

Take Off

with English

Teacher's Guide

with Class Audio



Jane Thompson

Bishkek
2025

Level 1 overview

| Teacher's Guide | Number of hours | Vocabulary | Grammar and structures |
|---|-----------------|---|---|
| 1 What's your name? pages 8–17 | 6 | Animals: cat, monkey, parrot People: boy, friend, girl, man, pupil, teacher Other: Hello!, Hi!, line, stick, tree Numbers: one to ten | subject pronouns: I, you, he, she, it, we, they; possessive adjectives: my, your; verb to be: am, are, is; I'm, you're, he's/she's/it's, we're, they're; singular and plural nouns |
| 2 In the classroom pages 18–27 | 5 | Classroom objects: board, bookcase, chair, classroom, computer, cupboard, desk, door, floor Colours: blue, red, yellow | questions with What?: What is it? It is/It's a (desk); questions with positive/negative answers: Is it a/the (computer)? Yes, it is. No, it isn't; adjectives: It's (red). It isn't (red). |
| 3 This is my face pages 28–37 | 5 | Parts of the body: arm, body, ears, eye, face, feet, foot, hair, hand, head, leg, mouth, nose, toes Colours: black, brown, green Toys: doll, clown, robot | demonstrative pronouns: this is, these are; possessive adjectives: my, your, his, her |
| 4 My house pages 38–47 | 5 | Rooms in a house: bathroom, bedroom, dining room, hall, kitchen, living room Furniture: armchair, bed, clock, lamp, mirror, sofa, table Things in a house: bath, mat, window Other: flat, house | questions with Where?: Where is (Sam)? He is in the (dining room). |
| 5 He's got two wings pages 48–57 | 5 | Adjectives of size: big, long, short, small, tall, thin Parts of a bird: beak, tail, wing Colours: white Other: alien, balloon | verb have got: (he/she/it) has/'s got, (I/you) have/'ve got |
| 6 I've got a big family pages 58–67 | 5 | Family: baby, brother, dad, family, father, grandfather, grandma, grandmother, grandpa, mother, mum, sister Animals: animal, pet, spider Other: photo Useful phrases: OK, Tell me about ... | questions and positive/negative answers with the verb have got: have you got (any)? I haven't got (a sister) |
| Revision unit 1 pages 68–72 | 4 | Review of is/are, has/have got, what is...? where is...? This is.../These are... | |
| 7 What's she got in her bag? pages 73–82 | 5.5 | Stationery: bag, book, pen, pencil, pencil case, rubber, ruler | questions with have got: What has/What's she got? What have/What've they got? Who has/Who's got my (ruler)?; determiners: a, some, five, lots of, any |
| 8 There are sheep in the playground pages 83–92 | 5.5 | Farm animals: chicken, cow, duck, goat, horse, sheep Colours: orange Other: field, gate, on, playground, wall | impersonal subject: There is ..., There are ..., There isn't ..., There aren't ..., There is a (playground), There aren't any (chickens) |
| 9 Walk! Hop! Jump! Run! pages 93–101 | 5 | Verbs: be quiet, cross, hop, jump, look, pick up, play, ride, run, sit down, stand up, stop, throw, touch, walk, wear Transport: bike, street Toys: ball, football Other: helmet, lights | positive and negative imperatives: Stop! Run! Do not stop!/Don't stop! Do not run!/Don't run! |
| 10 May's birthday party pages 102–111 | 5.5 | People: children, people, woman, women Fruit: apple, banana, grapes, mango, orange, pineapple Food: bread, burger, cake, chicken, chips, fruit, fruit salad, ice-cream, rice Drinks: juice, water Useful phrases: let's make, a lot of Other: behind, between, box, next to, under | questions about quantities: Is there any (fruit salad)? Yes, there is./No, there isn't. Are there any (grapes)? Yes, there are./No, there aren't. How many (burgers) are there?; irregular plurals: children, people, women; prepositions: behind, between, next to, under |
| 11 This train and that plane pages 112–121 | 5.5 | Transport: boat, bus, car, helicopter, motorbike, plane, train. Adjectives: beautiful, broken, clean, dirty, new, old. Toys: shop, toy | demonstrative adjectives this, that: This toy is blue./That toy is green. |
| 12 Who's got a question? pages 122–131 | 5 | Animals: dog. Other: garden | question word: Which ...?; review of question words: how many, what, what colour, where, who; possessive pronouns: mine, yours, his, hers, ours, theirs |
| Revision unit 2 pages 132–135 | 4 | Review of there is/there are; has got/have got, instructions; Wh- question words, How many...? | |

