board and ask the pupils *What are you doing?*
- Point to different flashcards to elicit a reply.
- Make sure the pupils use *I'm (verb)+ing* when they answer.

### AB p60 Activity 4 Read and answer. Write the names.

- Look at the picture with the pupils and find each character: *Where's (character)?*
- Explain that in the sentences under the picture each character says what he or she is doing.
- Ask your class to read the sentences and find the character and say who it is: *'I'm sleeping on the sofa.'* That's Flo ...
- Tell them to write the character's name on the writing line using the word box to check spelling.
- Do the first one together and then let the pupils work in pairs before checking with the whole class.

Answers: 1 Flo 2 Titch 3 Norton 4 Bing 5 Poppy  
6 Mitch 7 Fred 8 Mr Fixit

### Role play

- Tell the pupils that they are going to do some acting.
- Play the second dialogue of Class Book p62 Activity 5, Listening 2.24, again. Pause after each line and ask the pupils to reproduce it.
- Divide the class into two groups and practise the dialogue again. Encourage pupils to use actions and gestures to

help them remember the dialogue. Use the flashcards to help pupils remember the room and activity.

- Put the pupils in pairs and get them to practise the dialogue. Encourage them to use different rooms and activities in lines 1 and 4.

Mum: Come and help! I'm in the kitchen.  
Flo: I can't.  
Mum: Why not? What are you doing?  
Flo: I'm making a model.  
Mum: Well stop!

- After practising encourage some of the pairs to act out the original dialogue and then their chosen adaptation for the rest of class.

### Language focus TPR

- Do some TPR activities using other verbs the pupils know in the present continuous.
- Say the action first and ask the pupils to mime it, e.g. *I'm running. I'm jumping*, etc.

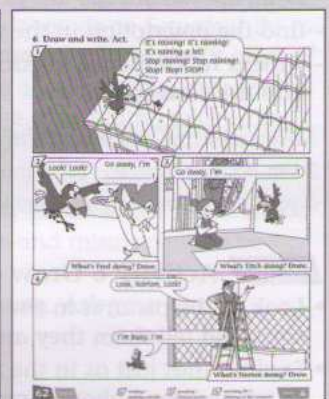
## Lesson 5

▲ = Story ■ = Words

### Parallel story



AB page 61



AB page 62

### Objectives

- Join in retelling the story
- Create an alternative story
- Listen and identify using indoor activities vocabulary

### Core language

Review of indoor activities vocabulary and phrases

### Materials

Norton; CD 2; Story Frames Book

### Look in the kit see p25

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

### Play a game and say the chant

- Explain to the pupils that they are going to play a miming game.
- Ask them to get into pairs.
- The first child has to think of an action and mime it.
- The second child should ask *What are you doing?*
- The first child can then say what he / she is doing: *I'm (action verb)+ing.*
- Remind the pupils of the chant *Paint a picture* from Class Book p59 Activity 2 and practise it once or twice.



- Take out the Story Frames Book and ask the pupils what they remember of the story. If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.
- As you have done before when retelling the story:
  - start with questions about what the pupils know: *What's the weather like? Is it sunny? What's Norton doing?;*
  - continue with a summary of each picture prompting and encouraging the pupils to join in: *Where's Poppy? What's Fred doing? So Fred says to Norton (pause) Go away Norton ...*
- Be ready to recast words and short phrases that the pupils contribute in L1, e.g. *Norton's got splashes of paint on his feathers!*

- Ask the pupils to examine the pictures carefully and say what is happening in each one: *She's got a book ...*
- Explain that they should:
  - pretend they are doing the actions in the pictures: *What are you doing?;*
  - find the description in the word box;
  - write a full sentence in each speech bubble, using *I'm* and the correct activity.

- Look at the pictures in the Activity Book with your class and tell them they are going to write a story.
- Explain that just as in the main story Norton is trying to tell everyone about a problem.
- Explain that as in other stories they have to draw pictures and write in the speech bubbles.
- In picture 1 they should say Norton's rhyme.
- In picture 2 they should:
  - draw Fred reading or making a model.
  - write what Fred says in the speech bubble: *Go away, I'm (making a model)*
- In picture 3 they should:
  - draw what Titch is doing from the options at the bottom of the page.
  - write what Titch says in the speech bubble: *Go away, I'm (doing a puzzle!)*
- In picture 4 they should:
  - draw what Norton is doing;
  - write Norton's reply: *I'm (watching TV!)*
- Remind them that they can copy the phrases they need from the sentences in AB p60 Activity 4.
- While the pupils are working go around the class helping them and praising their work.
- If it suits your class let the pupils form groups of four and choose one of their stories to act out.
- Give them time to prepare.
- Tell them to decide who is going to be which character and practise acting out the story together.
- Ask the groups who want to show their mini-plays to perform them for the class.

**8** M Home

1 Write. Find the mystery activity.

Write the mystery activity

2 Make the words. Write.

*I'm reading.*

- a chair
- to change TV
- change a battery
- A message
- important
- empty

114 Unit 8



**AB p85 Activity 2 Make the words. Write.**

- Explain that:
  - the pictures on the left show the characters doing different activities;
  - the characters are all saying *I'm* + the activities they're doing;
  - the action verbs are jumbled.
- Ask the pupils to:
  - sort out the activities;
  - use *I'm* and write each activity in the speech bubble.

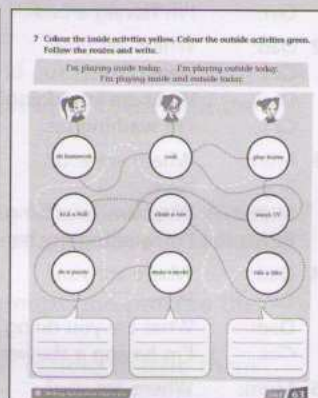
Answers: 1 I'm reading. 2 I'm watching TV. 3 I'm doing a puzzle. 4 I'm cooking. 5 I'm painting. 6 I'm flying.

**Play some language games**

- Use all the verb flashcards that you have from this unit and previous units (i.e. all of the indoor activities, outdoor activities, children's games and water flashcards (except *litre*).
- Play a game of *Pass the ball* (p19).
- When the music stops, the child with the ball should:
  - take one flashcard but not show it to anyone;
  - mime the action on the flashcard and mime the phrase, e.g. *I'm running*.
- The rest of the class have to guess what he's / she's doing and saying.
- If you have time play a game of *Active Bingo* (p19) using the same vocabulary as the pupils used in *Pass the ball*.
- Ask them to write *I'm (verb)+ing* on a piece of paper.
- Remember to note down what they've written before beginning the game.

**Lesson 6** ● = Song / Chant**Learning for life**

CB page 63



AB page 63

**Objectives**

- Review vocabulary and language of the unit
- Learn about making choices about what to play
- Join in a song
- Listen and identify using visual clues
- Read and write activities that fit specific criteria

**Core language**

Review of indoor activities vocabulary and phrases

**Materials**

Norton; Fixit Game Poster; Indoor activities flashcards (x10); Indoor activities text cards; CD 2

**Look in the kit** see p25

- 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 flashcards in different ways: actions they like / don't like, activities that require a lot of movement / that don't require much physical movement, alphabetically, good excuses / bad excuses, easy to remember / hard to remember, etc.
- See if the pupils have any other ideas, and organize the flashcards and text cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

**CB p63 Activity 6 Listen and sing the song.**

- Before you listen to the song ask the pupils what they do at the weekends: *What do you do on Saturday? Do you like riding your bike? What can you play when it's raining?*
- Talk about the importance of varying the different kinds of activities they do, e.g. watching television, playing computer games and other activities like reading, painting or playing football, etc.
- Ask the pupils why it is important to have a balance.
- Talk about how our bodies and minds need to be active to grow.
- Play the first verse of the song. Ask your class:
  - what actions they hear;
  - how the children feel;
  - to find the corresponding pictures in their books.
- Repeat for the other two verses.

**2.25**

Oh, I'm lying on the sofa.  
I'm sitting in the sun.  
I'm bored of doing nothing.  
Let's go out and have some fun!

Oh, I'm running in the garden.  
I'm climbing up a tree.  
I'm hungry and I'm thirsty.  
Let's go and have our tea!

Oh, I'm painting lots of pictures.  
I'm playing with my kite.  
I'm sleepy and it's bedtime.  
Let's go to bed – goodnight!

- Teach the song line by line and ask the pupils to suggest appropriate actions.
- Play the song again and encourage the pupils to join in with the words and actions.

**AB p63 Activity 7 Colour the inside activities yellow. Colour the outside activities green. Follow the routes and write.**

- Talk to the pupils about what actions you can do inside and outside: *Can you throw a frisbee in the house? Do you like cooking outside?*
- Explain that the actions you usually do inside should be coloured yellow and those you usually do outside should be coloured green.



- Ask the pupils to follow the routes and write sentences about the activities.

Answers: 1 Flo – I'm playing inside today. 2 Fred – I'm playing inside and outside today. 3 Titch – I'm playing outside today.

### Optional activity

- Make a collage showing indoor and outdoor activities.
- Ask each child to draw pictures of two actions, and write a sentence about each of them.
- Let the pupils arrange the activities in groups.
- Use the collage to talk about all the different things they can do besides watch TV and play computer games.

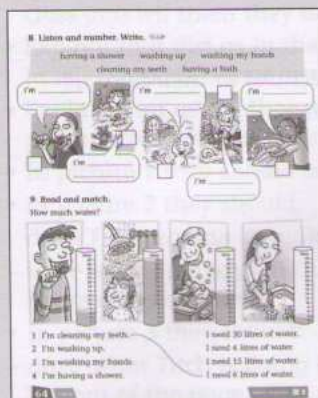
## Lesson 7 ■ = Words ■ = Other subjects

### Learning through English



CB page 64

CB page 65



AB page 64

### Objectives

- Become familiar with water vocabulary
- Listen and identify water activities
- Read and work out correct amounts of water

### Core language

wash your hands, have a shower, wash up, clean your teeth, have a bath

Review of water vocabulary and phrases

### Other language

bucket, bottle

### Materials

Norton; Story Frames Book; Water flashcards and text cards: wash my hands, have a shower, wash up, clean my teeth, have a bath, litre; CD 2; an empty one-litre water bottle; Scissors; two rooms flashcards from Level 1: (kitchen and bathroom)

### Look in the kit see p25

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

### Introduce the topic and new vocabulary

- Show pupils the last Story Frames Book picture and ask the pupils what Norton's doing: *What's Norton doing in the water? Is he washing his feet?* Focus on the word wash and ask the pupils what else we wash. Mime some of the actions: *I'm washing my (hands / face / hair, etc.)*
- Talk to the pupils about:
  - the other things we do with water: *We drink water / cook with water;*
  - how important water is in our lives and how much water we use;
  - the importance of saving water and how many people in the world haven't got enough water.
- Tell the pupils they are going to learn the English for some things they use water for at home.
- Use the flashcards to present the vocabulary and put them on the board.
- Hold up the text cards and encourage the pupils to read them and put them next to the matching flashcard.

### CB pp64–65 Activity 7 Listen and find. Say.

- Look at the photos and make sure the pupils know the words for each one.
- Tell the pupils to listen to the recording and find the matching photo.
- Play the recording, pausing after each dialogue for the pupils to find the picture.

### 2.26

- Mum: Where are you?  
Girl: Here.  
Mum: What are you doing?  
Girl: I'm having a bath.
- Dad: Where are you?  
Girl: Here.  
Dad: What are you doing?  
Girl: I'm washing up.
- Mum: Where are you?  
Boy: Here.  
Mum: What are you doing?  
Boy: I'm washing my hands.
- Dad: Where are you?  
Girl: Here.  
Dad: What are you doing?  
Girl: I'm having a shower.
- Mum: Where are you?  
Boy: Here.  
Mum: What are you doing?  
Boy: I'm cleaning my teeth.

- After listening check by asking questions, e.g. *What's the child in number 4 saying?*

Answers: 1 d, 2 c, 3 e, 4 a, 5 b

### CB pp64–65 Activity 8 Read, look and say.

- Look at the bottle of water on page 64 and teach the word *bottle*.
- Point out that the bottle holds one litre of water.
- Use a real water bottle to help the pupils visualise this volume of water.



- Ask the pupils to guess how much water each action uses.
- Don't tell them if their guesses are right or wrong.
- Explain that:
  - they can find the right answers by reading the sentences under the pictures;
  - they should look for a picture where the same amount of water is used: *How much water do you use in number 1?*
- Ask them to say what activity uses that much water: *How much water do you use when you have a shower?*
- Talk about how we can save water: *When the water's running, you use lots more water ...*

Answers: 1 cleaning my teeth, 2 having a shower, 3 having a bath, 4 washing my hands, 5 washing up

#### AB p64 Activity 8 Listen and number. Write.

- Look at the pictures and make sure the pupils can say what's happening in each one.
- Play the recording and ask the pupils to:
  - listen to the sounds in each one: *Listen. What's this?*
  - number the corresponding picture: *Now number the picture.*

#### 2.27

- 1 Boy: I'm having a bath.
  - 2 Girl: I'm washing up.
  - 3 Boy: I'm having a shower.
  - 4 Girl: I'm cleaning my teeth.
  - 5 Girl: I'm washing my hands.
- After listening ask the pupils to:
    - complete the sentences in the speech bubbles. *Here you can say 'I'm (action verb)';*
    - use the phrase box to help them.

#### PMB p32–33 Make the picture / word cards

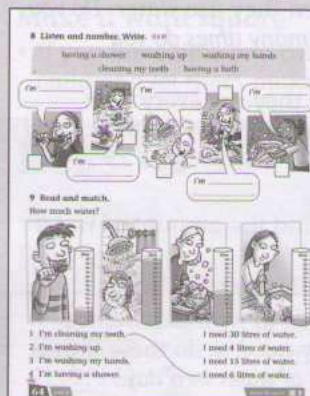
- Give out the water picture and word cards.
- Let the pupils:
  - colour the picture cards and cut them out;
  - cut out the word cards and match them with the picture cards.

#### Speaking practice

- Play the second dialogue in Class Book p64 Activity 7 again and help the pupils to reproduce it (Listening 2.26).
- Divide the class into two groups and practise the dialogue again.
- Encourage the pupils to use actions to help them remember the dialogue.
- Put the kitchen and bathroom flashcards on the board to help activity association.
- Ask the pupils to work in pairs and practise this dialogue or a variation.
- Encourage them to point to the appropriate room and mime their activity.
- After practising encourage some of the pairs to act out the original dialogue or any variation they like.

## Lesson 8 = Other subjects

### Learning through English



AB page 64



CB page 65

#### Objectives

- Review vocabulary
- Make a water meter
- Practise ordering and sequencing work

#### Core language

Review of water vocabulary and phrases

#### Materials

Norton; Water picture and word cards (PMB pp32–33); Water meter cards (PMB p34); CD 2

#### Look in the kit see p25

- 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' picture cards and word cards to play *Whispers* (p19).
- Ask the pupils to say *I'm + (action verb)* for the whispered message, e.g. *I'm having a shower ...*

#### AB p64 Activity 9 Read and match.

- Look at the pictures and ask the pupils to tell you how much water each activity uses: *I'm cleaning my teeth ... so I need (pause) 6 litres of water.*
- Encourage the pupils to give you the measurement in bottles (1 litre): *How much water is that? How many bottles?*
- Look at the columns of questions and answers under the pictures.
- Explain to the pupils that they have to match them. Read the first question together and give the pupils time to find the answer.
- Continue the activity by:
  - working together as a whole class;
  - letting the pupils work in pairs before checking with the whole class.

Answers: 1 I need 6 litres of water. 2 I need 15 litres of water. 3 I need 4 litres of water. 4 I need 30 litres of water.

#### CB p65 Activity 9 Make a water meter.

- Look at one of the water meter cards (PMB p34) with your class and explain that they are going to show their water use in two different ways.



- Talk about what is happening at each stage and look at the photos of the pupil doing the activity.
- Explain that first of all they have to:
  - look at the grid and tick when they use water: *Do you take a shower every day? How many times do you (activity)?*;
  - add up the amount of water they use every day: *Washing your hands three times is 4 + 4 + 4 litres ... and then if you take a shower ...*
- Ask them to:
  - look at the water tank and find the amount of water they have used, e.g. 54l;
  - colour that amount of water in the tank.
- Finally explain that they have to write a sentence saying how much water they need to do these things everyday, e.g. *I need 54 litres of water in a day.*
- Give out the PMB water meter photocopies and help individual pupils complete their grids and graphs.

### Sing a song

- Let the pupils choose the song they would like to sing.

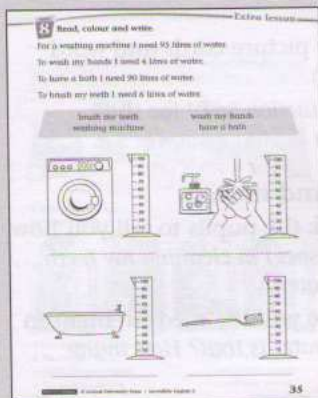
### Teaching tip

For the next lesson you need to make a set of containers from the containers template (PMB p35).

## Lesson 8a (optional)

### Learning through English

### (Extension)



PMB page 35

### Objectives

- Review language pupils are familiar with
- Join in talking about using water
- Practise adding and play a game

### Core language

Review of water vocabulary and phrases

### Other language

washing machine

### Materials

Norton; CD 2

### Look in the kit see p25

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

### Play a game

- Play a game, e.g. *Memory* (p19) to help pupils remember vocabulary.

### PMB p35 Read, colour and write.

- Talk to the pupils about the four pictures. Ask them how much water they think would be used for each activity.
- Tell the pupils to read the first sentence to find out how much water is needed to wash clothes with a washing machine.
- Ask them to find the phrase in the word bank that goes with the washing machine picture and to write it underneath the picture.
- Then ask the pupils to colour in the amount of water on the measuring cylinder.
- Repeat for each activity.

### Talk about using water

- Talk to the pupils about:
  - the pictures of the household activities and the amounts of water they need;
  - how they can work out how much water their family uses every day: *How many people in your family? Three ... okay so three showers use how much water ... yes ... 90 litres a day ...*
- If they don't know exactly let them estimate.
- When they finish calculating how much is used each day let them add up the amount for the week.

### Play a game

- Tell the pupils to get into pairs, and to open their Class Books at pages 64 and 65.
- Explain that you are going to say a number of litres or an activity.
- If you say a number, they have to write down on a piece of paper the name of the activity that uses that many litres of water.
- If you say an activity, they have to write down the number of litres you would use doing that activity.
- Call out the activities and the numbers of litres at random and make a note of what you have said, as the pupils write down the answers.
- Then go through your list with the class to check the answers.

### Sing a song

- Let the pupils choose a favourite song to sing from all the units done so far.



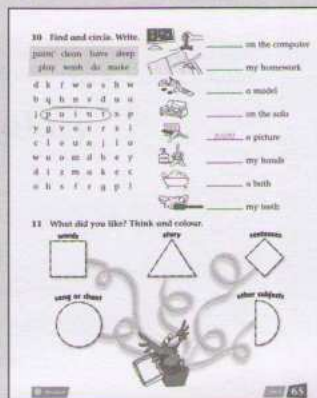
# Lesson 9

Words

## Revision



CB page 66



AB page 65

### Objectives

- Revise the language of the unit
- Practise pronunciation of initial sounds

### Core language

Review of indoor activities and water vocabulary and phrases

### Materials

Norton; Indoor activities and water flashcards (x16)  
Indoor activities and water text cards; CD 2

### Look in the kit see p25

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

### Review vocabulary

- Recall the vocabulary of the unit using the flashcards and the text cards.
- Focus on the first letters of each and ask the pupils to help you organize them in alphabetical order.

### CB p66 Activity 10 Find the odd one out.

- Look at the photos with the pupils.
- Ask them to:
  - say what they can see in the first line.
  - tell you which is the odd one out: *Sleep, yes, it starts with /s/ and the other words start with /r/.*
- Put the pupils into pairs to finish the activity.

Answers: 1 sleep (does not begin with /r/) or red (is not an activity), 2 scooter (does not begin with /r/) or run (is not a toy), 3 lettuce (does not begin with /m/ and is not an activity), 4 watch TV (does not begin with /k/) or cake (is not an activity), 5 monkey (does not begin with /p/) or paint (is not an animal)

### AB p65 Activity 10 Find and circle. Write.

- Explain that they have to:
  - find the action words and circle them;
  - write the action word next to the matching picture.
- They should use the word box to help them check their spellings.
- Make sure they know that in this word search the words are written vertically and horizontally.

Answers: play, do, make, sleep, paint, wash, have, clean

## Sing a song

- Let the pupils choose the song they would like to sing again.

## Make a word square

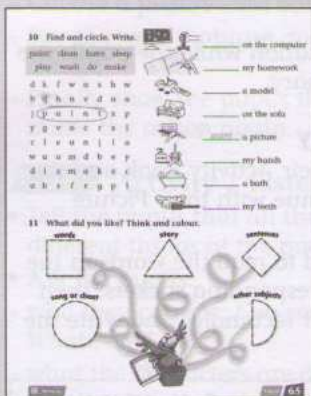
- If you have time you could give an 8x8 grid to each child and let them make word searches for each other.

# Lesson 10

Words Song / Chant

Story Sentences Other subjects

## Review



AB page 65



AB page 94

### Objectives

- Review of Unit 8

### Core language

Review of indoor activities and water vocabulary and phrases

### Materials

Norton; Fixit Game Poster; Character counters;  
All materials used in Unit 8

### Look in the kit see p25

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

### End-of-unit review

- Explain to the pupils that this is the last lesson in Unit 8, so they will be thinking about what they did in the unit.
- 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 by:
  - showing them flashcards, things they have made, pictures in their book;
  - playing songs, spelling words 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 and hand out the character counters to a pupil from each group. Remind them how to play *The Fixit Game* (see p38).
- Start with Group 1 and allow each group to take turns on each station until all of the groups have reached the finish. Use Norton to say *Well done!*



## Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organising the words they had learnt.
- Use the flashcards and text cards to revise the indoor activities words and water words.
- Talk to the pupils about how they could organize them on the board, e.g. activities you do inside / activities you do outside, activities you do on your own / activities you do with a friend, etc.

### AS p65 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p38).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

### AB p94 Picture Dictionary

- Let the pupils find p94 in their Activity Book and the stickers for Unit 8 and continue with their Picture Dictionary.
- Remind them that they need to read the words in the word bank and find the corresponding stickers, then put the stickers in the correct rectangles and write the words nearby.



The pupils are now ready to sit the Unit 8 test (see p156).



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



## Lesson 1

■ = Words ● = Song / Chant

## Introducing vocabulary



CB page 67

## Objectives

- Become familiar with outdoor activities vocabulary
- Find out more about the characters
- Listen and identify new vocabulary
- Join in a song

## Core language

write a postcard, float, eat an ice cream, drink a milkshake, swim, have a shower, read a comic, listen to the radio, sleep, watch

## Materials

Norton; Fixit Game Poster; Outdoor activities flashcards: write a postcard, float, eat an ice cream, drink a milkshake, swim, have a shower, read a comic, listen to the radio, watch, have a shower; Outdoor activities text cards; CD 2

## Look in the kit see p25

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

## Unit overview

- Talk to the pupils about outdoor activities. Ask them if they know any words in English for these activities. 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 – outdoor activities  
Song – *Smile please*  
Story – *Happy holiday!*  
Sentences – *What's he / she (verb)+ing?; He's / She's (verb)+ing.*  
Song – *Summer's here*  
Words – children's games
- Remind the children that at the end of the unit they will use the poster to play a game to see how much they have remembered.

## Introduce the topic and the new vocabulary

- Use the poster to introduce the topic of the unit: activities at the swimming pool.

- Ask the pupils:

- what they do at the pool;
- if they know the English for any of the activities they suggest.
- Use Norton to find the flashcards in the kit and teach the new vocabulary.
- Play this TPR game with the flashcards:
  - Choose a picture card but do not show it to the pupils;
  - Say the word / phrase and ask them to mime the action;
  - Finally show the pupils the card and let them all mime the action again.

## CB p67 Activity 1 Listen and find.

- Tell the pupils that all the characters are doing different things at the pool.
- Ask the pupils:
  - who they can see: *Can you see Bing? Where is he? What's Fred got?;*
  - what the characters are doing. *What's Mr Fixit doing? Who's swimming?;* etc.
- Explain that they have to:
  - listen carefully to the recording and use their bookmarks;
  - find the characters doing the actions.
- Play the recording.
- Pause after each mini-dialogue so the pupils can find the action and say who is doing it.

## 2.28

- Norton: Hello!  
Lifeguard: Hello.  
Norton: What are you doing?  
Lifeguard: I'm watching.
- Bing: Come on dad, let's swim.  
Dad: Not now, Bing. I'm listening to the radio.  
Dad: Come on, everybody. Let's go home.  
Flo: Dad! Dad!  
Dad: What's the matter?  
Flo: Look! I'm floating.  
Dad: Come on, Fred.  
Fred: Wait a minute, Dad.  
Dad: What are you doing?  
Fred: I'm drinking a milkshake. It's great!  
Dad: OK. But hurry up!
- Mum: Titch! Time to go home!  
Titch: OK, Mum. But wait a minute. I'm having a shower.
- Bing: Come on Mum, let's swim.  
Mum: Not now, Bing. I'm writing a postcard.  
Bing: Oh, OK. Well, I'm eating an ice cream then.
- Mum: Smile, Poppy!  
Poppy: What are you doing, Mum?  
Mum: I'm taking a photo.  
Poppy: Oh Mum, I'm reading a comic.
- Mitch: Look at me, Mr Fixit! Mr Fixit!  
Mr Fixit: What?  
Mitch: Look, I'm swimming!  
Mr Fixit: Well done, Mitch! Look at me. I'm sleeping.

- After listening ask some more questions about the picture: *What's Poppy saying?*



**CB p67 Activity 2 Listen and sing the song.**

- Put the flashcards in random order where the pupils can see them.
- Play the song and encourage the pupils to point to the picture cards as they hear the words in the song.

**2.29**

I'm swimming.  
Smile please!  
I'm eating.  
Smile please!  
I'm writing.  
Smile please!  
Smile for your photo now, please.

I'm floating.  
Smile please!  
I'm reading.  
Smile please!  
I'm drinking.  
Smile please!  
Smile for your photo now, please.

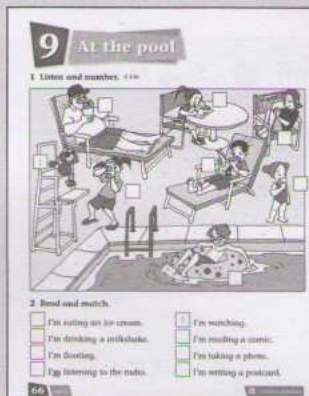
- Play the song again, and ask the pupils to put the flashcards in order.
- Teach the song line by line.
- Ask the pupils to get into pairs and make up actions for each line.
- Explain that:
  - the first child is doing an action: *I'm swimming*;
  - the second child is taking a photo with a camera: *Smile please*.
- Play the song again, encouraging the pupils to sing and do the actions.

**Match the words**

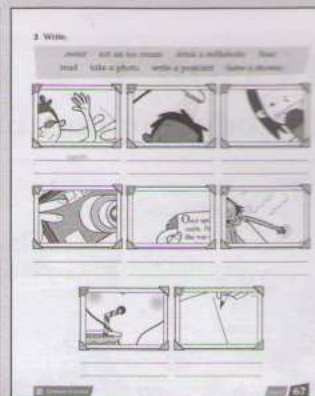
- Put the flashcards on the board.
- Use Norton to take out the text cards one by one and help the pupils read the words.
- Ask them to put the text cards next to the matching flashcards.
- Focus on the first letters of the verbs.
- Point out the two silent letters in *write*; the silent 'w' and the silent 'e' at the end

**Play a game**

- Play a game of *Norton says* (p18) using the new vocabulary.

**Lesson 2** = Words**Practising vocabulary**

AB page 66



AB page 67

**Objectives**

- Review outdoor activities vocabulary
- Listen and identify outdoor activities
- Read and recognize descriptions from visual clues

**Core language**

Review of outdoor activities vocabulary and phrases

**Materials**

Norton; CD 2; Outdoor activities flashcards (x10); Outdoor activities text cards; Outdoor activities picture and word cards (PMB pp36–37); Scissors

**Look in the kit** see p25

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

**Review vocabulary**

- Play and sing the song *Smile please* (Class Book p67, Listening 2.29) again.
- Check the pupils remember the names of the actions from the previous lesson.
- Play *Snap* with the flashcards and the text cards.
- Stick one flashcard on the board.
- Use Norton to:
  - show the pupils the text cards one by one;
  - ask the pupils to say *Snap* when they see the activity that matches the flashcard.
- Do this until all the cards are matched.

**AB p66 Activity 1 Listen and number.**

- Look at the picture with your class.
- Explain that the children in the picture are looking at the picture and talking about what they are doing.
- Ask your class to:
  - think about what the children are saying: *What's she saying? Is she saying 'I'm running'?*
  - answer as the child: *Take my photo. I'm swimming.*
- Play the recording and tell the pupils to number the pictures in order as they hear them.

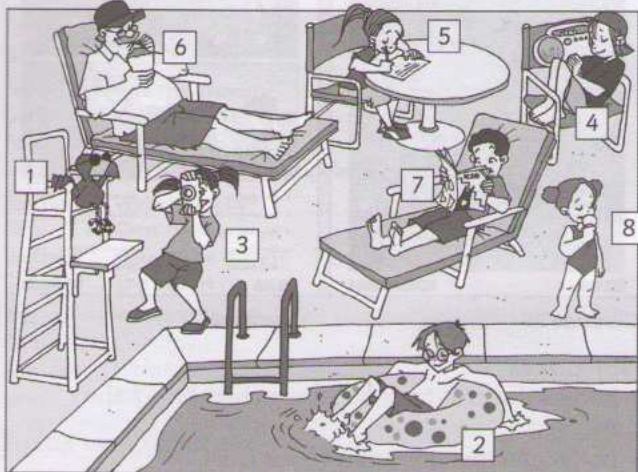
**2.30**

- 1 Norton: I'm watching.
- 2 Fred: I'm floating.
- 3 Poppy: I'm taking a photo.
- 4 Mitch: I'm listening to the radio.



- 5 Flo: I'm writing a postcard.  
 6 Mr Fixit: I'm drinking a milkshake.  
 7 Bing: I'm reading a comic.  
 8 Titch: I'm eating an ice cream!

- After listening check by asking the pupils questions:  
*What's Titch saying in number 8?*



### AB p66 Activity 2 Read and match.

- Explain to the pupils that they are now going to read what the children said in Activity 1.
- Read the first sentence together: *I'm swimming.*
- Ask your class:
  - which photo it goes with: *Who's swimming?*
  - tell them to put the same number in the box next to the sentence: *That's number 1.*
- Continue the activity by working together as a whole class or letting the pupils work in pairs before checking with the whole class.

Answers: 1 I'm watching. 2 I'm floating. 3 I'm taking a photo. 4 I'm listening to the radio. 5 I'm writing a postcard. 6 I'm drinking a milkshake. 7 I'm reading a comic. 8 I'm eating an ice cream.

### AB p67 Activity 3 Write.

- Look at the pictures with your class and explain that
  - all the pictures are taken from above: *I can see a head and she's got ...;*
  - they have to work out what each child is doing: *What's he / she doing?*
- Ask them to:
  - tell you what each child is doing;
  - find the matching vocabulary in the word / phrase box;
  - write the words / phrases under the appropriate picture.

Answers: 1 swim, 2 have a shower, 3 eat an ice cream, 4 take a photo, 5 read, 6 float, 7 drink a milkshake, 8 write a postcard

### PMB p36–37 Make the picture / word cards

- Give out the photocopies of the outdoor activities picture and word cards.
- Tell the pupils to colour the pictures and cut them out, then cut out the word cards and match them to the pictures.
- Let the pupils play a game of *Snap* (p20) in pairs.

- When they finish you could ask pupils to put their cards in an envelope, and write their name and the topic on the outside.

### Mini-role play

- Focus on the activities from Activity Book p66 Activity 1.
- Divide the pupils into groups of three or four.
- Tell them that:
  - one child should imagine he / she has a camera;
  - the other three should mime doing actions.
- They should:
  - change roles so that different pupils are taking the photo;
  - ask the child with the camera to take their photo, saying *Hey, take my photo! I'm swimming.*
- The child with the camera says *Smile, please* and pretends to take their photo.

## Lesson 3 = Story

### Story



CB page 68

### Objectives

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

### Core language

*He's (verb) + ing; She's (verb)+ing; What's he / she doing?*  
 Review of outdoor activities vocabulary and phrases

### Materials

Norton; Outdoor activities flashcards (x10); Outdoor activities text cards; CD 2; Story Frames Book; Outdoor activities picture and word cards (PMB pp36–37)

### Look in the kit see p25

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

### Play a game

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

### CB pp68–69 Activity 3 Listen and follow.

- Look at the story with the pupils and talk about:
  - the characters in the story: *Who can you see?*
  - what each character is doing: *Who can swim?*
  - how the characters feel: *Is Norton happy?*



CB page 69



- Encourage them to name everything they can see and tell you what they think is happening: *What's the matter with Norton? Who fishes Norton out of the pool?*
- When pupils contribute in L1 acknowledge their suggestions and recast words or phrases: *Mr Fixit's got a lovely pool for Norton and his family ... it's like a fountain with waterfalls ...*
- Play the recording and tell the pupils to follow the story in their books.

## 2.31

- [1] Narrator: The children are at the swimming pool.  
Flo: Oh look! She's swimming!  
Fred: Well done, Titch!  
Titch: I'm swimming. Look at me!  
Look at me! Look at me!
- [2] Titch: He's swimming.  
Just like me!  
It's fantastic!  
Narrator: Mitch and Titch can swim.
- [3] Norton: I'm swimming, too! Look at me! ... Help!  
Narrator: Norton can't swim.  
Mr Fixit: Poor Norton.
- [4] Narrator: Norton's sad, very sad.
- [5] Mr Fixit: What's Norton doing?  
Mitch: He's watching. He can't swim.
- [6] Mitch and Titch: Look in your kit, Mr Fixit.
- [7] Narrator: He's got a pool for Norton.  
All kids: WOW! A pool for Norton!
- [8] Mr Fixit: This is for you, Norton! Happy holiday!  
Norton: Now I'm having fun!

- Answer any questions and help the pupils with new words and phrases.
- Play the rhyme again.
- Teach it to the pupils line by line and practise it several times.

### CB p69 Activity 4 Find and say who.

- Read the speech bubbles with the pupils and ask them to find them in the story and tell you who says each one.
- Practise the phrases in chorus.

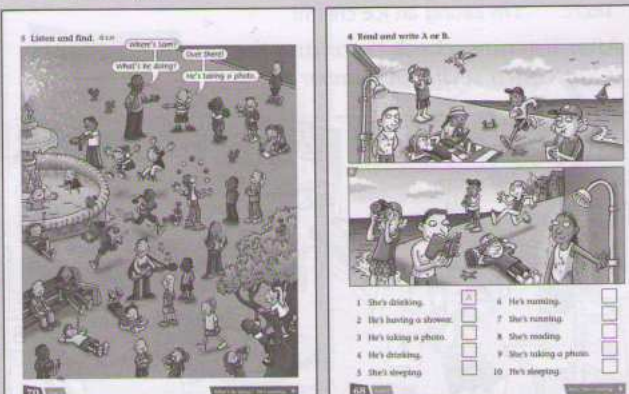
Answers: 1 Flo (frame 1), 2 Norton (frame 3), 3 Mr Fixit (frame 3), 4 Mr Fixit (frame 5), 5 Mitch (frame 5), 6 Fred (frame 7)

### Retell the story

- Listen to the story again encouraging the pupils to join in.
- Use the Story Frames Book to re-tell the story.
- Only say the narrative lines and encourage the pupils to say as much of the dialogue as possible: *Norton wants to swim too ... he says ... 'I'm swimming too. Look at me ...'*

## Lesson 4 = Sentences

### Language focus



CB page 70

AB page 68

### Objectives

- Review use of What's he / she doing? He's / She's .... -ing
- Listen and identify using visual clues
- Read and identify using visual clues

### Core language

Review of outdoor activities vocabulary and phrases

### Materials

Norton; CD 2; Character flashcards (x8); Outdoor activities flashcards (x10)

### Look in the kit see p25

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

### Sing a song

- Play and sing the song *Smile please* (Class Book p67 Activity 2, Listening 2.29) again.

### CB p70 Activity 5 Listen and find.

- Look at the picture with the pupils.
- Explain that:
  - the teacher is trying to find the children in his class: *Where's (child's name)?*
  - lots of other children are doing different things in the same place: *What's he / she doing?*
  - the children are wearing different coloured T-shirts but a boy and girl can have the same colour so they should listen carefully for the words *he* or *she*.
- Tell your class that they have to:
  - listen to the dialogues and find the children mentioned;
  - tell you what colour each child's T-shirt is.
- Play the first dialogue and pause the recording.
- Ask your class to tell you the colour of the child's T-shirt: *What colour is Sam's T-shirt?*
- Repeat with the other dialogues.

## 2.32

- Teacher: Where's Sam?  
Girl: Over there!  
Teacher: What's he doing?  
Girl: He's taking a photo.  
Teacher: Where's Hannah?  
Girl: Over there!



Teacher: What's she doing?  
 Girl: She's writing postcards.  
 Teacher: Where's Jason?  
 Girl: Over there!  
 Teacher: What's he doing?  
 Girl: He's reading a book.  
 Teacher: Where's Amelia?  
 Girl: Over there!  
 Teacher: What's she doing?  
 Girl: She's jumping.  
 Teacher: Where's William?  
 Girl: Over there!  
 Teacher: What's he doing?  
 Girl: He's watching the juggler.  
 Teacher: Where's Molly?  
 Girl: Over there!  
 Teacher: What's she doing?  
 Girl: She's drinking.  
 Teacher: Where's Harry?  
 Girl: Over there!  
 Teacher: What's he doing?  
 Girl: He's sleeping.

### Focus on language

- Focus on different children in the Class Book p70 Activity 5 picture.
- Talk about each of them: *Sam's wearing a (white) T-shirt. What's he doing?*
- Say a model sentence about them: *He's taking a photo.*
- Encourage the pupils to repeat the model sentence in chorus.
- Write up two sentences on the board: *He's swimming. She's swimming.*
- Check the pupils remember when to use *he* and *she*.
- Point out the 's' and the -ing ending of the verb.
- Teach the pupils the questions: *What's he doing? What's she doing?*
- Use the character and outdoor activities flashcards and model questions and answers with Norton: Teacher (holding two flashcards, e.g. Flo + eat an ice cream): *What's she doing?* Norton: *She's eating an ice cream.*
- Divide the class in two and use the flashcards to prompt questions and answers.
- Let the pupils use their picture cards to practise in pairs.

### AB p68 Activity 4 Read and write A or B.

- Look at the pictures and talk about the different things that the children are doing in pictures A and B. *What's he / she doing?*
- Look at the sentences with the class.
- Explain to your class that they have to:
  - read each sentence;
  - look carefully at each picture;
  - find out if the child doing the activity in the sentence is in picture A or B;
  - write A or B in the box next to the sentence.
- Read the first sentence with the pupils and ask them: *Where is she?*
- Continue the activity by working together as a whole class or letting the pupils work in pairs before checking with the whole class.

Answers: 1 A, 2 A, 3 A, 4 B, 5 A, 6 A, 7 B, 8 A, 9 B, 10 B

### Speaking practice

- Use Norton to choose one of the children in the Class Book p70 Activity 5 picture.
- Encourage your class to ask Norton questions to discover who it is.  
 Pupils: *Where is she?*  
 Norton: *She's next to the fountain.*  
 Pupils: *What's she doing?*  
 Norton: *She's jumping.*
- Play like this once or twice and then ask a child to take Norton's role.
- When everyone knows what to do, let your class play it together in pairs.

### Mime and say

- Explain to your class that you want them to work in groups of four or five and practise miming some actions from this unit.
- Give them time to prepare and then let them come to the front and mime their actions.
- While they're miming say: *Look at Alex ... What's he doing? Look at Julia ... What's she doing?*
- Encourage the rest of the class to answer using full sentences: *She's (action verb)+ing.*

## Lesson 5

▲ = Story ■ = Words

### Parallel story



AB page 69



AB page 70

### Objectives

- Join in retelling the story
- Create an alternative story
- Identify and write outdoor activities vocabulary using visual clues

### Core language

Review of outdoor activities vocabulary and phrases

### Materials

Norton; Outdoor activities flashcards (x10); Outdoor activities text cards; Story Frames Book

### Look in the kit see p25

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

### Play a game

- Play a game of *Active Bingo* (p19) using mimes.
- Ask the pupils to form groups of four or five.
- Explain that:



- each child in the group has to choose a different action to mime;
- they have to mime their actions and listen to Norton at the same time.
- Have the text cards in a pile and let Norton read each action card using *he* or *she* alternately.
- When a child hears a description of his / her mime, e.g. *He's swimming* / *She's running* he or she can sit down.
- If the description isn't correct the pupils have to keep miming.
- The first group to all sit down is the winner.

### Retell the story

- Remind the pupils of the story rhyme and say it together once or twice.
- Take out the Story Frames Book and ask the pupils what they remember of the story. If you have laminated the pages to use as storycards, put them in sequence where the pupils can see them.
- As you have done before when retelling the story:
  - start with questions about what your class know: *Where are the children? What's he / she doing?*
  - continue with a summary of each picture prompting and encouraging the pupils to join in: *Norton's sad, very sad ... Titch asks ... (pause) ... What's Norton doing? ... and Mitch says ...;*
  - be ready to recast words and short phrases that the pupils contribute in L1, e.g. *Norton's family are with him ... they're having a great time with their pool ...*

### AB p69 Activity 5 Write the numbers. Write.

- Look at the pictures with the pupils.
- Explain that:
  - each picture has been split in two halves;
  - each top half has got a number.
- Tell the pupils that they have to:
  - find the bottom half of each picture;
  - write in the matching number.
- When they have finished matching the pictures tell the pupils to:
  - write a description of each picture on the writing line with the same number;
  - use the word box to help them write their sentence.
- Remind them to use *he* or *she* depending on the child doing the action.

Answers: 1 c – She's taking a photo. 2 a – He's eating an ice cream. 3 d – She's drinking a milkshake.  
4 3 – She's running. 5 b – He's swimming.

### AB p70 Activity 6 Draw and write. Act.

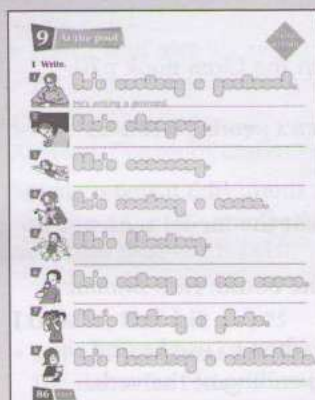
- Look at the pictures in the Activity Book with your class and tell them they are going to write their own story.
- Tell them that as they have done in other units, they have to draw pictures and write in the speech bubbles.
- In picture 1 they should say Titch's rhyme.
- In picture 2 they should:
  - draw an activity from the choices at the bottom of the page that Poppy could be doing on the table, i.e. a postcard she is writing, a comic she is reading or some binoculars she is using;
  - write what she's doing in the speech bubble.

- In picture 3 they should join in with saying 'Mr Fixit, look in the kit!'
- In picture 4 they should:
  - draw what is coming out of Mr Fixit's kit – a boat, a cake, a game or a penguin;
  - write what the item is in the speech bubble.
- While the pupils are working go around the class helping them and praising their work.
- If it suits your class let the pupils form groups and choose one of their stories to act out.
- Tell them to decide who is going to be which character and practise acting out the story together.
- Ask the groups who want to act out their mini-plays to perform them for the class.