Online teacher's resources at www.mceducation.com/towe

| | Communication objectives | It's our world! | Extra! | Resources |
|--|--|------------------------|---|--|
| | To use introductions To count to ten To identify people and things | My school | Vocabulary review puzzle Contrasting <i>p</i> and <i>b</i> sounds: /p/ and /b/ | Pupil's Book pages 10–15; Workbook pages 6–11; Unit 1 end-of-unit test; CD or MP3s; Flashcards: animals |
| | To identify and describe objects | Our classrooms | Classroom objects review Contrasting <i>d</i> and <i>t</i> sounds: /d/ and /t/ | Pupil's Book pages 16–21; Workbook pages 12–17; Unit 2 end-of-unit test; CD or MP3s; Flashcards: colours and my classroom |
| | To describe self and others To identify parts of the body | Our robots | Parts of the body review Contrasting <i>f</i> and <i>h</i> sounds: /f/ and /h/ | Pupil's Book pages 22–27; Workbook pages 18–23; Unit 3 end-of-unit test; CD or MP3s; Flashcards: my body and colours |
| | To describe own house | My houseboat | Furniture game Short <i>a</i> sound: /æ/ | Pupil's Book pages 28–33; Workbook pages 24–29; Unit 4 end-of-unit test; CD or MP3s; Flashcards: my home |
| | To describe animals To say what size things are To talk about oneself | My bird photos | Adjectives crossword Short <i>i</i> sound: /ɪ/ | Pupil's Book pages 34–39; Workbook pages 30–35; Unit 5 end-of-unit test; CD or MP3s; Flashcards |
| | To talk about pupils' own families and ask about other people's families | My family | Family vocabulary puzzle Contrasting <i>f</i> and voiced <i>th</i> sounds: /f/ and /ð/ | Pupil's Book pages 40–45; Workbook pages 36–41; Unit 6 end-of-unit test; CD or MP3s; Flashcards: family and animals |
| | To count and identify classroom objects | My writing kit | Stationery game <i>r</i> sound: /r/ | Pupil's Book pages 50–55; Workbook pages 46–51; Unit 7 end-of-unit test; CD or MP3s; Flashcards: stationery |
| | To describe what you see | My farm in New Zealand | Farm animal game Hard <i>c</i> sound: /k/ | Pupil's Book pages 56–61; Workbook pages 52–57; Unit 8 end-of-unit test; CD or MP3s; Flashcards: animals |
| | To tell people to do things To tell people not to do things | Riding a bike | Common verbs puzzle Short <i>u</i> sound: /ʌ/ | Pupil's Book pages 62–67; Workbook pages 58–63; Unit 9 end-of-unit test; CD or MP3s; Flashcards: verbs |
| | To ask if there is any To ask how much or how many To say where something is | Oranges in Spain | Food anagrams <i>ch</i> sound: /tʃ/ | Pupil's Book pages 68–73; Workbook pages 64–69; Unit 10 end-of-unit test; CD or MP3s; Flashcards: food and fruit |
| | To say what this is and what that is To describe vehicles | My school bus | Common adjectives game Voiced and unvoiced <i>th</i> sounds: /ð/ and /θ/ | Pupil's Book pages 74–79; Workbook pages 70–75; Unit 11 end-of-unit test; CD or MP3s; Flashcards: transport |
| | To ask questions | Where are you from? | Wh- questions word search <i>wh-</i> and <i>h</i> sounds: /w/ and /h/ | Pupil's Book pages 80–85; Workbook pages 76–81; Unit 12 end-of-unit test; CD or MP3s; Flashcards; end-of-course test |