## Lesson 5a (optional)

■ = Words

### Writing (Extra practice)



AB p86

### Objectives

- Spell vocabulary and write dialogues using visual clues
- Focus on spelling rules in English

### Core language

Review of outdoor activities vocabulary and phrases

### Materials

Norton; Outdoor activities flashcards and text cards (x9); Characters flashcards and text cards (x8); Outdoor activities picture and word cards (PMB pp36–37)

### Look in the kit see p25

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

### Play a game

- Give out the PMB picture and word cards. Let them play a game of *Memory* (p19) in pairs.

### AB p86 Activity 1 Write.

- Remind the pupils how:
  - words also have shapes;
  - seeing a word's shape can help us remember the word when we're writing.
- Ask them to:
  - look at the pictures of all the characters: *What's (character) doing?*
  - look at each set of word shapes and decide whether their answer fits inside the shapes;



- write the words inside the shapes;
- write the complete sentences on the writing lines using *He's* or *She's*.
- When they finish talk about what parts of the shapes helped them most: *How many letters are there in that word? How many letters are on / above / below the line?*
- Explain that the first one is done as an example so as Dad is a man, *He's writing a postcard*.

Answers: 1 He's writing a postcard. 2 She's sleeping.  
3 She's swimming. 4 He's reading a comic. 5 She's floating.  
6 He's eating an ice cream. 7 She's taking a photo.  
8 He's drinking a milkshake.

### Play a game

- Let the pupils use the outdoor activities and characters flashcards to play a game of *Pass the ball* (p19). When the music stops tell the pupils to:
  - pick two flashcards but not to show them to anyone;
  - mime the character and what he or she is doing.
- The rest of the group have to guess who the character is and what he or she is doing.

### Play a spelling game

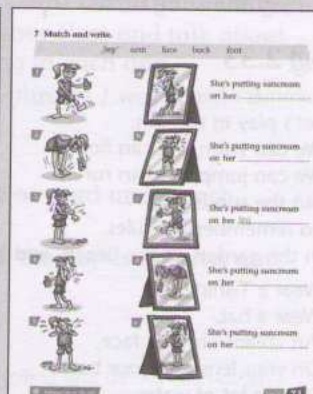
- Tell the pupils that you are going to spell a word and that they should:
  - write down the letters as they listen;
  - try and guess the word before you finish;
  - put up their hands when they think they know the word.
- Encourage them to finish spelling the word with you.
- If they find the word difficult to remember let them find it in their books or Picture Dictionaries.
- Spell some *-ing* words and focus on how:
  - some words double the consonant, e.g. *swimming*;
  - some words drop the final 'e', e.g. *taking a photo*.

## Lesson 6 ● = Song / Chant

### Learning for life



CB page 71



AB page 71

### Objectives

- Review vocabulary and language of the unit
- Learn about taking care in the sun
- Join in a song
- Identify and write using visual clues

### Core language

Review of outdoor activities vocabulary and phrases and review of parts of the body vocabulary

### Other language

*cream, back*

### Materials

Norton; Fixit Game Poster; CD 2; Outdoor activities flashcards and text cards (x9)

### Look in the kit see p25

- 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 flashcards in different ways: activities I like / activities I don't like, words that are easy to remember / words that are hard to remember, words I like / words I don't like, alphabetical order, indoor / outdoor / both activities, etc.
- See if the pupils have any other ideas, and organize the flashcards and text cards according to what they say.
- Remind the pupils how categorizing words can help them to remember them.

### CB p71 Activity 6 Listen and sing the song.

- Before listening to the song talk to the pupils about:
  - taking care when you are in the sun;
  - sunburn and how you can protect your skin from the sun;



- how you have to keep your body hydrated: *You can drink lots of water.* Teach the words *cream* and *back* and revise other parts of the body.

- Play the song once.

## 2.33

Summer's here,  
Let's play in the sun.  
We can swim, we can float,  
We can jump, we can run.  
But the sun is hot,  
So remember the rules,  
In the garden, at the beach, and the swimming pool!

Wear a T-shirt,  
Wear a hat.  
Put cream on your face,  
On your legs and your back.  
Drink a lot of water,  
Remember the rules,  
In the garden, at the beach, and the swimming pool!

- Play it again and tell the pupils to look at the book and point to the pictures as they listen to the song.
- Teach the song line by line and ask the pupils to think of suitable actions.
- Then play the song again and encourage the pupils to sing and do the actions.

### AB p71 Activity 7 Match and write.

- Look at the pictures of the girl putting on suncream.
- Ask the pupils to:
  - look at the first picture and say what she is doing: *What's she doing?*
  - find the mirror image of the girl in the first picture and draw a line between them.
- Give them time and then ask them which number the mirror image is.
- Repeat with the other pictures.
- When they have found all the mirror images ask the pupils to complete the sentences next to each picture.

Answers: 1 c – leg, 2 d – foot, 3 e – arm, 4 a – back, 5 b – face

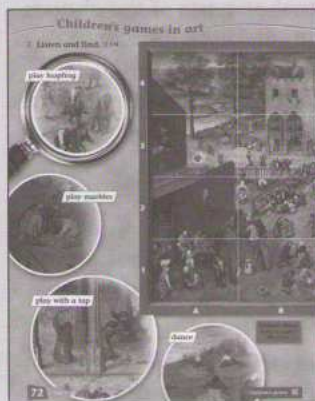
### Mirror image

- Do a drama activity with the pupils.
- Tell them they should work in pairs and act as each other's mirror image.
- Say different sentences for the pupils to mime; *She's putting suncream on her leg. He's reading a comic, etc.*
- Include vocabulary from other units, e.g. *She's eating a banana. He's flying a kite.*

## Lesson 7

■ = Words    ▮ = Other subjects

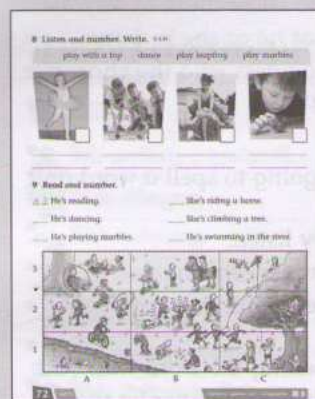
### Learning through English



CB page 72



CB page 73



AB page 72

### Objectives

- Become familiar with more vocabulary for children's games
- Find out about children's games through art
- Listen and identify children's games
- Read and confirm information

### Core language

*play leapfrog, play marbles, dance, play with a top*  
Review of small toy vocabulary and phrases

### Materials

Norton; CD 2; Children's games flashcards: *play leapfrog, play marbles, dance, play with a top*; Children's games text cards; Children's games picture and word cards (PMB pp36–37); Scissors

### Look in the kit see p25

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

### Introduce the topic and new vocabulary

- Play and sing the song *Summer's here* (Class Book p71 Activity 6, Listening 2.33) again.
- Ask the pupils:
  - what activities are mentioned in the song: *jumping, running, etc.*;
  - what games they play when they are outside.
- Explain that:
  - they are going to look at a picture of children's games;
  - the games in this picture are from five hundred years ago.



- Tell them they are going to learn some new words before they look at the picture.
- Use the flashcards to present the vocabulary and put them on the board.
- Hold up the text cards and encourage the pupils to read them and put them next to the matching flashcard.
- Ask the pupils if they play any of these games.

### CB pp72-73 Activity 7 Listen and find.

- Look at the big picture of *Children's Games* by Pieter Brueghel with the pupils.
- Tell them:
  - there are over eighty different games in this painting.
  - these are games children in Belgium played in the 16th century.
- Look at the small pictures and tell the pupils that they are taken from the big picture.
- Talk about what the children are doing in the small pictures: *What's he / she doing? He's standing on his head ... she's playing with a top*, etc.
- Explain that:
  - the big picture has been divided up with grid references;
  - they are going to listen and find the small pictures in the big picture;
  - they have to say where these children are by giving a grid reference.
- Check the pupils remember how to give a grid reference.
- Play the first recording.
- Pause to give the pupils time to identify the small picture that is described and then find it in the big picture.
- Repeat with the other recordings.

### 2.34

- Adult: Look at the small pictures. Find this girl. She's playing with a top. Now look at the big picture. Where is she?  
Boy: She's in square B3.  
Adult: That's right.
- Adult: Look at the small pictures. Find this boy. He's playing leapfrog. Now look at the big picture. Can you find the boy? Where is he?
- Adult: Look at the small pictures. Find this girl. She's dancing. Now look at the big picture. Can you find the girl? Where is she?
- Adult: Look at the small pictures. Find this boy. He's playing marbles. Now look at the big picture. Can you find the boy? Where is he?

Answers: 1 B3, 2 C2, 3 A3, 4 D3

### CB pp72-73 Activity 8 Read and find.

- Look at the sentences and explain to the pupils that they have to:
  - find the grid reference;
  - look in that section of the grid and find the girl or boy doing the action described.
- Read the first sentence with the pupils.
- Give them a little time to find the grid reference and the child in the picture.
- Check with the class.

- Let the pupils work in pairs for the rest of the sentences then check these with the class.

### AB p72 Activity 8 Listen and number. Write.

- Look at the pictures with your class and talk about what the children are doing in each one.
- Check they remember the phrases / words.
- Ask them to:
  - look at the word box;
  - write the matching phrase or word under each picture.
- Play the recording and ask the pupils to listen and check their answers.

### 2.35

- Child: Sound of marbles rolling and hitting each other  
Play marbles!
- Child: Sound of children dancing to music  
Dance!
- Child: Sound of a spinning-top spinning  
Play with a top!
- Child: Sound of children playing leapfrog  
Play leapfrog!

Answers: 2, 1, 4, 3

### PMB pp36-37 Make the picture / word cards

- Give out the children's game picture and word cards.
- Let the pupils:
  - colour the picture cards and cut them out;
  - cut out the word cards and match them with the picture cards.
- When they finish remind pupils to put their cards in their envelope, and write their name and the topic on the outside.

### Optional activity

- If it suits your teaching situation you could take photos of the pupils playing their games with a digital camera.
- Give the pupils copies to cut out and let them make a collage, putting in a background.
- Ask them how many games they can find in their modern day version of Brueghel's painting!

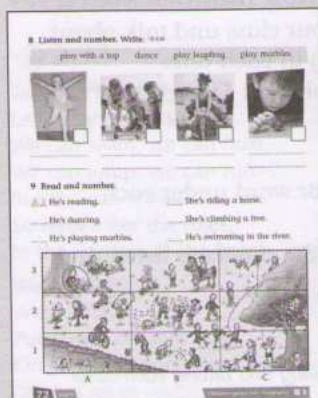
### Advanced preparation:

Use PMB page 38 to make a spinner before the next lesson.



# Lesson 8 = Other subjects

## Learning through English



AB page 72



CB page 73

### Objectives

- Review games vocabulary
- Read and identify from visual clues
- Make a spinner
- Practise ordering and sequencing work

### Core language

Review of children's game and small toy vocabulary and phrases

### Materials

Norton; Children's game flashcards (x4); Children's game text cards; Small toys flashcards (x10); Small toy text cards; Spinner templates (PMB p38) and one ready-made spinner; Scissors, Glue, String; CD 2

### Look in the kit see p25

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

### Review the vocabulary

- Play a game with the flashcards and text cards, e.g. *Memory* (p19).
- Ask one child to mime one of the actions and ask the class *What's he / she doing?*
- Encourage them to reply with a full sentence: *She's playing marbles.*

### AB p72 Activity 9 Read and number.

- Look at the big picture of children playing with the pupils.
- Draw their attention to the grid references.
- Ask them about the picture: *What's he / she doing?* Read the first sentence together and establish that it matches grid number A1.
- Continue the activity by working together as a whole class or letting the pupils work in pairs.
- When everyone finishes check the answers by reading the sentences and asking the pupils to say the grid reference, e.g. *He's dancing. B2.*

Answers: A3 He's reading, B3 She's riding a horse,

B2 He's dancing, C2 She's climbing a tree,

B1 He's playing marbles, A1 He's swimming in the river

### CB p73 Activity 9 Make a spinner.

- Show the pupils the spinner you have made.
- Twist the string and ask them what the figure on your spinner is doing.
- Make sure they know what materials they will need: *coloured pencils or crayons, scissors, glue, string, etc.*
- Hand out the spinner templates (PMB p38).
- Explain that they can choose to make any one of the four spinners on the photocopy.
- When they have all selected one spinner look at the photos.
- Talk about the stages for making their spinner and work at each stage together.
- Look at the child in picture 1: *Can you see the child colouring and cutting out the spinner?*
- Let the pupils colour and cut out their spinner.
- As the pupils finish colouring give them the correct length of string.
- Show them how to stick the string in the middle of the first side like the child in picture 2: *Put glue on the back of one side and stick the string carefully here ...* Point out that it's important to place the string in the middle of one side.
- Let them fold over the second side of the spinner like the child in picture 3: *Fold neatly along the dotted line ... so the two sides are together.*
- When they finish their spinners encourage them to:
  - spin them for their friends: *Spin your spinner;*
  - ask their friends what the character on their spinner is doing: *What's he / she doing?*

### Sing a song

- Ask the pupils to choose a song they would like to sing.

### Optional activity

- The pupils could also draw and make their own spinners.
- Make sure they draw their figures the right way up in order for the spinner to work.

### Advanced preparation:

Bring a set of dominoes to Lesson 8a if possible.



## Lesson 8a (optional)

### Learning through English (Extension)



PMB page 39

#### 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 outdoor activities vocabulary and phrases

#### Materials

Norton; Dominoes cards (PMB p39); Set of number dominoes (optional)

#### Look in the kit see p25

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

#### PMB p39 Prepare the dominoes.

- Before you play this game you could:
  - show the pupils a set of ordinary dominoes with numbers: *The dots are the same as on dice;*
  - remind them how to play number dominoes.
- For the game you will need to photocopy one page of the dominoes cards (PMB p39) for every six pupils in your class. Cut out the domino pairs and give each child one domino.
- Ask the pupils to:
  - colour their dominoes using one colour per domino;
  - tell you what the character is doing on each of their dominoes.

#### Playing the game

- Explain to the pupils 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;
  - they have to say the phrase as they put the domino down, e.g. *He's having a shower.*
- Make sure they understand that:
  - they can decide whether to match a character or a colour: *You can put the green next to another green ... or Fred doing one activity next to Fred doing another activity;*
  - they can add their domino at either end of the line: *You have a yellow domino with Bing on it. Put it here next to another yellow domino or go to the other end and put it next to Bing ...*

- Arrange the pupils in groups.
- Choose someone in the first group to put down a domino.
- The pupils in the second / third / fourth group:
  - take turns to add to the line;
  - can decide together what to add.
- The first group to get rid of all their dominoes wins.

#### Sorting cards

- The domino cards can also be cut in half and used for sorting activities.
- Let the pupils sort the pictures by character and by activity.

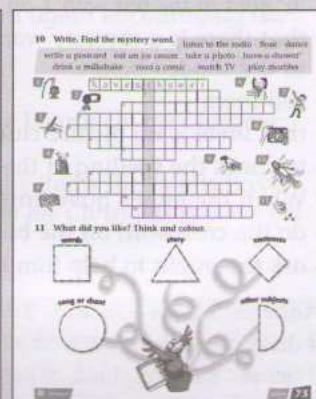
## Lesson 9

■ = Words

### Revision



CB page 74



AB page 73

#### Objectives

Revise the language of the unit

Practise pronunciation of initial sounds

#### Core language

Review of outdoor activities vocabulary and phrases

#### Materials

Norton; CD 2; Outdoor activities and children's game flashcards (x14)

#### Look in the kit see p25

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

#### Review vocabulary

- Play and sing the song *Smile please* (Class Book p67 Activity 2, Listening 2.29) again.
- Recall the vocabulary of the unit using all the flashcards and the text cards.
- Focus on the first letters of each word and ask the pupils to help you organize them in alphabetical order.

#### CB p74 Activity 10 Play Silent Bingo.

- Look at the Bingo grid and ask the pupils to say the words.
- Focus on the first sounds.
 

Monday	chair	bat
scooter	dinosaur	sad
watch TV	tomato	swim
- Tell the pupils to use some counters or pieces of paper to block out three squares.



- Explain that:
  - they have to listen for six sounds;
  - when you hold up a flashcard they have to say the word on the flashcard.
- If the first sound of this word matches the first sound of one of the uncovered words on their grid, they can cover the word.
- The first child to cover all their words shouts *Bingo* and wins.
- You can play the game a few times.

### AB p73 Activity 10 Write. Find the mystery word.

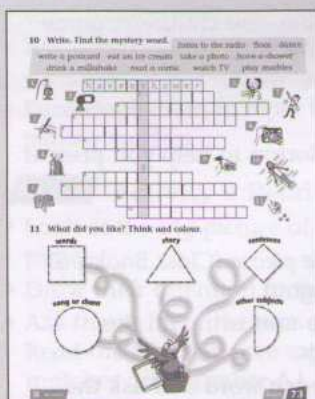
- Remind the pupils of the other crosswords they have done.
- Explain that the pictures are the clues: *Look at picture number 1: have a shower.*
- that the words are written across the boxes: *The letter 'h' goes in the box with 1 on it;*
- that there is a mystery word written down the middle in the shaded boxes.
- Tell them:
  - that there is no picture clue for the mystery word;
  - to check the spelling of the words in the word bank.
- When the pupils have finished use Norton to:
  - do the crossword on the board using the flashcards;
  - ask the pupils to help him by telling him what to write.

**Answers:** 1 have a shower, 2 watch TV, 3 write a postcard, 4 drink a milkshake, 5 read a comic, 6 eat an ice cream, 7 dance, 8 take a photo, 9 listen to the radio, 10 float, 11 play marbles  
The mystery word is *swimming pool*.

## Lesson 10

■ = Words ● = Song / Chant  
▲ = Story ◆ = Sentences ▶ = Other subject

### Review



AB page 73

#### Objectives

- Review of Unit 9
- Add vocabulary to the Picture Dictionary

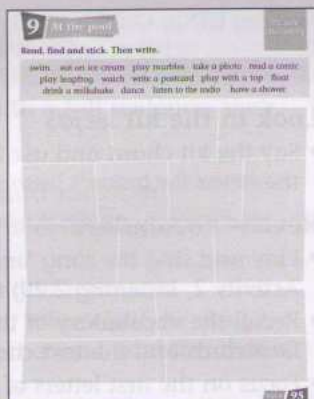
#### Core language

Review of family and people vocabulary and language used in this unit

#### Materials

Norton; Fixit Game Poster; Character counters;  
All materials used in Unit 9

AB page 95



### Look in the kit see p25

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

### End-of-unit review

- Explain to the pupils that this is the last lesson in Unit 9, so they will be thinking about what they did in the unit.
- 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 by:
  - showing them flashcards, things they have made, pictures in their book;
  - playing songs, saying rhymes and chants and spelling words.
- 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 and hand out the character counters to a pupil from each group. Remind them how to play *The Fixit Game* (see p38).
- Start with Group 1 and allow each group to take turns on each station until all of the groups have reached the finish. Use Norton to say *Well done!*

### Review vocabulary (categorizing)

- Remind the pupils of Lesson 6 when you talked about organising the words they had learnt.
- Use the flashcards and text cards to revise the small toy words and money.
- Talk to the pupils about how they could organize them on the board, e.g. activities I like / activities I don't like, games I play / games I don't play words that are easy to remember / words that are hard to remember, indoor activities / outdoor activities / both, etc.

### AB p73 Activity 11 What did you like? Think and colour.

- Let the pupils do the self-evaluation activity as before (see p38).
- Discuss individual self-evaluation while the pupils are making their Picture Dictionary.

### AB p95 Picture Dictionary

- Let the pupils find p95 in their Activity Book and the stickers for Unit 9 and continue with their Picture Dictionary.
- Remind them that they need to read the words in the word bank and find the corresponding stickers, then put the stickers in the correct rectangles and write the words nearby.



The pupils are now ready to sit the Unit 9 Test (see p158) and also the Term 3 test (see pages 164–165 for parallel tests A and B).



The pupils are now ready to do the Festival lesson on 'Tree day' (see p135) and the Culture lessons on 'Special days' (see p140–141).



# Festivals

## Christmas (1)



CB page 75

### Objectives

- Find out more about Christmas in English speaking countries
- Read and identify information
- Join in a Christmas song

### Core language

lights, presents, snowflakes, sweets, stars, angels, candles, balls, bells

### Materials

Norton; CD 2

### Look in the kit see p25

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

### Introduce the topic and vocabulary

- Draw a big Christmas tree on the board.
- Ask the pupils if they can remember what it's called in English or any other English words connected to Christmas: *What can you see at Christmas?*
- Write any words they remember on the tree.
- Tell the pupils they are going to learn some more words for tree decorations.
- Use the pictures on Class Book p75 to teach the words.

### CB p75 Activity 1 Read and say true or false.

- Look at the picture and talk to your class about what the children are doing: *Who's got a (decoration)? How many stars can you see?*
- Read the first sentence and ask them if it is true or false.
- Continue the activity by letting the pupils work in pairs before checking with the whole class.

**Answers:** True, True, False – it's got three snowflakes., False – it's got six candles., True, True, False – it's got eight lights., False – it's got five bells.

### CB p75 Activity 2 Listen and sing the song.

- Play the song once and ask the pupils what words they recognise.

### 2.36

Christmas Day is here again,  
Lights shine in the streets.  
Stars and bells and candles  
On our Christmas tree.

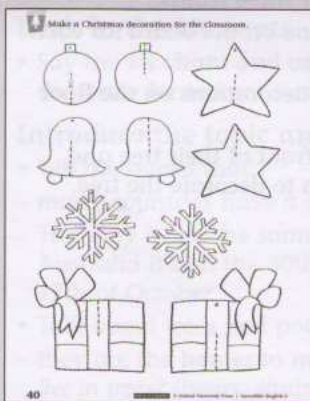
Christmas Day is here again,  
Lights shine in the streets.  
Happy Christmas everyone  
Peace to you and me.

- Teach the song line by line.
- Encourage the pupils to point to the pictures in their books as they sing each line.
- Play the song right through again encouraging the pupils to join in.