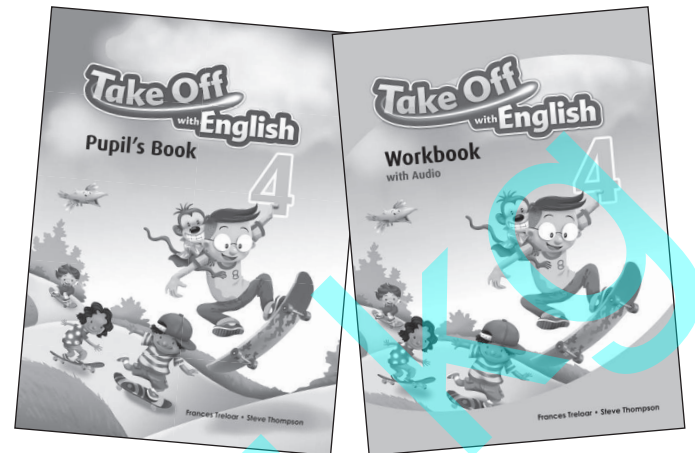
Introduction

About *Take Off with English*

Take Off with English Level 4 provides a lively and thorough foundation to English. The Teacher's Guide integrates the Pupil's Book, Workbook, audio and online resources to help you to provide young learners with a complete and positive learning experience.

As part of a six-level series, *Take Off with English Level 4* prepares pupils for success in today's world by teaching them skills such as global awareness, critical thinking and collaboration.

The series is perfect for all primary English classes and prepares pupils for the Cambridge English Young Learners tests. Levels 4 and 5 cover Cambridge English Starters test syllabus.



Teaching materials and resources

Pupil's Book

At Levels 4 and 5, each Pupil's Book contains twelve units and two revision units. Frequent practice of the four skills: reading, writing, speaking and listening, is fully integrated into each unit. New grammar and vocabulary are introduced in context through a lively unit theme and story. Vocabulary and grammar are recycled throughout the series at increasing levels of sophistication to reinforce learning. Children learn about the world, other children's lives and reflect on their own experiences in the *It's our world!* lesson in each unit of the Pupil's Book.

Memorable stories, songs, rhymes and games engage young learners.

Large audio icons identify listening activities.

Children learn about the world, other children's lives and reflect on their own experiences.

New words are introduced with pictures and audio to aid comprehension.

Audio recordings of speaking models are indicated with small audio icons.

New language structures are highlighted.

Unit 5 He's got two wings

1. Listen, point and sing.
He's a parrot and his name is Rex.
He has got two eyes and he's got two legs.
He has got two wings and he's got two feet.
A yellow head and a yellow back.
He's a parrot and his name is Rex.
He has got a green tail and he's got red legs.
He's got blue wings and a yellow head.
His back is big and his body's red.

2. Say and point.
This is Rex. He has got two eyes and a yellow head. He's got...

3. Listen and write the names.
Sam May Bill Sue

Grammar
She has got black hair.
He has got brown hair.
It has got a tail.
She's got black hair.
He's got brown hair.
It's got a tail.

It's our world!

1. Look at the photos. Talk about the birds. What can you see?

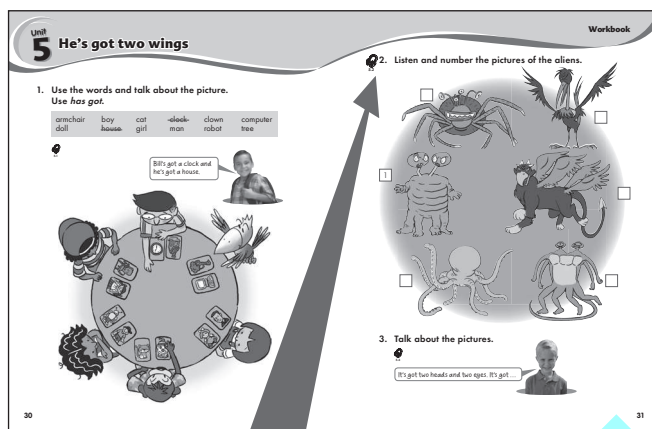
2. Tick (✓) the table. Which photo has got ...?

| | Photo 1 | Photo 2 | Photo 3 |
|-----------------------------|---------|---------|---------|
| a long thin beak | | | |
| two red beakles | | | |
| five large beakles | | | |
| green black and white wings | | | |
| one blue and green body | | | |
| very long legs | | | |

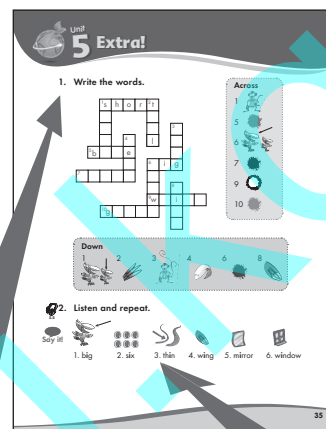
3. Which birds live in your country?