### Play a game

- Write the beginning on the board: *On my Christmas tree I've got ...*
- Complete it using one of the items the pupils have learnt or recalled today: *On my Christmas tree I've got two stars.*
- Ask the pupils to:
  - repeat the sentence;
  - continue adding other items.
- Remind them to use *and ...*, e.g. *On my Christmas tree I've got two stars and three snowflakes.*
- Continue like this until the pupils find it very hard to remember all the items.

## Christmas (2)



PMB page 40

### Objectives

- Make Christmas decorations
- Sample decorations already made
- Join in the Christmas song

### Core language

Review of Christmas language used so far

### Materials

CD 2; Christmas decorations photocopies (PMB p40) and ready-made decorations; Long piece of string for classroom display; Small pieces of thread or string for decorations



**Look in the kit** see p25

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

### Sing a song and play a game

- Sing the Christmas song from Class Book p75 Activity 2 (Listening 2.36) again.
- Use the pictures on Class Book p75 to recall the vocabulary.

### PMB p40 Make a Christmas decoration for the classroom.

- Explain to your class that they are going to make some Christmas decorations.
- Show them some decorations that you have made.
- Give out the photocopies of the ten decorations.
- Check the pupils remember the names of the items: *Point to a star ... a bell ... a present ... a ball ... and a snowflake.*
- Explain that:
  - they can make any three decorations they like;
  - they have to colour and cut out the three they choose.
- Using the decorations you made show them how to put the decorations together.
- If you are going to display the decorations in the classroom put some lengths of string across the classroom.
- Show the pupils how to:
  - make a small cut in their decoration;
  - put a thread or light string through it and make a knot.
- Let them all help to put up their decorations in the classroom.

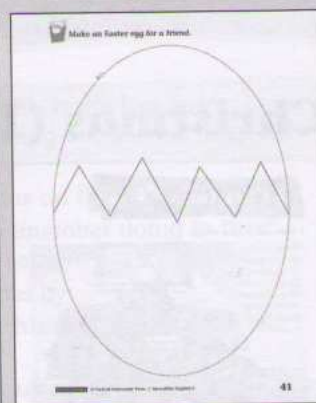
### Play a game

- Play a special Christmas game of *Whispers* (p19).
- Divide the pupils into two or three teams.
- Draw a Christmas tree outline on the board for each team.
- Put the required number of decorations on the floor behind the teams.
- Get the teams to line up in front of their tree and whisper instructions to them to decorate the tree.

## Easter



CB page 76



PMB page 41

### Objectives

- Find out more about Easter in English speaking countries.
- Listen and identify from position
- Read and discover
- Make an Easter egg

### Core language

*Easter, bush, tree, bench, table, box, basket, flower, flowerpot*  
Review of language used so far

### Materials

Norton; CD 2; Easter Egg template (PMB p41) and ready-made Easter Egg

**Look in the kit** see p25

- 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 *Easter*.
- Ask the pupils what they associate with Easter.
- Write their suggestions on the board and recast if necessary.
- Make sure they know the word *egg*.
- Talk a little about the customs at Easter:
  - in their own country: *What can you do at Easter? What do you like at Easter?*
  - in English speaking countries.
- Explain that in some countries it is traditional to:
  - give presents of chocolate Easter eggs that have a small present inside;
  - hunt for chocolate eggs in the garden or in the house.
- Tell them that:
  - they are going to listen to the characters hunting eggs in the garden;
  - they need to learn some new words.
- Look at the pictures on Class Book p76 and teach the words.

### CB p76 Activity 1 Listen and say what colour.

- Look at the picture with the pupils and talk about it.
- Ask questions about:
  - the things and characters in the picture: *Where's the flowerpot?*
  - the position of the eggs: *Where's the red egg?*



- If necessary remind them of the prepositions *in*, *on* and *under*.
- Play the recording.
- Pause after each dialogue and ask the pupils to tell you the colour of each egg: *What colour is Flo's egg?*

### 2.37

Flo: I can't find an egg.  
 Fred: Look under the flowerpot.  
 Flo: Oh yes! Thanks Fred.  
 Fred: I can't find an egg.  
 Flo: Look in the box.  
 Fred: Oh yes! Thanks Flo.  
 Bing: I can't find an egg.  
 Fred: Look in the tree.  
 Bing: Here it is! Thanks Fred.  
 Poppy: I can't find an egg.  
 Bing: Look under the bench.  
 Poppy: Thanks Bing. I've got it now.  
 Titch: I can't find an egg.  
 Poppy: Look in the basket.  
 Titch: Here it is! Thanks Poppy.  
 Mitch: I can't find an egg.  
 Titch: Look under the bush.  
 Mitch: Oh yes, here it is! Thanks Titch!

**Answers:** Flo's egg is blue. Fred's egg is orange.  
 Bing's egg is purple. Poppy's egg is red. Titch's egg is green.  
 Mitch's egg is pink.

### CB p76 Activity 2 Read and answer.

- Read the first question with all the class and ask them for the answer.
- Encourage them to say *It's in / on / under the (bush)*.
- Continue the activity by working together as a whole class or by letting the pupils work in pairs before checking with the whole class.

**Answers:** No, the yellow egg is under the table. No, the grey egg is in the flowerpot. No, the black egg is in the flowerpot. No, the brown and white egg is under the flowers. Yes, the blue and yellow egg is under the tree. No, the pink and white egg is on the bush.

- When the pupils finish play a memory game with Norton.
- Ask the pupils to form groups and close their books;
- Ask them to answer Norton with their books closed: *Is the red egg under the tree? Where's the yellow egg?*
- When a group answers check with the rest of the class before letting them check in the book.

### PMB p41 Make an Easter egg for a friend

- Show the pupils the Easter egg you have made.
- Give out the photocopiable pages and explain:
  - how to make the egg;
  - that they are going to give their eggs to one another.
- Tell the pupils that they have to colour the halves of the egg.
- Show the pupils how to cut out an egg.
- Go around while the pupils are making their eggs and talk about what they are doing.
- Before the pupils exchange eggs teach them the mini-dialogue:
 

Child 1: *Here's an Easter egg for you.*  
 Child 2: *Thank you.*

- In some groups it helps to use two matching numbers or letters to make exchanges simpler, i.e. a child has to exchange an Easter egg with the other child who has the same number. This way no one is left out and there are no hurt feelings!

## Tree Day



CB page 77



PMB page 42

### Objectives

- Find out about Tree Day
- Become more aware of the importance of trees
- Listen and identify using visual clues
- Look and identify by shape
- Make a badge for Tree Day

### Core language

*oak tree, palm tree, apple tree, orange tree, circle, triangle, oval*

### Materials

Norton; CD 2; Badge templates (PMB p42) and ready-made Tree Day badge

### Look in the kit see p25

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

### Introduce the topic and the new vocabulary

- Tell the pupils that:
  - many countries have a special day to celebrate trees;
  - Tree Day is not the same day in every country, e.g. in Australia it's on the 30th of July, in Ireland it's the 12th of October ...
- Talk about trees and point out that:
  - they are the homes to many animals: *What animals live in trees?* (bears, squirrels, woodpeckers etc.);
  - they provide us with clean air, oxygen, shade, wood, and food (fruit).
- Ask them if they know the names of any trees in their own language.
- Tell them they are going to learn the names of some common trees in English.
- Use the pictures on Class Book p77 to teach the vocabulary.
- Ask the pupils if any of these trees grow near them.
- Encourage the pupils to say the name of each tree.



### CB p77 Activity 1 Listen and find.

- Tell your class that:
  - they are going to hear the characters talking about the trees in their gardens;
  - they should listen and point to the photos of the trees in their books.
- Play the first sentence and give the pupils time to find the tree in their books.
- Continue with the other sentences.

### 2.38

Titch: What are you doing?  
Bing: We're planting trees!  
Titch: Oooh – what kind of tree is it?  
Bing: It's an oak tree.  
Titch: Fred, what kind of tree is it?  
Fred: It's an orange tree.  
Titch: Mitch, what kind of tree is it?  
Mitch: It's an apple tree.  
Titch: Poppy, what kind of tree is it?  
Poppy: It's a palm tree.  
Titch: I want a tree too!

- After listening ask the pupils about their gardens, streets, or the school playground.

### CB p77 Activity 2 Look and answer.

- Point out to the pupils that:
  - you can identify a tree by its leaves: *What shape is this leaf?*;
  - different trees have different shapes: *What shape is an oak tree?*
- Look at the pictures and check that the pupils remember *circle* and *triangle*.
- Teach the word *oval*.  
Read the speech bubbles with the pupils.
- Continue looking at the different trees by:
  - working together as a whole class;
  - letting the pupils work in pairs before checking with the whole class.

**Answers:** an apple leaf, an orange leaf, a palm leaf, an oak leaf

### PMB p42 Make a badge.

- Show the pupils your Tree Day badge.
- Give out the photocopies and tell the pupils they are going to make their own badge.
- Explain that they should:
  - choose any tree they like: *What's your favourite tree?*;
  - complete the slogan with the name of the tree: *Write the name of the tree.*
  - colour the badge and cut it out.
- The pupils could put a stick-on safety pin or Velcro on their badges so that they can wear them.

### Leaf patterns (optional activity)

- Bring leaves of local trees into the classroom.
- Teach the pupils the names of the trees in English. Explain and show them how to do a leaf rubbing.
- Tell them to:
  - turn the leaf upside down and cover it with a piece of paper;
  - gently rub the paper over the leaf with a wax crayon to get an imprint of the shape and the veins;
  - label and display the leaf patterns.



# Children around the world

## Me and my friends (1)



CB page 78



CB page 79



AB page 74



AB page 75

### Objectives

- Get to know about children in four countries around the world and think about how their lives may be different from your own
- Find countries on a world map
- Listen and identify

### Language

Scotland, India, Peru, Ghana

### Materials

Norton; Map of the world or globe; CD 2; Photocopies for the project (PMB p43); Photos/drawings of the pupils

### Look in the kit see p25

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

### Introduce the topic

- If the pupils have used Incredible English 1, remind them of their Children Around the World project. If they haven't used Book 1 explain that they will be learning about the lives of children who live in different places around the world and then do a project. If the pupils have used Book 1 ask them what they can remember about the children in it: their names, where they are from, their families, and so on.
- Use a map or a globe to show your pupils' own country. Then tell the pupils that the children they

will be learning about this year come from India, Scotland, Ghana, and Peru. Ask them if they can find these countries on the map.

### CB p78 Activity 1 Read. Then listen and say who.

- Look at the pictures with the pupils. Ask them to find the girl from Scotland. Tell them to read about her. Ask: *What's her name? How old is she? Is Molly her sister? How old is she?* Repeat with the children from the other countries.
- Tell the children to read the captions next to the photos. Then ask them to listen to the recordings and say who is talking.
- Play the first dialogue, pause the recording and ask the children who it is. Repeat with the other dialogues.

### 2.39

- Adult: Hello. How old are you?  
Isaac: Hi. I'm nine.  
Adult: Where are you from?  
Isaac: I'm from Ghana.  
Adult: Who's this?  
Isaac: These are my friends, Samuel and John.  
Adult: How old are they?  
Isaac: They're both eight.
- Adult: Hello. How old are you?  
Ashok: I'm seven.  
Adult: Where are you from?  
Ashok: I'm from India.  
Adult: Who's this?  
Ashok: This is my friend, Samad.  
Adult: How old is he?  
Ashok: He's eight.
- Adult: Hello. How old are you?  
Silvia: I'm eight.  
Adult: Where are you from?  
Silvia: I'm from Peru.  
Adult: Who's this?  
Silvia: This is my friend, Luis.  
Adult: How old is he?  
Silvia: He's eight too.
- Adult: Hello. How old are you?  
Kirstie: Hello. I'm ten.  
Adult: Where are you from?  
Kirstie: I'm from Scotland.  
Adult: Who's this?  
Kirstie: This is my sister, Molly.  
Adult: How old is she?  
Kirstie: She's ten too.

### AB p74 Write the names.

- Focus on the photos of the children: ask *Where's Kirstie from?* Once you have established she is from Scotland, ask them to find it on the map and write her name. Continue with the other children.

### AB p75 Activity 1 Listen and write. Then colour.

- Look at the pictures in the activity. Check the pupils remember *scooter* and *skipping rope* and teach *surfboard* and *cricket bat*.



- Play the recording and get the children to write the names of the children under the toys.

**Answers:** skipping rope – Silvia, cricket bat – Ashok, scooter – Isaac, surfboard – Kirstie

## 2.40

- Adult: Hi, Isaac. What's your favourite toy?  
 Isaac: My scooter.  
 Adult: What colour is it?  
 Isaac: It's black and white.  
 Adult: Hi, Kirstie. What's your favourite toy?  
 Kirstie: My surfboard.  
 Adult: What colour is it?  
 Kirstie: It's purple.  
 Adult: Hi, Silvia. What's your favourite toy?  
 Silvia: My skipping rope.  
 Adult: What colour is it?  
 Silvia: It's pink.  
 Adult: Hi, Ashok. What's your favourite toy?  
 Ashok: My cricket bat.  
 Adult: What colour is it?  
 Ashok: It's green.

- Play the recording again and get the children to put a spot of colour in each toy.
- Finally tell them to colour the toys.
- Ask the pupils: *What's your favourite toy? What colour is it?*

### Advanced preparation:

*If necessary remind the children to bring photos of themselves, their friend(s), and their bedrooms to the next lesson. If they haven't got photos they can draw pictures.*

## Me and my friends (2)

(See mini pages for Lesson 1).

### Objectives

- Read and identify
- Use a colouring key

### Language

*bed, desk, shelf, picture, share, curtains*

### Materials

Norton; CD 2; Children's project page

### Look in the kit see p25

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

### Review

- Look at the pictures on Class Book p78 again and recall the names of the children. Ask the pupils if they can remember any information about them. Use a map or globe to locate the countries again.

### CB p79 Activity 2 Read and say who.

- Look at the pictures of the bedrooms. Ask the children what they can see and teach any unknown words. Check that the children remember *bed, desk, shelf, picture* and *share* (from level 1), and teach *curtains*.
- Read the first text with the whole class. Ask which bedroom it is.

- You may like to introduce the possessive 's' here: *It's Kirstie's bedroom.*
- Either continue with the whole class or get the children to work in pairs to finish the activity.

**Answers:** 1 It's Kirstie's bedroom 2 It's Ashok's bedroom  
 3 It's Silvia's bedroom 4 It's Isaac's bedroom

### AB p75 Activity 2 Colour, read and write.

- Look at the picture and ask the pupils what they can see.
- Explain the activity: they should colour the room according to the colouring key and then complete the sentences with the correct colour word.

**Answers:** The bed is green with orange cushions. It's got a blue and white rug and yellow curtains. It's got two windows and a yellow door. It's got a cupboard and a shelf. The cupboard is brown and the shelf is brown, too.

### PMB p45 Personal album

- Tell the children they are going to make a page about themselves similar to the one on Class Book p78. 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.
- Either ask the children to find any photos/pictures they have already brought in or prepared, or, if you have collected them in previously, give them out.
- Give out the photocopies of PMB p45 and draw a large rectangle on the board to represent the PMB page. Ask the children where they should stick their pictures: *Draw yourself or stick your photos here.*
- Elicit sentences that they could write by the pictures, basing them on the ones in the Class Book and the Activity Book. (*Hi, I'm Kirstie. I'm from (Spain). This is my friend (Molly). This is my bedroom. My favourite colour is (blue). I've got (blue curtains and a blue carpet).* Then tell the pupils to get on with their projects.
- When they have finished you may like to ask some children to show the class their pictures and talk about them, using the Class Book as a guide.
- 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, 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.



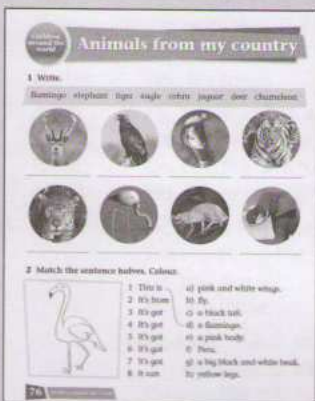
# Animals from my country (1)



CB page 80



CB page 81



AB page 76

## Objectives

- Learn about animals from different parts of the world
- Compare these with animals from your own country
- Listen and identify animals from descriptions

## Language

deer, golden eagle, cobra, tiger, jaguar, flamingo, chameleon, elephant, eyes, wings, teeth, beak, spots, stripes

## Materials

Norton; CD 2; Children's project page

## Look in the kit see p25

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

## Review

- Look at pages 80–81 of the Class Book, and ask the pupils what they can remember about the children.

## Introduce the topic

- Explain that in these two lessons they are going to learn about animals from the children's countries. Focus on the animals one by one, say the names, and ask the children to repeat them.

## CB p80 Activity 1 Read. Then listen and say the animal.

- Pupils read the captions. Before listening, check that the children remember the words *tail*, *wings*, *teeth* and *eyes*. Teach *spots* and *stripes*. Play the first dialogue. Pause before the answer is given and ask the children which animal Kirstie is describing. Then play the answer. Repeat with the other dialogues.

## 2.41

- Adult: Hi Kirstie. Tell us about one of your animals.  
Kirstie: It's small and brown.  
Adult: OK ... and ...  
Kirstie: It's got yellow eyes and a yellow beak.  
Adult: Mm hm ...  
Kirstie: And big wings.  
Adult: I know ... it's an eagle!  
Adult: Hi Ashok. Tell us about one of your animals.  
Ashok: It's dangerous, very dangerous.  
Adult: OK.  
Ashok: It's got big teeth.  
Adult: Mm hm ...  
Ashok: It's yellow with black stripes.  
Adult: OK, I know ... it's a tiger!  
Adult: Hi Silvia. Tell us about one of your animals.  
Silvia: It's big.  
Adult: OK.  
Silvia: It's got wings.  
Adult: Mm hm ...  
Silvia: It's pink.  
Adult: OK, I know ... it's a flamingo!  
Adult: Hi Isaac. Tell us about one of your animals.  
Isaac: It's got four legs.  
Adult: OK.  
Isaac: It's very big.  
Adult: Mm hm ...  
Isaac: It's grey. And big!  
Adult: OK, I know ... it's an elephant!

## Dialogue build

- Play the first dialogue again and ask the children what the first question and answer are. Write them on the board and practise them in chorus.
- Repeat with the other questions and answers.
- Tell the children to practise the dialogues in pairs.
- Then choose an animal on the page and tell the children to ask you questions to try and guess the animal. You may like the children to do the same in pairs.

## AB p76 Activity 1 Write.

- Check that the children remember the names of the animals. Focus on the first sounds of each word and also ask the children if it is a long or short word.
- Ask the children to find the words for each animal in the wordbank. Spell the words out loud, getting the children to write the word in the air as you do so.
- Finally tell the children to copy the words underneath the appropriate pictures.

Answers: deer, eagle, cobra, tiger, jaguar, flamingo, chameleon, elephant

## PMB p46 Personal Album

- Get out the photocopyable page that the pupils started in the last lesson.
- Ask the children what animals can be found in their country or region. Write a list of the animals in the children's L1 and then tell the children the names in English or get them to use dictionaries: online dictionaries are useful here.
- Tell the children to find any photos/pictures they have and show them to you, or if you have collected them in previously, give them out. Otherwise ask the pupils to draw two or three of the animals and write the names of the animals in English in pencil on their pictures.



# Animals from my country (2)

(See mini pages for Lesson 1).

## Objectives

- Identify animals from written descriptions
- Think about animals from your own country

## Language

deer, golden eagle, cobra, tiger, jaguar, flamingo, chameleon, elephant, change colour, run fast, swim, jump, fly, climb trees, swim, small, dangerous

## Materials

Norton; CD 2; Children's project page

Look in the kit see p9

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

## Review

- Look at the pictures on Class Book pages 80-81. Describe one of the animals and ask the children to tell you which one it is.

### CB p81 Activity 2 Read and find the animals.

- Before reading the texts, check that the pupils remember the words *jump, fly, run fast, climb trees, swim, small*. Teach *dangerous*.
- Read the first sentence and ask the pupils which animal it refers to. Continue with the whole class or ask the pupils to work in pairs to finish the activity.

Answers: 1 chameleon, 2 jaguar, 3 cobra, 4 deer

### AB p76 Activity 2 Match the sentence halves. Colour.

- Ask the pupils what the animal is in Activity 2.
- Explain that they can make sentences about the flamingo by matching the beginnings and endings of the sentences. Tell them that there may be more than one possibility in some cases.
- Either continue with the whole class or ask the pupils to work in pairs to finish the activity.

Answers: 1 d, 2 f, 3-7 can all match with a, b, c, e and h, 8 g

### PMB p46 Personal Album

- Remind the pupils of the project that they started in the last section. Remind them that for this part of the project they are going to prepare a page about some animals that are found in their region or country.
- Ask the pupils to name two animals found in their region or country. Explain that the class is going to think of things to write about these animals.
- Write the sentence beginnings on the board: *This is a ... It lives in ... It is ... It's got ... It can ...* Ask the pupils how you could complete the sentences for each animal and write their suggestions in a different colour.
- Give out the project pages. Tell pupils to write these or similar sentences for the animals they have chosen, changing the words in colour as appropriate.
- Check the pupils know what they have to do and then tell them to get on with their project. While they are working walk around commenting and helping.

# Special days (1)



CB page 82



CB page 83



AB page 77

## Objectives

- Learn about some special days around the world and compare them with special days in your own country
- Describe some festival activities

## Language

kilt, (bag)pipes, lamps, Rangoli patterns/fireworks, accordion, crown, parade, drum, festival, special, mask

## Materials

Norton; CD 2; Children's project page

Look in the kit see p25

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

## Review

- Look at the pictures on pages 82-83 of the Class Book. Check that the pupils recall the children's names and where they are from. Ask them if they can remember anything else about the children.

## Introduction

- Explain that in this section they are going to learn about special days in each child's country.
- Look at each set of photos and talk a little about each one. Establish that:
  - the Scottish photos are of the Highland Games, a sporting festival that takes place in many towns in Scotland;
  - the Indian photos are of Diwali, a Hindu religious festival;
  - the Peruvian photos are of a Sun festival;
  - the Ghanaian photos are of a Harvest festival.