Workbook with Audio

At each level, the Workbook with Audio complements the Pupil's Book. Activities provide practice and consolidation of grammar, vocabulary and the four skills.



The Workbook Audio CD and selected audio scripts mean pupils can practise listening at home.

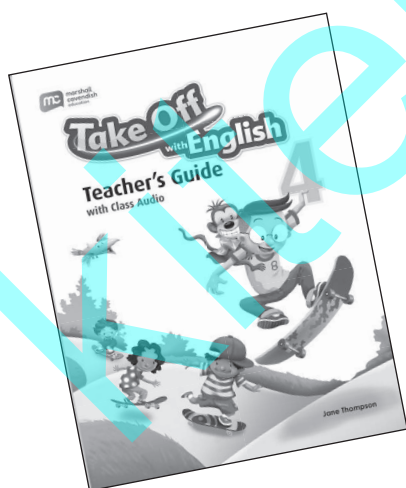


Vocabulary from the unit is reviewed in interesting and challenging ways to make pupils think harder.

Simple pronunciation activities introduce learners to the sounds of English and help build confidence.

Teacher's Guide with Class Audio

At each level, the Teacher's Guide provides step-by-step instructions for each lesson to assist both new and experienced teachers. Each unit has a unit overview, lesson overview and detailed lesson plans containing instructions for use, tips and ideas.



The Class Audio for the Pupil's Book is supplied on two Audio CDs at the back of each Teacher's Guide. MP3s are also available at www.mceducation.com/towe.

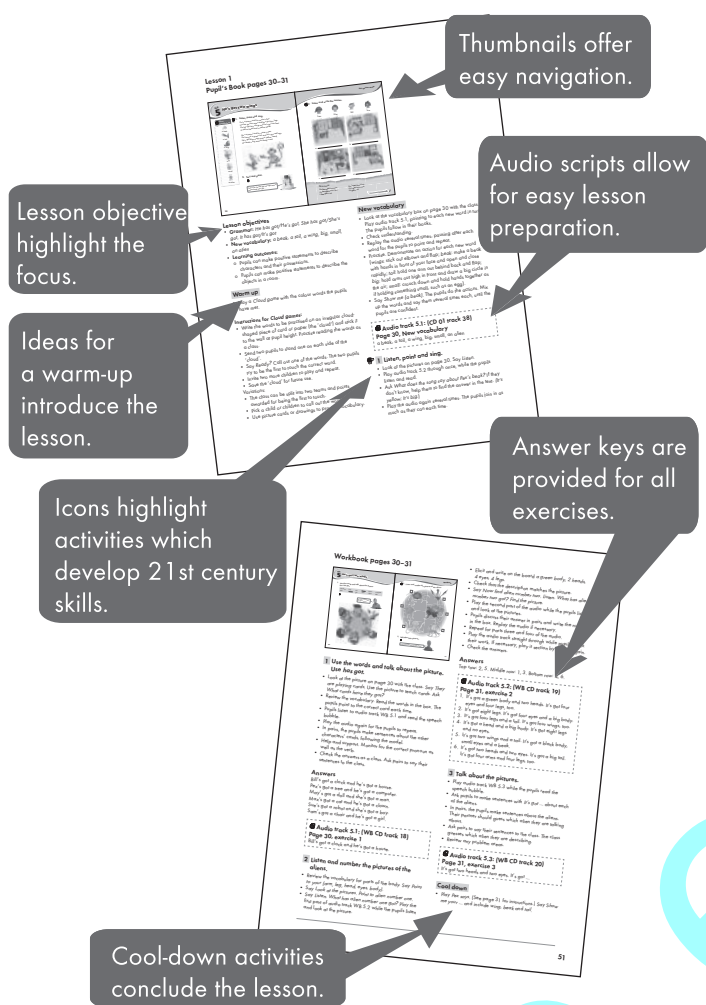
Online Teacher's Resources

In addition to the Teacher's Guide, the *Take Off with English* website provides free, downloadable resources to further complement the series and save teachers time. Resources include scope and sequences, a lesson plan template, a lesson log template, teaching tips, flashcards, MP3s of all the audio, photocopiable games and activities, editable end-of-unit tests, a mid-course test and end-of-course test, printable certificates, Cambridge English Young Learners Word List and Cambridge English Young Learners Correlation Chart.