- Ask the children if there are similar festivals in their countries. You may like to explain that in Britain it is common to celebrate Diwali as there are many Hindus living there now and that Ghanaian people celebrate Homowo all over the world, especially in the USA.

**CB p82** Read. Then listen and say which festival.

- Before listening focus the pupils' attention on the individual photos and use them to teach any unknown vocabulary, for example: *kilt, bagpipes, lights, crown, drums, parade*.
- Find this photo. A girl is looking at the candles. A boy is looking at the lights. A girl is wearing a mask. Ask the pupils to read the captions. Play the first recording and ask which festival the child is at. Repeat with the other recordings.

**2.42**

- Adult: Hi, Kirstie. What are you doing?  
Kirstie: I'm watching the dancing.  
Adult: Do you like it?  
Kirstie: Yes, it's great.
- Adult: Hi, Ashok. What are you doing?  
Ashok: I'm looking at the lights.  
Adult: Do you like them?  
Ashok: Yes. I love the lights.
- Adult: Hi, Silvia. What are you doing?  
Silvia: I'm watching the parade.  
Adult: Do you like it?  
Silvia: Yes, it's fantastic!
- Adult: Hi, Isaac. What are you doing?  
Isaac: I'm listening to the music.  
Adult: Do you like it?  
Isaac: Yes, I love the drums.

Answers: 1 The Highland Games, 2 Diwali, 3 Inti Raymi, 4 Homowo

**Build a dialogue**

- Play the first dialogue again. Ask the pupils to help you build the dialogue up on the board.
- Practise it several times, dividing the class into two halves to take the two parts and finally asking the pupils to work in pairs.
- Then play the second dialogue. Ask the pupils where the words change. Change the words on the board and practice the second dialogue.

**AB p77** Activity 1 Listen and number. Then write.

- Look at the pictures. Ask the pupils about them: *What's he doing? What's she doing?*
- Then play the dialogues and get the pupils to number the pictures. Pause and check after each dialogue.
- They can write about the pictures using the wordbank.

**2.43**

- Adult: What's this?  
Isaac: It's Homowo, the harvest festival.  
Adult: Who's that?  
Isaac: That's my friend Samuel.  
Adult: What's he doing?  
Isaac: He's playing a drum.
- Adult: What's this?  
Silvia: It's Inti Raymi, the sun festival.  
Adult: Who's that?  
Silvia: That's my friend Luis.  
Adult: What's he wearing?  
Silvia: He's wearing a mask.

- Adult: What's this?  
Ashok: It's Diwali, the festival of light.  
Adult: Who's that?  
Ashok: That's my friend Samad.  
Adult: What's he doing?  
Ashok: He's lighting a candle.
- Adult: What's this?  
Kirstie: It's the Highland Games, a Scottish festival.  
Adult: Who's that?  
Kirstie: That's my sister Molly.  
Adult: What's she doing?  
Kirstie: She's playing the pipes.

## Special days (2)

(See mini pages for Lesson 1).

**Objectives**

- Identify from a description
- Learn about a special day in Britain

**Language**

Open day

**Materials**

Norton; Clothes flashcards and word cards; CD 2; Children's project page

**Look in the kit** see p25

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

**Review**

- Look at the pictures on Class Book pages 82-83 and say some sentences about the photos. Ask the pupils to point to the photo they refer to. Listen: *Isaac is dancing. Which photo is it?*

**CB p83** Activity 2 Read. Who's speaking?

- Look at the sentences with the pupils. Ask them who is speaking in each case.

Answers: 1 Kirstie, 2 Ashok, 3 Isaac, 4 Silvia

**AB p77** Activity 2 Read and number.

- Explain that there is special day in British schools, usually in the summer, when parents and friends visit the school. There are stalls with food to buy, games to play, and competitions to enter. The children do dances and play music for the visitors, and there are sports events too. Ask them about the picture: *Look at the boy wearing the T-shirt with '1' on it. What's he doing?* Tell the pupils to read the sentences and match them to the pictures.

**PMB p47** Personal album

- Explain that they are going to make a page about a special day similar to the one in the Class Book using their own photos.
- Tell the children to arrange their photos to look nice on the page and then to write a few sentences like those in the Class Book or the Activity Book. Tell them to write the sentences as a draft first so that you can help them if necessary.
- When the pupils have finished they can look at each other's projects. Encourage them to ask questions following the dialogue in Class Book p82 Activity 1 (Listening 2.42).



## 1 Look and write. 8 marks

Saturday Thursday ~~Tuesday~~ Monday Friday  
 Wednesday Sunday Friday Tuesday

M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

M	Tu	W	Th	F	Sa	Su
				1	(2)	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

M	Tu	W	Th	F	Sa	Su
				(1)	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

It's Tuesday. It's \_\_\_\_\_. It's \_\_\_\_\_.

M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
(11)	12	13	14	15	16	17

M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	(10)
11	12	13	14	15	16	17

M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

It's \_\_\_\_\_. It's \_\_\_\_\_. It's \_\_\_\_\_.

M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

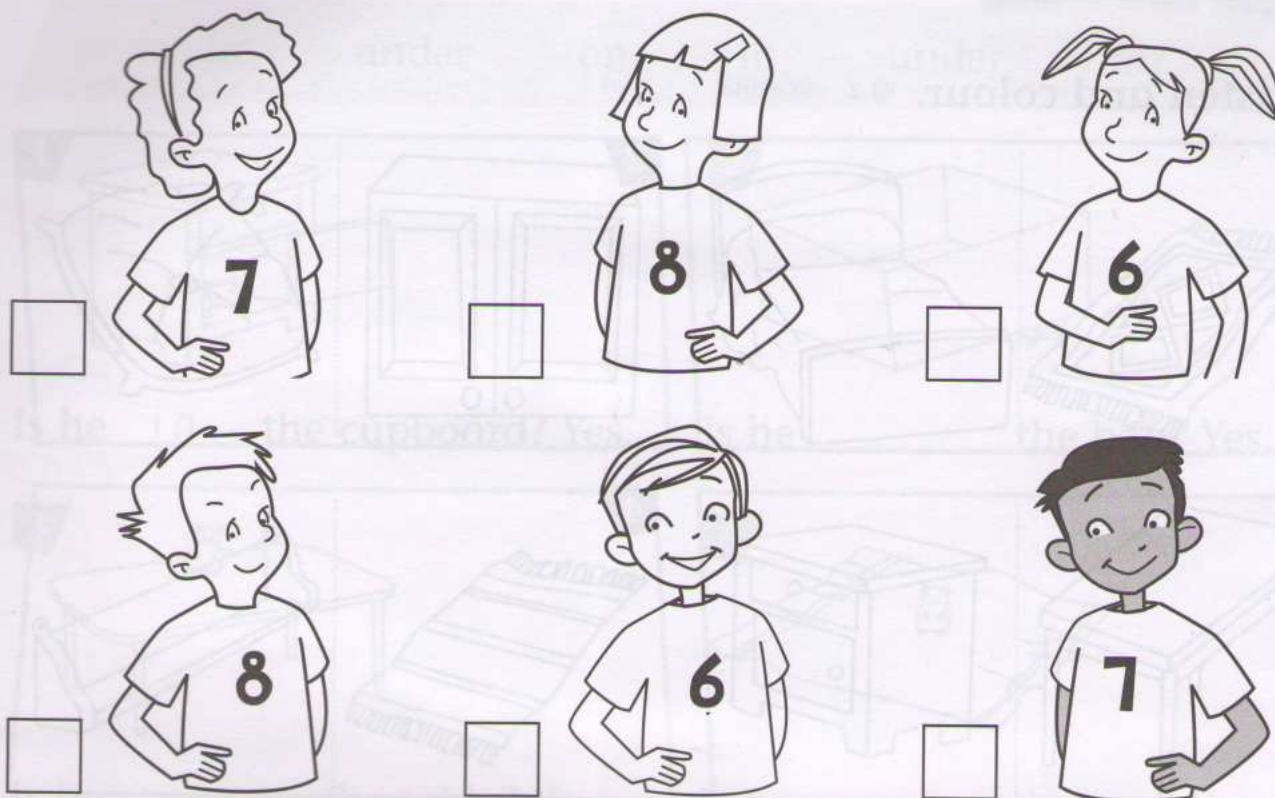
M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

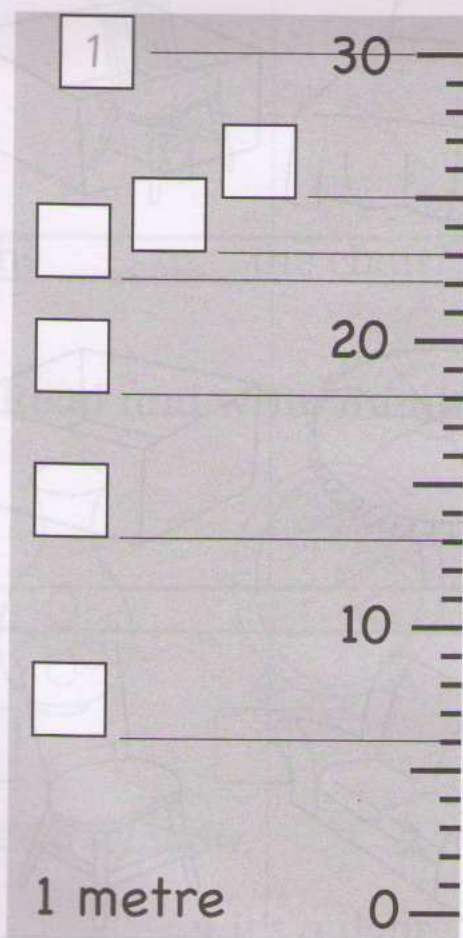
It's \_\_\_\_\_. It's \_\_\_\_\_. It's \_\_\_\_\_.



2 Listen and match. 1 6 marks



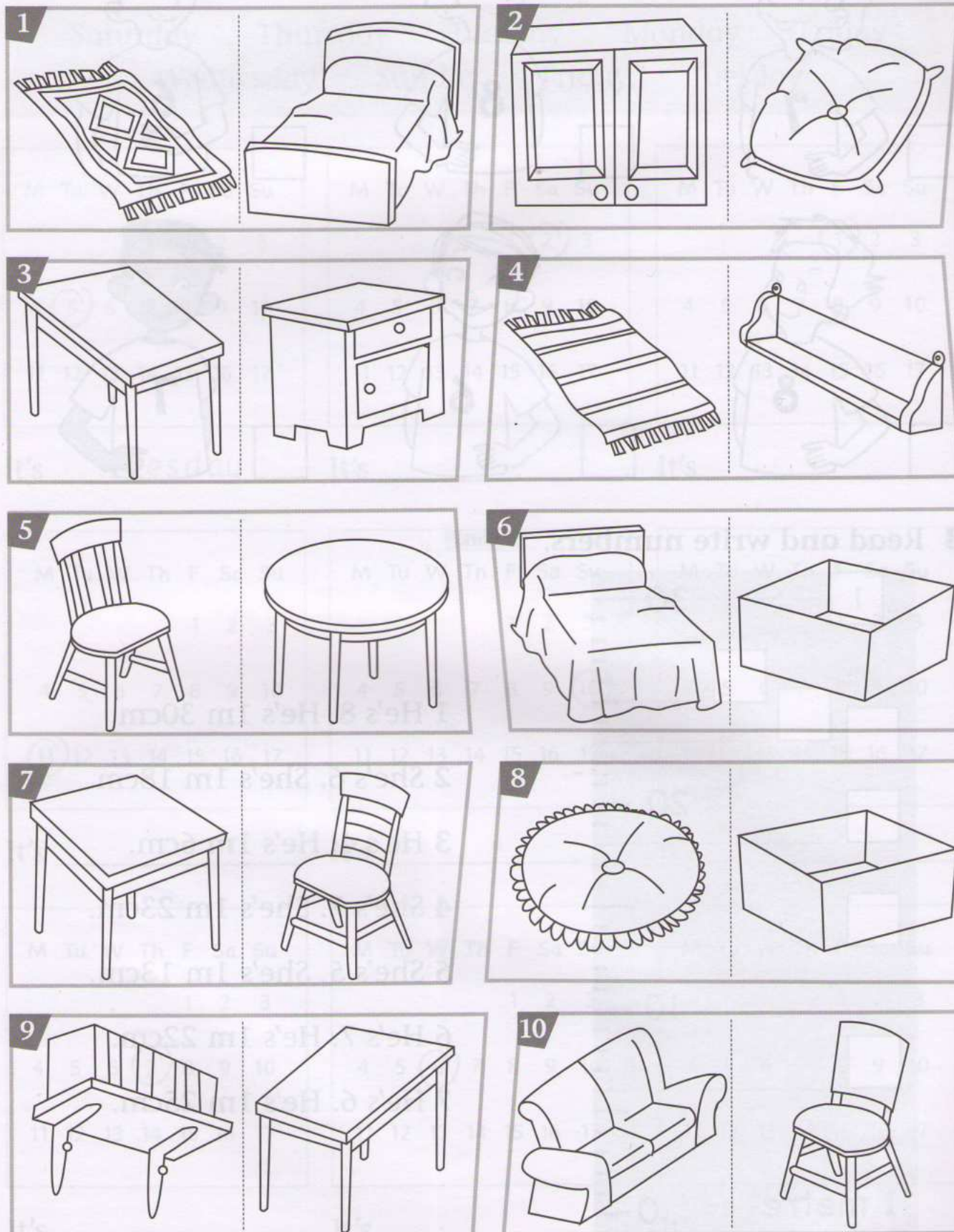
3 Read and write numbers. 6 marks



- 1 He's 8. He's 1m 30cm.
- 2 She's 6. She's 1m 18cm.
- 3 He's 4. He's 1m 6cm.
- 4 She's 7. She's 1m 23cm.
- 5 She's 5. She's 1m 13cm.
- 6 He's 7. He's 1m 22cm.
- 7 He's 6. He's 1m 25cm.



## 1 Listen and colour. 2 10 marks



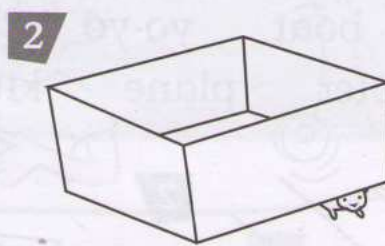


## 2 Write. 5 marks Where's Harry?

~~in~~      under      on      in      under      on



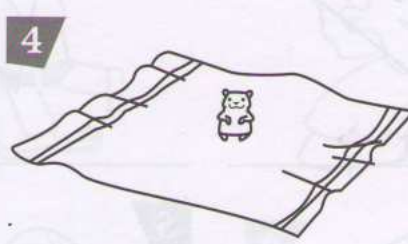
Is he in the cupboard? Yes.



Is he \_\_\_\_\_ the box? Yes.



Is he \_\_\_\_\_ the table? Yes.



Is he \_\_\_\_\_ the rug? Yes.

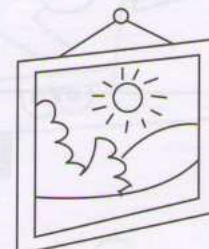
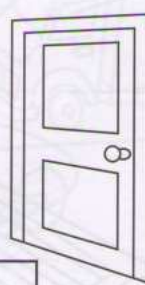
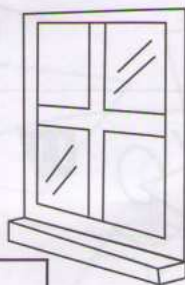
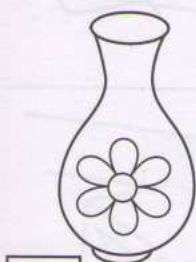


Is he \_\_\_\_\_ the chair? Yes.



Is he \_\_\_\_\_ the bed? Yes.

## 3 Read and write numbers. 5 marks



1 It's a window.

2 It's a picture.

3 It's a mirror.

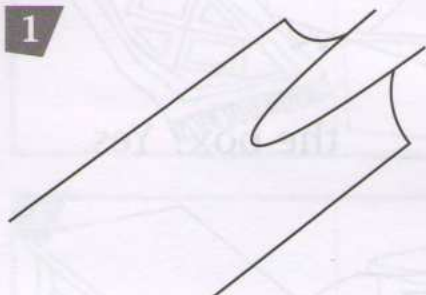
4 It's a door.

5 It's a vase.

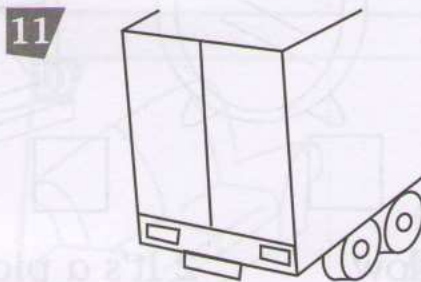
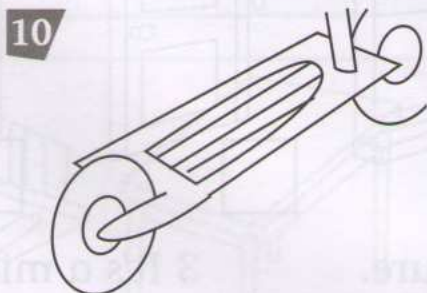
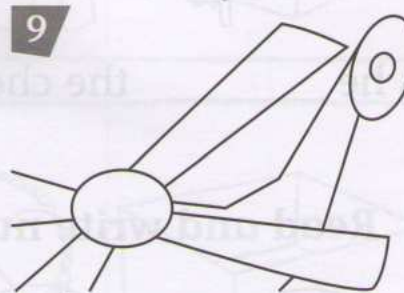
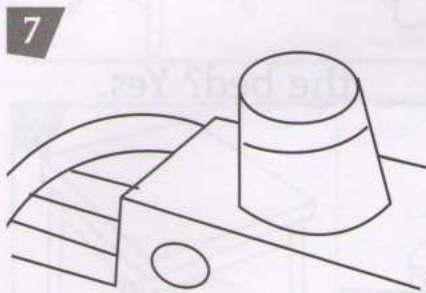
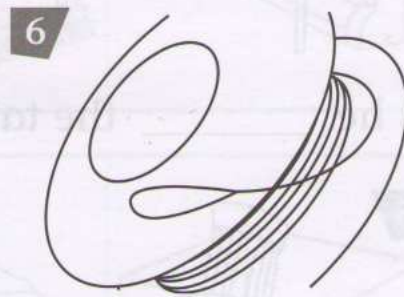
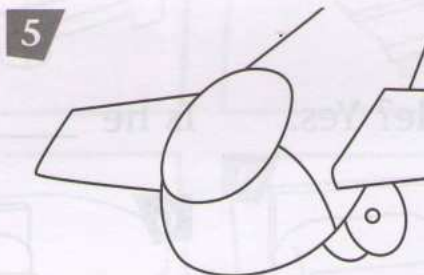
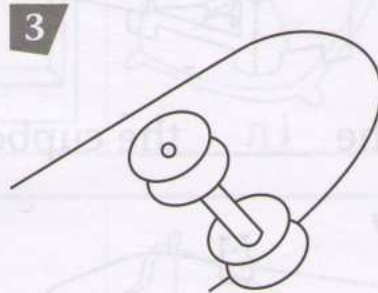
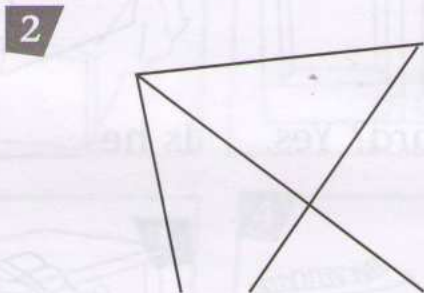


## 1 Look and write. 10 marks

frisbee boat yo-yo ~~bat~~ skipping rope lorry  
helicopter plane kite scooter skateboard



bat





## 2 Read and match. 5 marks

1



2



He's got a yo-yo.

She's got a yo-yo.

She's got a scooter.

He's got a bat.

He's got a scooter.

She's got a bat.

3



4



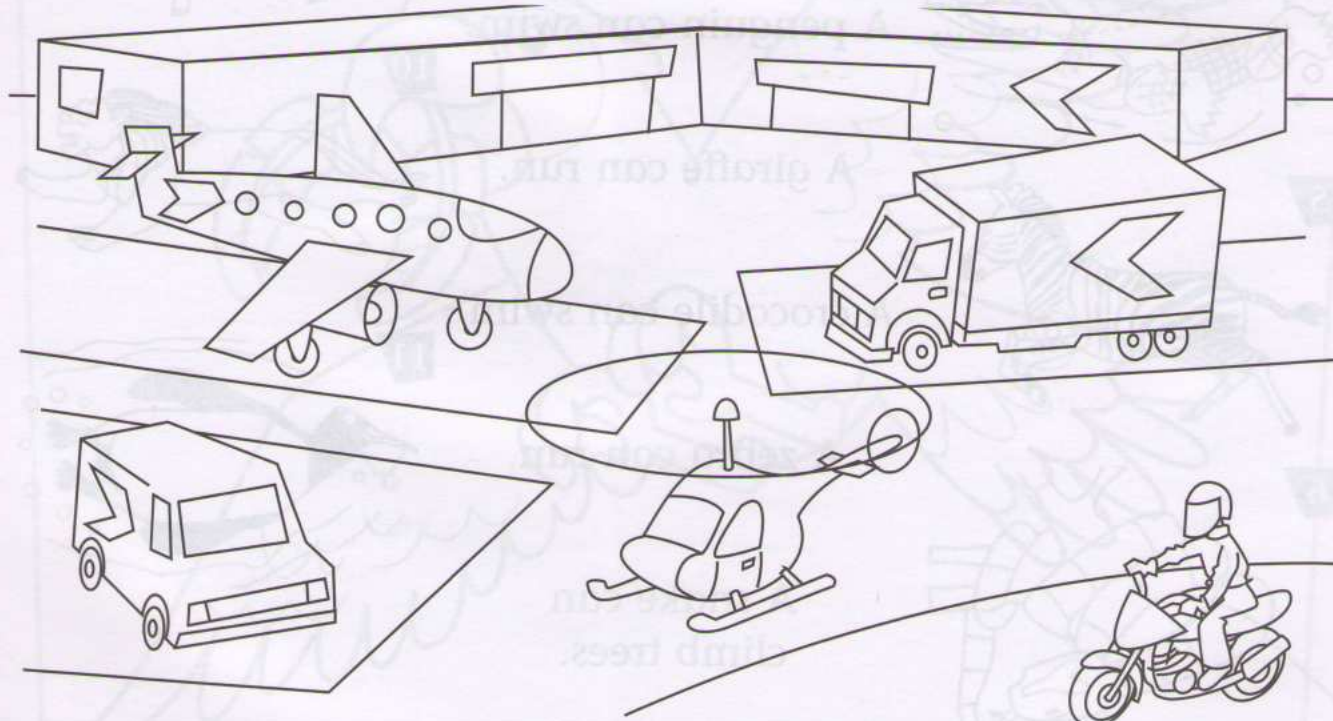
5



6



## 3 Listen and colour. 3 5 marks





# 4

## Test

### 1 Read and match.

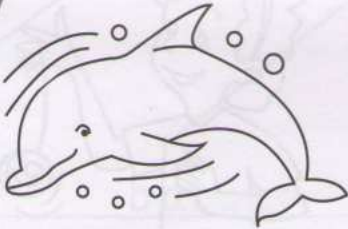
10 marks

1



A cat can climb trees.

2



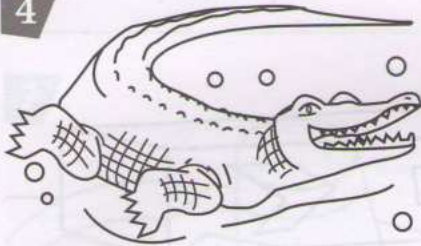
A monkey can climb trees.

3



A parrot can fly.

4



A bat can fly.

A dolphin can swim.

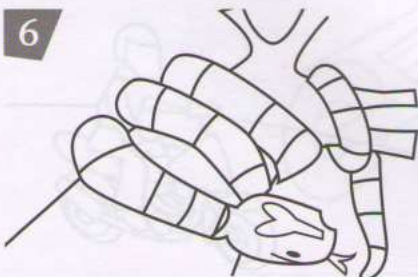
5



A lion can run.

A penguin can swim.

6



A giraffe can run.

A crocodile can swim.

A zebra can run.

A snake can climb trees.

7



8



9



10



11





2 Write. 6 marks

can can't



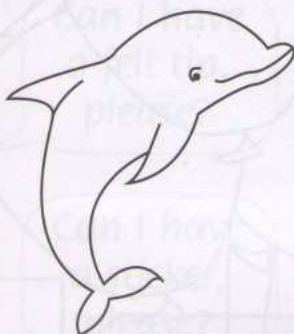
It can't fly.

It can run.



It can't climb trees.

It can run.



It can swim.

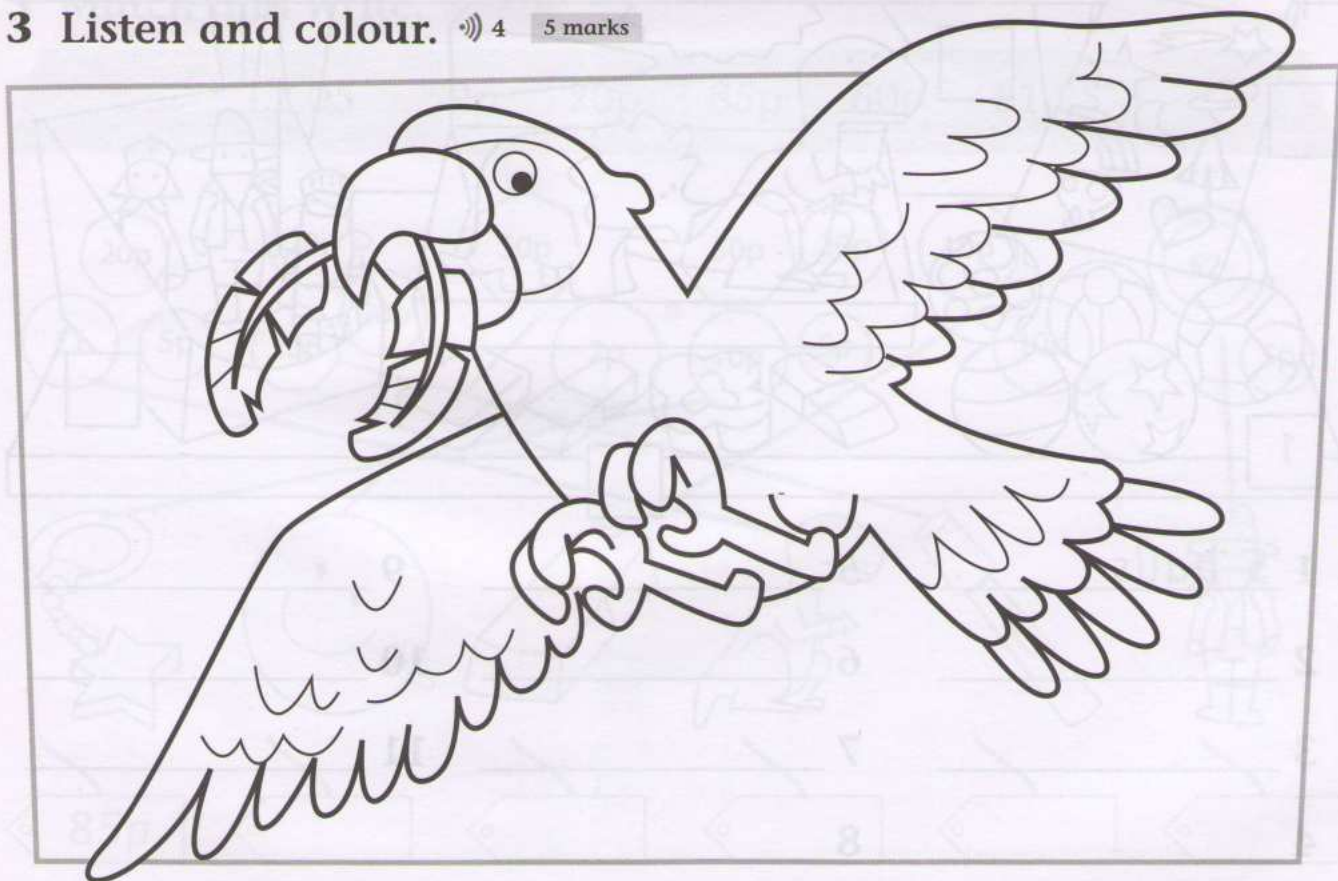
It can't fly.



It can't run.

It can fly.

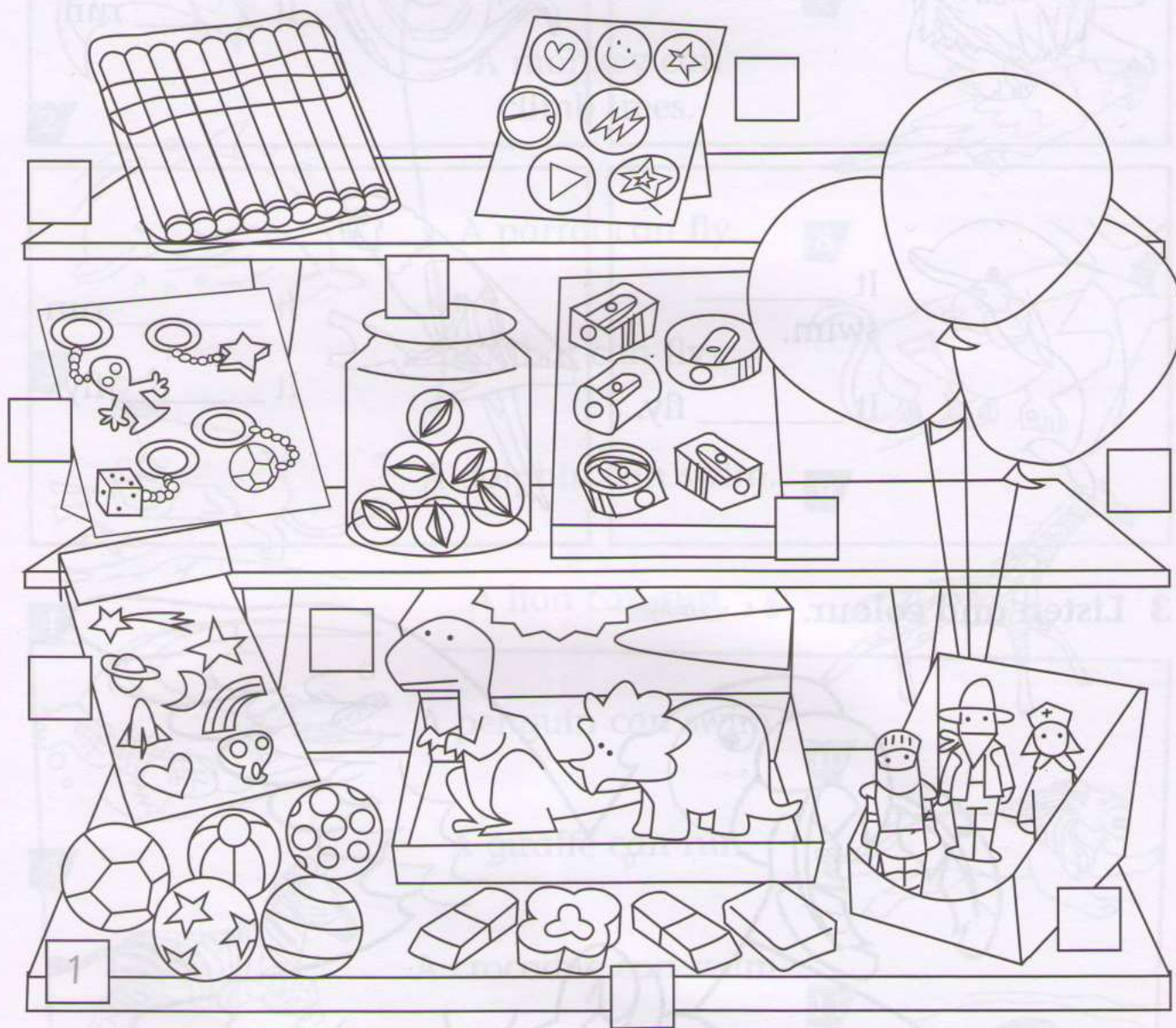
3 Listen and colour. 4 5 marks





## 1 Listen and match. Write. 5 10 marks

sharpener rubbers stickers marbles balloons  
badges dinosaurs key rings felt tips figures balls



1 5 balls

5

9

2

6

10

3

7

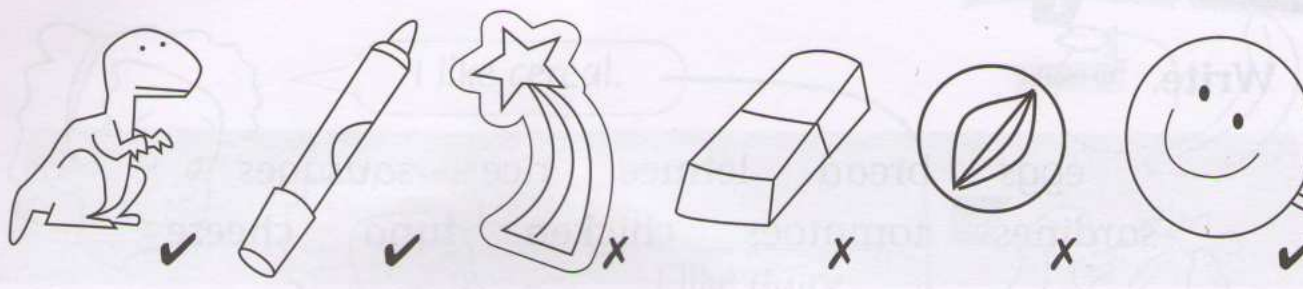
11

4

8



## 2 Read and match. 5 marks



Can I have a dinosaur, please?

Yes. Here you are.

No, sorry.

Can I have a rubber, please?

Can I have a felt tip, please?

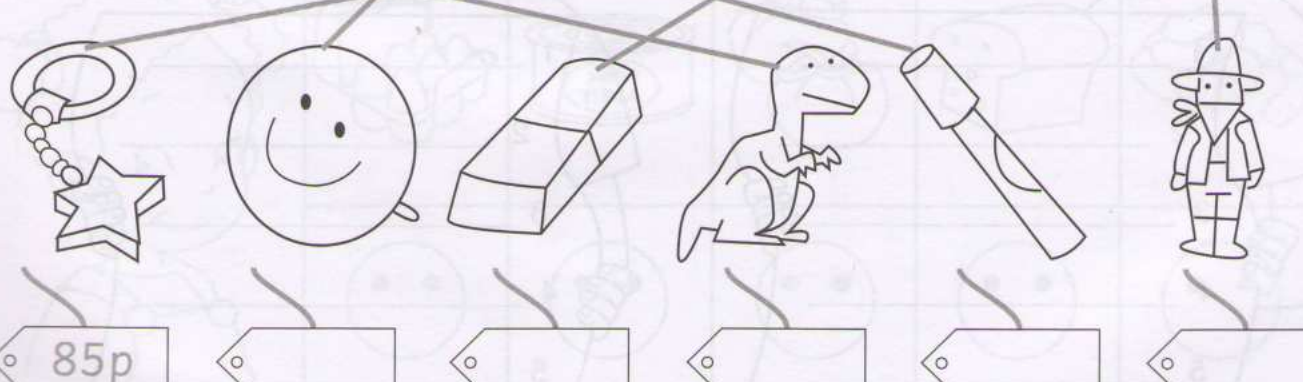
Can I have a sticker, please?

Can I have a marble, please?

Can I have a badge, please?

## 3 Match and write. 5 marks

£2.05    52p    20p    85p    60p    £1.25



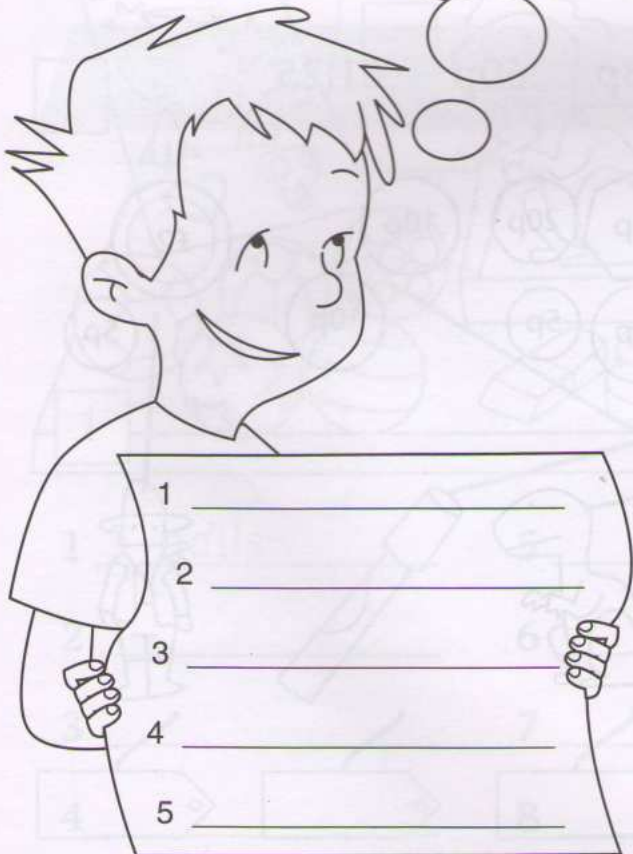
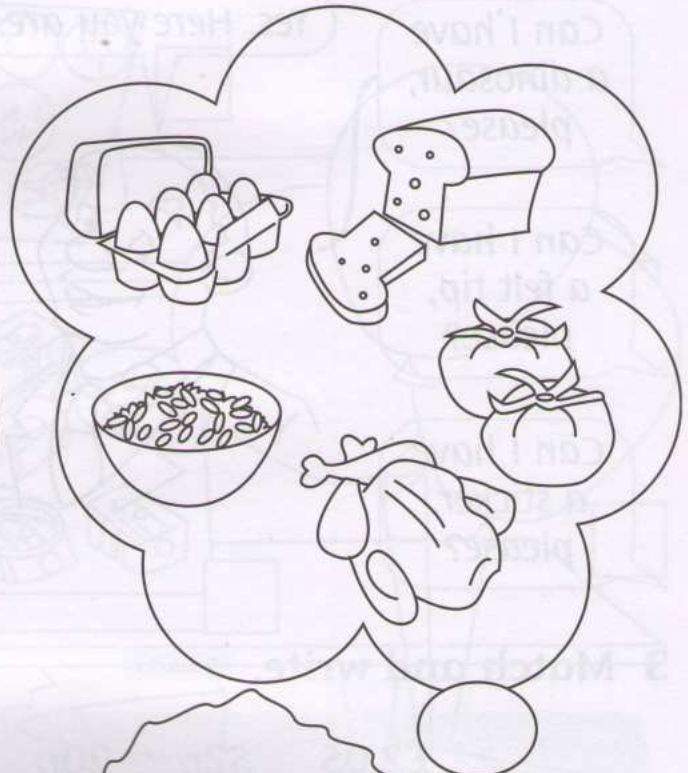
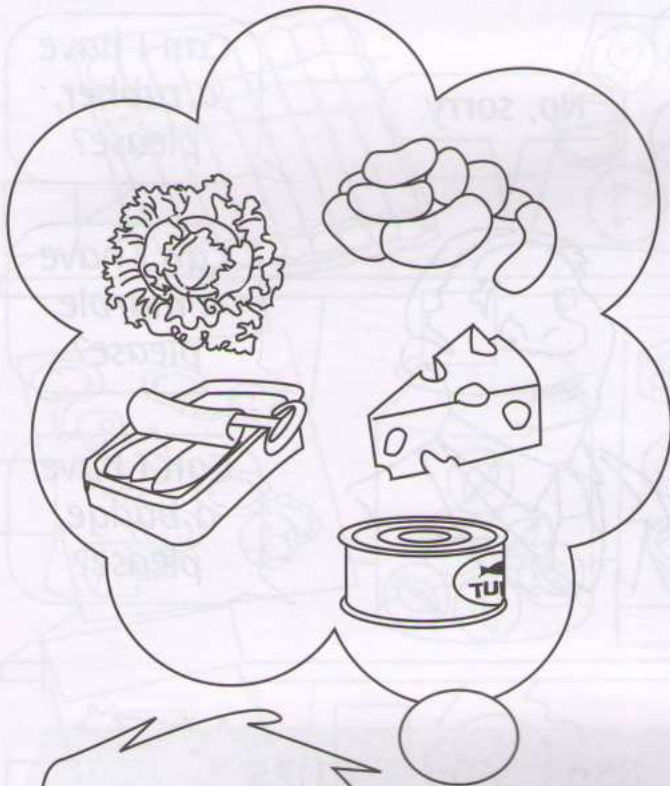
£1    20p    5p    20p    20p    50p    2p    50p    20p    10p    10p    £2    5p

85p




## 1 Write. 10 marks

eggs bread lettuce rice sausages  
sardines tomatoes chicken tuna cheese







## 2 Read and match.



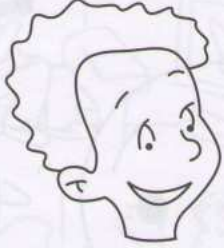
I like cereal.




I like fish.




I like vegetables.



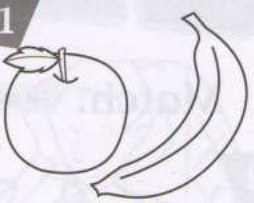
I like dairy.

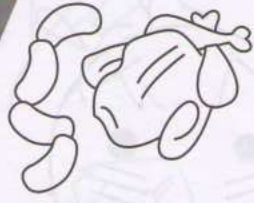


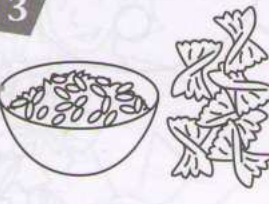
I like fruit.





I like meat.


1 

2 


3 

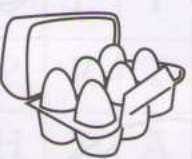


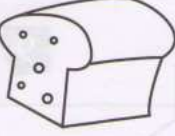






4 

5 

6 

## 3 Listen and draw ☺ or ☹. 6 5 marks





## 1 Match. 10 marks

1



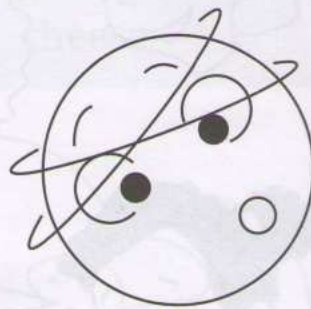
2



3



4



sad

cold

dizzy

bored

happy

hungry

sleepy

thirsty

cross

hot

scared

5



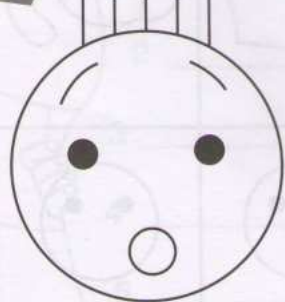
6



7



8



9



10



11



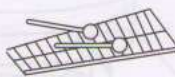


## 2 Listen and number. 7 5 marks



## 3 Find and circle. Write. 5 marks

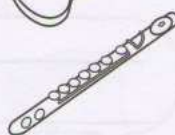
B	K	A	L	X	E	Z	O	T
C	D	P	M	Y	R	G	K	N
F	J	I	Q	L	X	U	A	S
L	G	V	I	O	L	I	N	F
U	E	H	D	P	R	T	O	X
T	B	N	E	H	X	A	Q	L
E	H	U	J	O	V	R	M	A
V	P	I	A	N	O	K	S	L
A	R	Y	T	E	C	L	Z	I



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



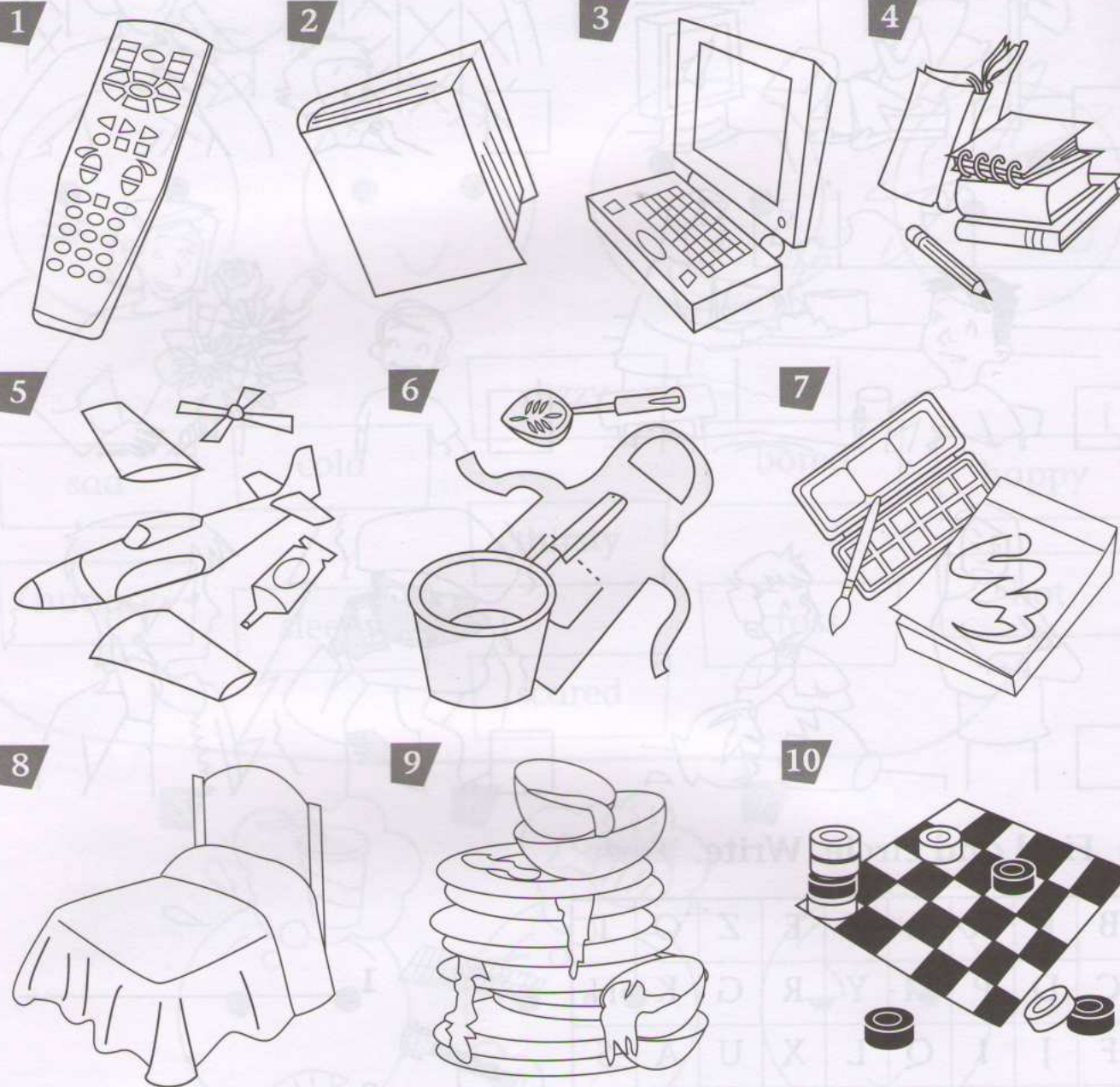
4 \_\_\_\_\_



5 \_\_\_\_\_

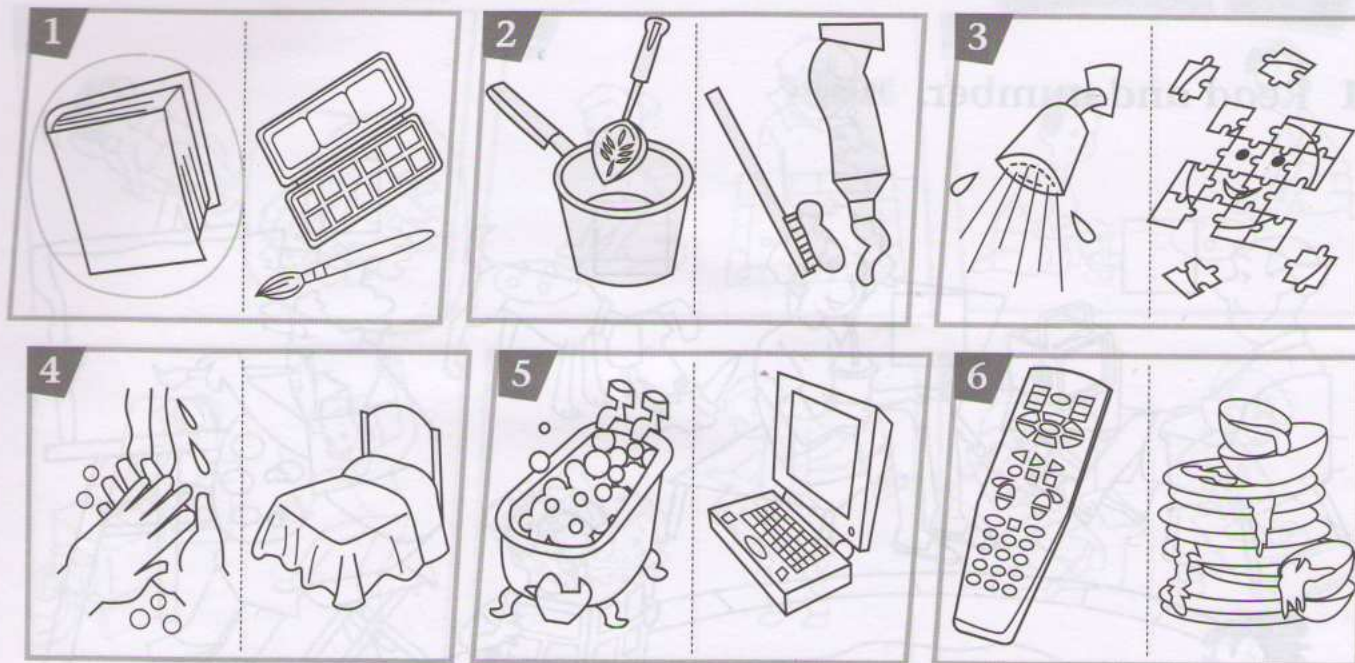


## 1 Read and number. 10 marks

wash up ☐cook ☐make a model ☐paint ☐play a game ☐watch TV ☐read ☐play on the computer ☐sleep ☐do my homework ☐



## 2 Listen and circle. 8 5 marks



## 3 Write. 5 marks

sleeping on the sofa    playing on the computer  
making a model    cooking    reading a book  
painting a picture

1 I'm reading  
a book.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_





## 1 Read and number. 10 marks



1 I'm swimming.

2 I'm writing a postcard.

3 I'm floating.

4 I'm eating an ice cream.

5 I'm drinking a milkshake.

6 I'm reading a comic.

7 I'm listening to the radio.

8 I'm having a shower.

9 I'm taking a photo.

10 I'm painting.

11 I'm watching TV.



## 2 Listen and circle. 9 5 marks



## 3 Write. 5 marks

swimming    writing a postcard    floating  
eating an ice cream    reading a comic    painting



What's he doing?

He's painting.



What's she doing?

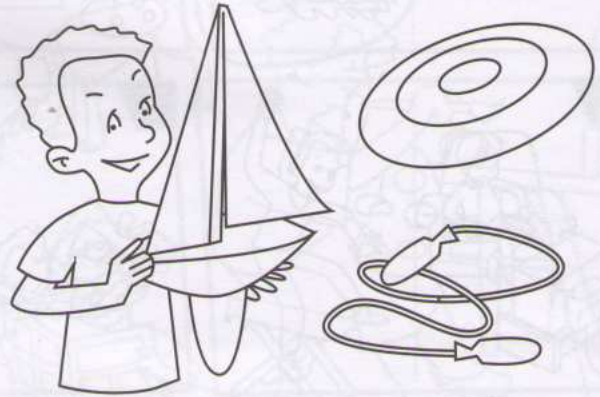
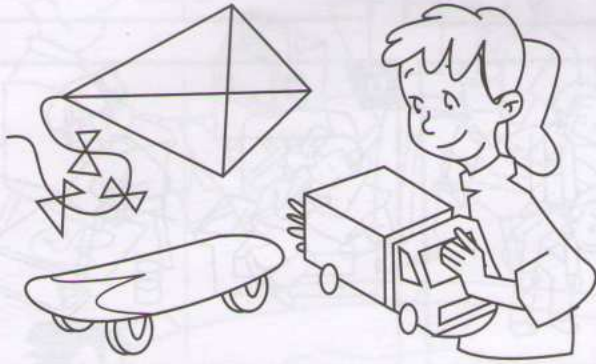




# Term 1 Test A

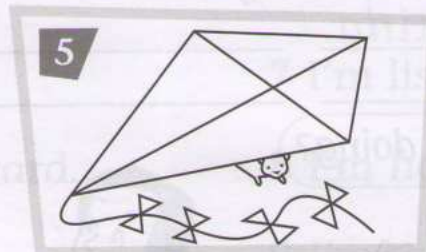
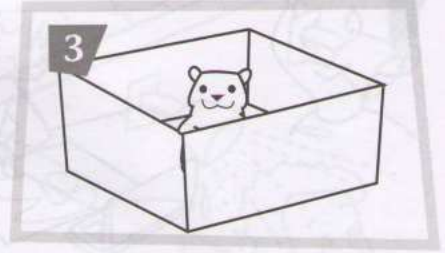
## 1 Write. 5 marks

lorry kite ~~skateboard~~ boat skipping rope frisbee



- 1 She's got a skateboard. 4 \_\_\_\_\_.
- 2 \_\_\_\_\_. 5 \_\_\_\_\_.
- 3 \_\_\_\_\_. 6 \_\_\_\_\_.

## 2 Read and circle. 5 marks



- 1 Is he in the bed? Yes No 4 Is he in the lorry? Yes No
- 2 Is he on the table? Yes No 5 Is he under the kite? Yes No
- 3 Is he under the box? Yes No 6 Is he on the frisbee? Yes No

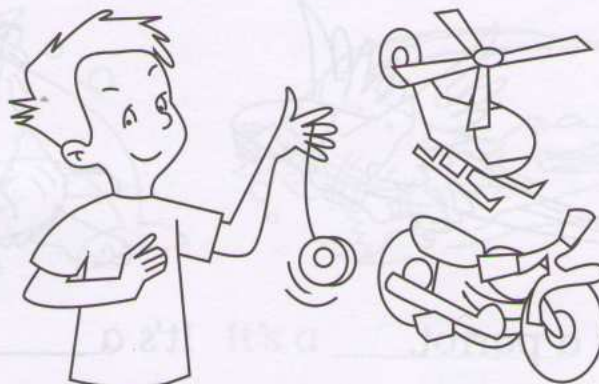


# Term 1 Test B

# Term 2 Test A

## 1 Write. 5 marks

helicopter yo-yo ~~plane~~ motorbike bat scooter



1 She's got a plane.

4 He's \_\_\_\_\_.

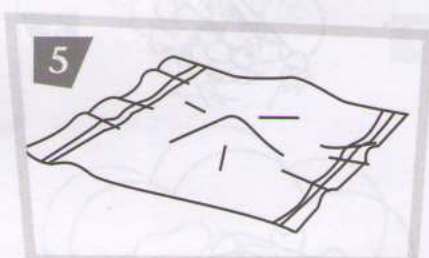
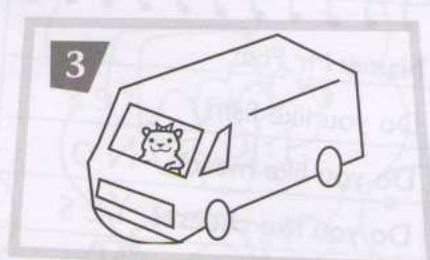
2 He's got a \_\_\_\_\_.

5 \_\_\_\_\_.

3 She's \_\_\_\_\_.

6 \_\_\_\_\_.

## 2 Read and circle. 5 marks



1 Is she on the motorbike? ☒ Yes ☐ No

4 Is she under the mirror? ☐ Yes ☐ No

2 Is she under the chair? ☐ Yes ☐ No

5 Is she on the rug? ☐ Yes ☐ No

3 Is she in the van? ☐ Yes ☐ No

6 Is she in the vase? ☐ Yes ☐ No

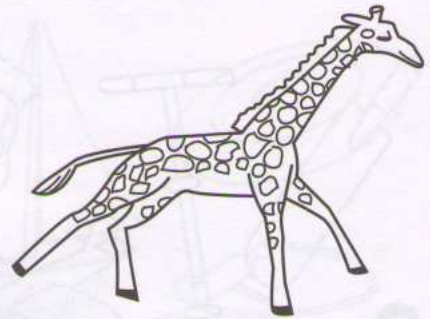


# Term 2 Test A

6 marks **1 Write.**

lion giraffe parrot

can can't



It's a parrot.

It's a \_\_\_\_\_.

It's a \_\_\_\_\_.

It can fly.

It \_\_\_\_\_ fly.

It \_\_\_\_\_ fly.

It can't run.

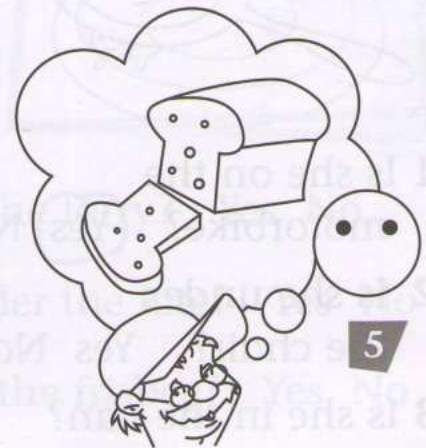
It \_\_\_\_\_ run.

It \_\_\_\_\_ run.

**2 Read and draw ☺ or ☹.** 4 marks

Name: Mr Fixit

Do you like fish?	Yes
Do you like meat?	No
Do you like cheese?	Yes
Do you like chicken?	No
Do you like bread?	Yes





# Term 2 Test B

Term 2 Test B

Write. 6 marks **1 Write.**

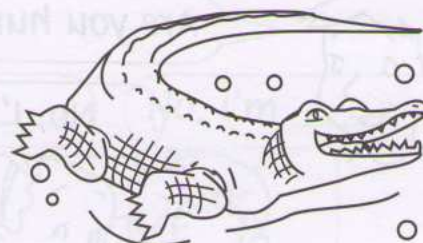
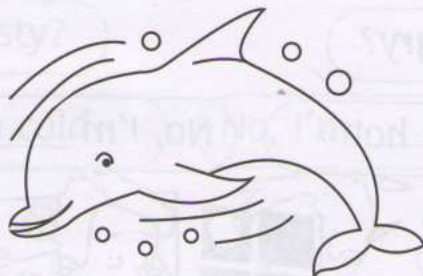
crocodile

dolphin

monkey

can

can't



It's a monkey.

It's a \_\_\_\_\_.

It's a \_\_\_\_\_.

It can't swim.

It \_\_\_\_\_ swim.

It \_\_\_\_\_ swim.

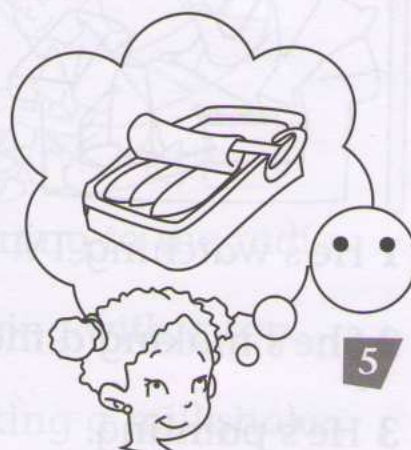
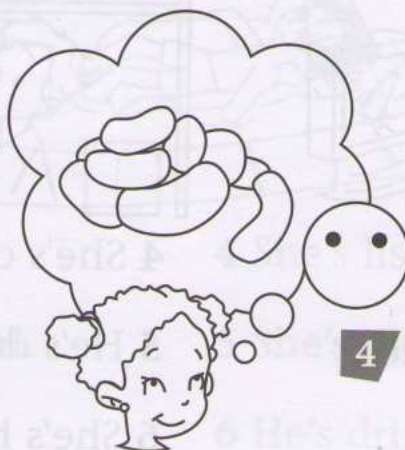
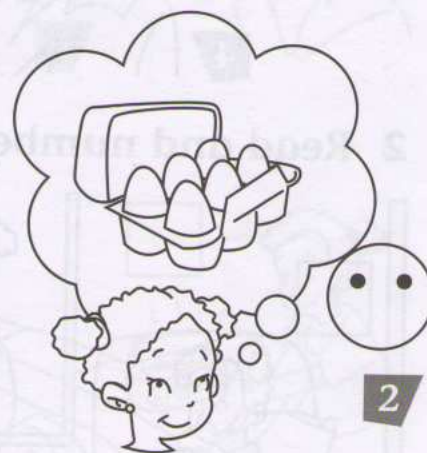
It can climb.

It \_\_\_\_\_ climb.

It \_\_\_\_\_ climb.

**2 Read and draw** 😊 or ☹️. 4 marks

Name: Titch	
Do you like fruit?	Yes
Do you like eggs?	No
Do you like rice?	No
Do you like sausages?	Yes
Do you like sardines?	No





# Term 3 Test A

## 1 Write. 5 marks

sad cold sleepy thirsty bored hot



Are you hungry?

No, I'm hot.

No, I'm \_\_\_\_\_.

No, I'm \_\_\_\_\_.



1



2



3

No, I'm \_\_\_\_\_.

No, I'm \_\_\_\_\_.

No, I'm \_\_\_\_\_.



4

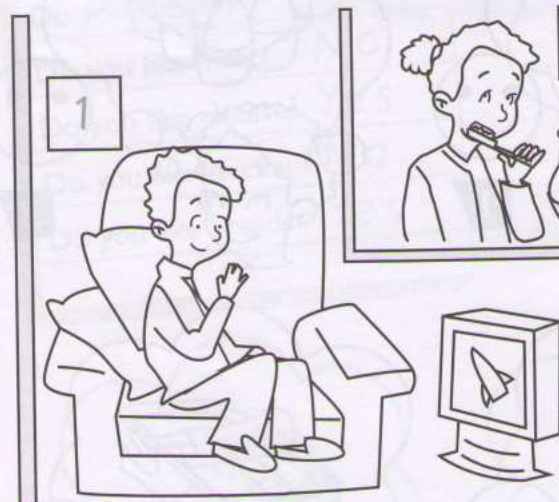


5



6

## 2 Read and number. 5 marks



1



1 He's watching TV.

2 She's making a model.

3 He's painting.

4 She's cleaning her teeth.

5 He's drinking.

6 She's having a bath.



# Term 3 Test B

## 1 Write. 5 marks

cross

cold

scared

hungry

dizzy

happy



Are you thirsty?

No, I'm cold.

No, I'm \_\_\_\_\_.

No, I'm \_\_\_\_\_.

1

2

3

No, I'm \_\_\_\_\_.

No, I'm \_\_\_\_\_.

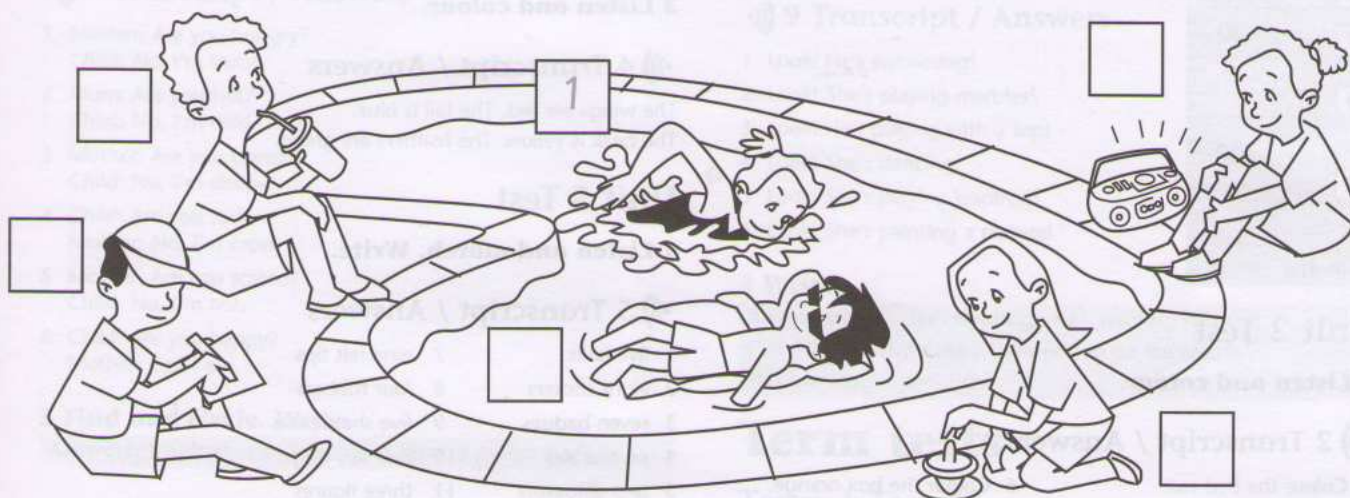
No, I'm \_\_\_\_\_.

4

5

6

## 2 Read and number. 5 marks



1 She's swimming.

2 He's writing a postcard.

3 He's floating.

4 She's listening to the radio.

5 She's playing with a top.

6 He's drinking a milkshake.



# Test transcripts / answers

## Unit tests

### Unit 1 Test

#### 1 Look and write.

Answers: Saturday, Friday, Monday, Sunday, Tuesday, Thursday, Wednesday, Friday

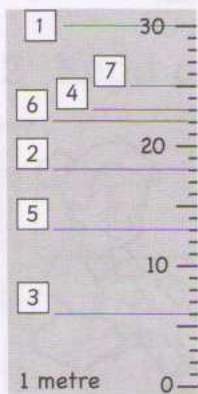
#### 2 Listen and match.

##### 1 Transcript / Answers

- 1 Child: That's my friend.  
Adult: How old is he?  
Child: He's 6.
- 2 Child: That's my friend.  
Adult: How old is she?  
Child: She's 8.
- 3 Child: That's my friend.  
Adult: How old is he?  
Child: He's 8.
- 4 Child: That's my friend.  
Adult: How old is she?  
Child: She's 6.
- 5 Child: That's my friend.  
Adult: How old is he?  
Child: He's 7.
- 6 Child: That's my friend.  
Adult: How old is she?  
Child: She's 7.

#### 3 Read and write numbers.

Answers:



### Unit 2 Test

#### 1 Listen and colour.

##### 2 Transcript / Answers

- |                               |                            |
|-------------------------------|----------------------------|
| 1 Colour the bed red.         | 6 Colour the box orange.   |
| 2 Colour the cushion green.   | 7 Colour the table purple. |
| 3 Colour the cupboard yellow. | 8 Colour the cushion red.  |
| 4 Colour the rug blue.        | 9 Colour the shelf pink.   |
| 5 Colour the chair black.     | 10 Colour the sofa brown.  |

#### 2 Write.

Answers: 2 under 3 on 4 on 5 under 6 in

#### 3 Read and write numbers.

Answers: 5, 3, 1, 4, 2

### Unit 3 Test

#### 1 Look and write.

Answers: 2 kite 3 skateboard 4 skipping rope 5 bat  
6 yo-yo 7 boat 8 frisbee 9 helicopter 10 scooter 11 lorry

#### 2 Read and match.

Answers: He's got a yo-yo. (2) She's got a yo-yo. (4)  
She's got a scooter. (5) He's got a bat. (6)  
He's got a scooter. (3) She's got a bat. (1)

#### 3 Listen and colour.

##### 3 Transcript / Answers

The lorry is blue. The helicopter is red. The plane is purple. The motorbike is green. The van is grey.

### Unit 4 Test

#### 1 Read and match.

Answers: A cat can climb trees. (3) A monkey can climb trees. (8) A parrot can fly. (7) A bat can fly. (1) A dolphin can swim. (2) A lion can run. (10) A penguin can swim. (11) A giraffe can run. (9) A crocodile can swim. (4) A zebra can run. (5) A snake can climb trees. (6)

#### 2 Write.

Answers: Snake – It can climb trees., It can't run.  
Dolphin – It can swim., It can't fly.  
Parrot – It can't run., It can fly.

#### 3 Listen and colour.

##### 4 Transcript / Answers

The wings are red. The tail is blue.  
The beak is yellow. The feathers are green.

### Unit 5 Test

#### 1 Listen and match. Write.

##### 5 Transcript / Answers

- |                  |                   |
|------------------|-------------------|
| 1 five balls     | 7 nine felt tips  |
| 2 eight stickers | 8 four rubbers    |
| 3 seven badges   | 9 five sharpeners |
| 4 six marbles    | 10 four key rings |
| 5 two dinosaurs  | 11 three figures  |
| 6 three balloons |                   |

#### 2 Read and match.

Answers: 1 a dinosaur (✓) 2 a felt tip (✓) 3 a sticker (X)  
4 a rubber (X) 5 a marble (X) 6 a badge (✓)



### 3 Match and write.

Answers: key-ring 85p, badge 52p, rubber 20p, dinosaur £1.25, felt tip 60p, figure £2.05

## Unit 6 Test

### 1 Write.

Answers: Boy's list – lettuce, sausages, sardines, cheese, tuna  
Girl's list – eggs, bread, rice, tomatoes, chicken

### 2 Read and match.

Answers: I like cereal. (3) I like dairy. (4) I like fish. (5)  
I like fruit. (1) I like vegetables. (6) I like meat. (2)

### 3 Listen and draw.

#### 6 Transcript / Answers

- Mr Fixit: Hello Titch. What are you having for lunch?  
Titch: Hi Mr Fixit. I don't know!  
Mr Fixit: Do you like bread?  
Titch: Yes.  
Mr Fixit: Do you like tomatoes?  
Titch: No.  
Mr Fixit: Do you like eggs?  
Titch: Yes.  
Mr Fixit: Do you like tuna?  
Titch: No.  
Mr Fixit: Do you like sausages?  
Titch: Yes. Ah! Can I have a sausage and egg sandwich please?

## Unit 7 Test

### 1 Match.

Answers: 2 happy 3 bored 4 dizzy 5 thirsty 6 hungry  
7 sleepy 8 scared 9 cross 10 sad 11 cold

### 2 Listen and number.

#### 7 Transcript / Answers

- 1 Mother: Are you hungry?  
Child: No, I'm thirsty.  
2 Mum: Are you hot?  
Child: No, I'm cold.  
3 Mother: Are you bored?  
Child: No, I'm sleepy.  
4 Child: Are you sad?  
Mother: No, I'm cross.  
5 Mother: Are you scared?  
Child: No, I'm not.  
6 Child: Are you happy?  
Mother: Yes, I am.

### 3 Find and circle. Write

Answers: 1 xylophone 2 guitar 3 flute 4 piano 5 violin

## Unit 8 Test

### 1 Read and number.

Answers: wash up (9) cook (6) make a model (5) paint (7)  
play a game (10) watch TV (1) read (2)  
play on the computer (3) sleep (8) do your homework (4)

### 2 Listen and circle.

#### 8 Transcript / Answers

- 1 Mum: What are you doing, Fred?  
Fred: I'm reading.  
2 Fred: What are you doing, Mitch?  
Mitch: I'm cleaning my teeth.  
3 Mitch: What are you doing, Poppy?  
Poppy: I'm having a shower.  
4 Poppy: What are you doing, Bing?  
Bing: I'm washing my hands.  
5 Bing: What are you doing, Titch?  
Titch: I'm having a bath.  
6 Titch: What are you doing, Mum?  
Mum: I'm washing up!

### 3 Write.

Answers: 2 I'm sleeping on the sofa.  
3 I'm making a model. 4 I'm painting a picture.  
5 I'm cooking. 6 I'm playing on the computer.

## Unit 9 Test

### 1 Read and number.



### 2 Listen and circle.

#### 9 Transcript / Answers

- 1 Look! He's swimming!  
2 Look! She's playing marbles!  
3 Look! He's playing with a top!  
4 Look! She's dancing!  
5 Look! She's playing leapfrog!  
6 Look! She's painting a picture!

### 3 Write.

Answers: Boy – He's floating., He's reading a comic.  
Girl – She's swimming., She's eating an ice cream.,  
She's writing a post card.

## Term tests

### Term 1 Test A

#### 1 Write.

Answers: She's got a lorry. She's got a kite. He's got a boat.  
He's got a frisbee. He's got a skipping rope.



## 2 Read and circle.

Answers: 2 Yes 3 No 4 Yes 5 Yes 6 Yes

## Term 1 Test B

### 1 Write.

Answers: She's got a bat. She's got a scooter. He's got a yo-yo. He's got a motorbike. He's got a helicopter.

## 2 Read and circle.

Answers: 2 No 3 Yes 4 Yes 5 No 6 Yes

## Term 2 Test A

### 1 Write.

Answers: It's a lion., It can't fly., It can run.  
It's a giraffe. It can't fly., It can run.

## 2 Read and draw (smiley faces).

Answers: 2 sad smiley ☹ 3 happy smiley ☺ 4 sad smiley ☹  
5 happy smiley ☺

## Term 2 Test B

### 1 Write.

Answers: It's a dolphin., It can swim., It can't climb. It's a giraffe. It can swim. It can't climb.

## 2 Read and draw (smiley faces).

Answers: 2 sad smiley ☹ 3 sad smiley ☹  
4 happy smiley ☺ 5 sad smiley ☹

## Term 3 Test A

### 1 Write.

Answers: 2 sleepy 3 cold 4 sad 5 bored 6 thirsty

## 2 Read and number.

Answers:



## Term 3 Test B

### 1 Write.

Answers: 2 hungry 3 scared 4 dizzy 5 happy 6 cross





# 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 174–176 (*My English*), completed at the end of each term
- Photocopies of the certificate for Level 2
- 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 2 contains the following material:

### Portfolio cover

This can be found on page 173. 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 174–176 (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 and colour the pictures 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 numbers game (Unit 1, Lesson 8, PMB p5)  
A collage of a room (Unit 2, Lesson 8, PMB p10)  
A Venn diagram (Unit 3, Lesson 8, PMB p14)  
Picture Dictionary (Units 1–3, Activity Book pp87–89)  
Personal album (*Children around the world*, PMB p45)

#### (Units 4–6)

Picture / word cards (Units 4–6, PMB pp16–17, 20–21, 24–25)  
A penguin (Unit 4, Lesson 8, PMB p18)  
Coins (Unit 5, Lesson 8, PMB p22)  
A food collage (Unit 6, Lesson 8, PMB p26)  
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 picture about my feelings (Unit 7, Lesson 8, PMB p30)  
A shaker (Unit 7, Optional Lesson 8a, PMB p31)  
A water meter (Unit 8, Lesson 8, PMB p34)  
A spinner (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 177. 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 and

colours the picture for their favourite unit, and signs the certificate.

## Dossier cover (My work)

This can be found on page 178. 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 this 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

2

## 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:



Days of the week

☐

13, 14, 15, 16, 17, 18,  
19, 20, 21, 22, 23, 24,  
25, 26, 27, 28, 29, 30.

Numbers 13-30

☐


Furniture

☐


Rooms

☐


Toys

☐


Transport

☐

I can remember: some of the words.

☐


most of the words.

☐


all of the words.

☐


## My sentences

I can ...

say who someone is

☐

*She's my sister.*

ask where someone is

☐

*Is she under the table?*

say how old someone is

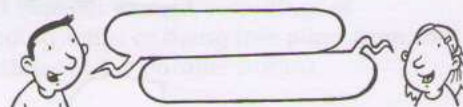
☐

*He's seven.*

say what someone's got

☐

*He's got a kite.*



## My work

I have made:

Picture / word cards

☐

A numbers game

☐

A collage of a room

☐

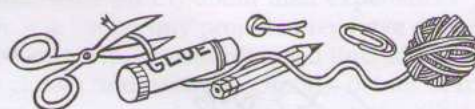
A Venn diagram

☐

Picture Dictionary

☐

Personal album  
(Me and my friends)

☐
☐


★ = my best work (look in my dossier)



# My English (Units 4–6)

## My words



I can say words for:



Animals

☐


Money

☐


Parts of an animal

☐


Food

☐


Pocket toys

☐


Food categories

☐

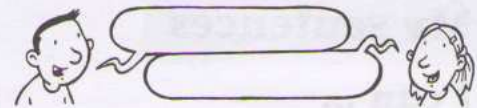
I can remember: some of the words. ☐ ★

most of the words. ☐ ★ ★

all of the words. ☐ ★ ★ ★

## My sentences

I can ...



say what an animal can do ☐

*It can jump.*

ask for something in a shop ☐

*Can I have two stickers, please?*

ask what an animal can do ☐

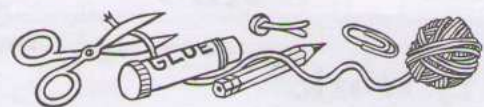
*Can it climb a tree?*

ask what someone likes ☐

*Do you like eggs and cheese?*

## My work

I have made:



Picture / word cards ☐

*(animals, parts of an animal, pocket toys, money, food, food categories)*

A food collage ☐

Picture Dictionary ☐

A penguin ☐

Personal album

*(Animals from my country)*

Coins ☐

★ = my best work (look in my dossier)



# My English (Units 7-9)

## My words

I can say words for:



Emotions

☐

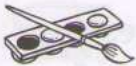

Water

☐


Musical instruments

☐


Outdoor activities

☐


Indoor activities

☐


Children's games

☐

I can remember: some of the words.

☐


most of the words.

☐


all of the words.

☐


## My sentences

I can ...

ask how someone is feeling (Unit 7)

*Are you thirsty?*

say how I'm feeling (Unit 7)

*I'm happy.*

ask what someone is doing (Unit 8)

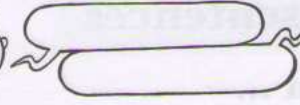
*What are you doing?*

say what I'm doing (Unit 8)

*I'm cleaning my teeth.*

say what someone is doing (Unit 9)

*He's writing a postcard.*



## My work

I have made:

Picture / word cards

☐

*(emotions, musical instruments, indoor activities, water, outdoor activities, children's games)*

A picture about my feelings

☐

A shaker

☐

A water meter

☐

A spinner

☐

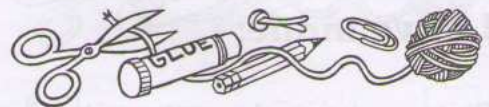
Picture Dictionary

☐

Personal album  
*(Special days)*

☐
☐

★ = my best work (look in my dossier)





# INCREDIBLE ENGLISH

2

This is to certify that

\_\_\_\_\_ has completed the  
*Incredible English* course (level 2)

Signed (teacher) \_\_\_\_\_

My favourite unit was ...



**Unit 1** ☐

New friends



**Unit 6** ☐

Lunchtime



**Unit 2** ☐

The treehouse



**Unit 7** ☐

At the fair



**Unit 3** ☐

Come and play!



**Unit 8** ☐

At home



**Unit 4** ☐

At the wildlife park



**Unit 9** ☐

At the pool



**Unit 5** ☐

At the shop

Signed (pupil) \_\_\_\_\_



# INCREDIBLE ENGLISH

2

## My work

Portfolio Dossier (level 2)

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. 'A' indicates the Alphabet section, 'C' indicates the 'Children around the world' sections and 'F' indicates the Festivals sections.

1 p 5	cook 8	Friday 1
1 pound 5	count 4	friend 1
accordion C	cricket C	frisbee 3
Are you ...? 7	crocodile 4	fruit 6
at home 8	cross 7	fun 7
	crown C	
badge 5	cupboard 2	Ghana C
(bag)pipes C	curtains C	ghost train 7
ball 3	cushion 2	giraffe 4
balloon 5	cut out (v) 2	gold F
basket F		Goodnight! 7
bat 3	dairy 6	Great! 2
bat 4	dance 9	guess 3
beak 4	dangerous C	guitar 7
beach 9	deer C	
bed 2	dinosaur 5	hamster 1
bedtime 7	dizzy 7	happy 5
bench F	do a puzzle 8	have a bath 8
better 7	do my homework 8	have a shower 8
bird 2	Do you like ...? 6	have a shower 9
boat 3	dolphin 4	Have you got ...? 2
bored 7	door 2	He's / She's ... 1
bottle 8	draw 4	He's / She's ...-ing 9
box 2	drink (v) 7	He's / She's got a ... 3
bread 6	drum C	helicopter 3
Brilliant! 2		here 3
broken 3	eagle C	hold (my hand) 7
Bull's eye! 7	Easter F	hole 8
bush F	eat 7	homework 8
busy 8	eggs 6	hot 7
	elephant C	hot dog 7
	eye C	How old is he / she? 1
cage 2		hungry 7
can (verb) 4	fair 8	
Can I have ...? 5	Fantastic! 3	I'm ...-ing 8
Can it ...? 4	feathers 4	ice cream 9
cap 1	feel 7	in 2
centimetre 1	felt tip 5	India C
cereal 6	festival C	Is he / she in / on / under the
chair 2	figure 5	(table)? 2
chameleon C	find 2	It can ... 4
cheese 6	firework C	It can't ... 4
chicken 6	first 1	It's my turn 8
clean my teeth 8	fish 4	It's raining 8
cobra C	flamingo C	
cold 7	float 9	jaguar C
collage 2	flower F	
colour (v) 2	flowerpot F	key ring 5
come 3	flute 7	kilt C
	football 7	kite 3



lamp C  
 leapfrog 9  
 leopard C  
 letter A  
 lettuce 6  
 lie (v) 8  
 light F  
 lion 4  
 list 1  
 listen to the radio 9  
 litre 8  
 long 1  
 lorry 3  
  
 make a model 8  
 marble 5  
 marbles 9  
 meat 6  
 metre 1  
 mirror 2  
 Monday 1  
 monitor 1  
 monkey 4  
 motorbike 3  
  
 naughty 1  
 need 5  
 net 6  
 No, I'm ... 7  
 No, sorry. 5  
  
 oak tree F  
 Oh no! 6  
 on 2  
 oval F  
 over there 3  
  
 paint 8  
 painting 2  
 palm tree F  
 paper 5  
 parade C  
 parrot 4  
 pattern C  
 penguin 4  
 Peru C  
 piano 7  
 picture 2  
 plane 3  
 plant (n) 1  
 plant (v) F  
 play a game 8  
 play on the computer 8  
 please 6  
 present F  
 pretend 7  
 puzzle 8

read 7  
 read a comic 9  
 reptile 4  
 rice 6  
 rub your eyes 7  
 rubber 5  
 rug 2  
  
 sad 7  
 sardines 6  
 Saturday 1  
 sausages 6  
 scared 7  
 scooter 3  
 Scotland C  
 see 2  
 sharpener 5  
 shelf 2  
 shelf 5  
 shine F  
 shy 1  
 skateboard 3  
 skip 3  
 skipping rope 3  
 sleep 8  
 sleepy 7  
 smile (v) 7  
 snake 4  
 snowflake F  
 sofa 2  
 spell (v) 3  
 stick (v) 2  
 sticker 5  
 stretch 4  
 slide (v) 4  
 special C  
 spot (n) C  
 stay 1  
 Stop it! 2  
 story 2  
 string 3  
 stripe C  
 summer 9  
 sun 9  
 Sunday 1  
 surfboard C  
 surprise 5  
 sweet F  
 swim 9  
 swing (v) 7  
  
 table 2  
 tail 4  
 take a photo 9  
 tall 1  
 tea 8  
 teeth C  
 thank you 6

that 1  
 there 3  
 thirsty 7  
 Thursday 1  
 tiger C  
 tomatoes 6  
 top 9  
 tree house 2  
 trick 1  
 Tuesday 1  
 tuna 6  
  
 under 2  
  
 van 3  
 vase 2  
 vegetables 6  
 violin 7  
  
 Wait a minute! 6  
 wash my hands 8  
 wash up 8  
 watch 9  
 watch TV 8  
 wave (v) 3  
 Wednesday 1  
 wear 7  
 week 1  
 What are you ...-ing? 8  
 What day is it today? 1  
 What's for lunch today? 6  
 What's the matter? 7  
 What's he / she ...-ing?  
 wheel 3  
 where 3  
 Who's ... 2  
 wide 1  
 wildlife 4  
 window 2  
 wings 4  
 word 2  
 write a postcard 9  
  
 xylophone 7  
  
 Yes, here you are. 5  
 yo-yo 3  
  
 zebra 4



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First published 2007

2012 2011 2010 2009

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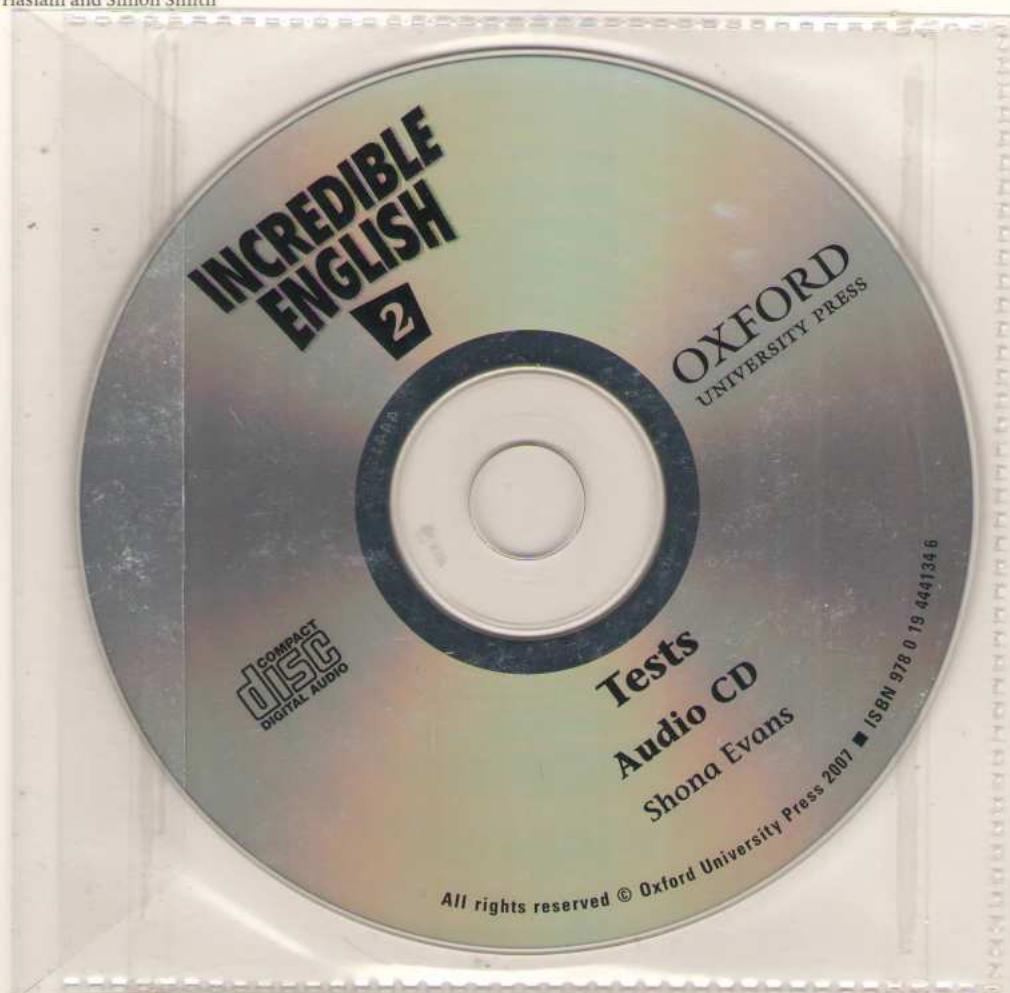
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**ACKNOWLEDGEMENTS**

Illustrations by: John Haslam and Simon Smith





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