www.mceducation.com/towe



Using the Teacher's Guide



It is important to allow pupils to achieve success in the early stages of their learning. This will serve as great motivation for them in their learning. Activities in *Take Off with English* cater to pupils of mixed ability and hence create opportunities for every pupil to experience success. Suggestions and activities in the notes and in the *Optional extension activities* boxes help pupils to apply and extend language use to parallel or new contexts, thus providing more opportunities for practice and success. There are certificates, available to download from the *Take Off with English* website (www.mceducation.com/towe), which can be used to reward and encourage pupils in their efforts.

The *Take Off with English* website features lots of other useful resources to help plan your lessons. You may wish to download the flashcards organised in topic groups. These are useful for vocabulary presentation and games. Find and print out those which relate to your lessons. Also access the online teacher's resources for end-of-unit tests, mid-course tests, end-of course tests, MP3s of the audio, certificates and other useful resources.

Preparing to teach a lesson

Read the lesson overview at the start of each unit, the lesson objectives and the lesson plans in the Teacher's Guide carefully, referring at the same time to the corresponding pages in the Pupil's Book and Workbook.

Make notes on adaptations you wish to make to the teaching procedure and/or materials to cater to the learning style of your pupils and/or your own teaching style. You may wish to use the lesson plan template on the *Take Off with English* website. Anticipate problems you think you might encounter in your lesson, for example, specific learning needs of your pupils or constraints due to the physical classroom environment.

Preparing to teach *Take Off with English*.

The overview on pages 6–7 lists the topics, vocabulary, grammar, structures, communication objectives and resources covered in each unit.

Preparing to teach a new unit

Look up the corresponding units in the Pupil's Book and the Workbook and refer to the Unit overview at the start of each unit in the Teacher's Guide. This will provide you with a good overall view of what is to be taught and how the various items are organised in the unit.

Reorganise or adapt the lesson plans and/or teaching materials where necessary, to cater to your individual classes. Every learner has different abilities, aptitude and motivation for language learning. They therefore will learn and progress at different rates. Taking into account these differences will aid you in planning a lesson that will help achieve optimum results for your pupils. You may wish to read the teaching tips at the start of each unit for useful ideas.

Refer also to the audio scripts in the Teacher's Guide for the audio recordings. Listen to the audio recording before the lesson to familiarise yourself with the recording. The Class Audio includes recordings of reading texts, listening texts, vocabulary and speaking models from the Pupil's Book. The Class Audio is provided on the CDs at the back of the Teacher's Guide. The Workbook Audio is provided on the CD at the back of the Workbook. Both are supplied as MP3s on the *Take Off with English* website.

All answers to the Pupil's Book and Workbook exercises are provided in the Teacher's Guide at the end of each exercise. You may wish to refer to these during your lesson planning.

Use the *Optional extension activities* boxes throughout the Teacher's Guide for useful suggestions for additional activities and for dealing with mixed ability groups.

Most importantly, keep the learning outcomes of the lesson in mind and you will now be well prepared to teach the lesson.

The four language skills

The Teacher's Guide for *Take Off with English* provides comprehensive coverage of the teaching of the four skills – listening, speaking, reading and writing. You can be confident that every lesson has detailed activities to teach and reinforce each of the four skills.

Listening: Frequent listening activities and examples provide pupils with essential models of English as spoken by native speakers. Regular exposure and practice help pupils develop their listening skills and contribute to their development and acquisition of the language.

Speaking: *Take Off with English* provides relevant and meaningful opportunities for oral activities in the classroom. The materials for pupils contain extensive visual support. Examples for speaking activities are recorded as models. These are identified with a small audio icon in the Pupil's Book and Workbook. Play these for your pupils before they start the speaking activity. The Say it! sections in the Workbook introduce pupils to the sounds of English with simple listen and repeat activities. You may wish to do these as a class or independently.

Reading: *Take Off with English* provides extensive reading materials in a variety of text-types. The texts are explored through various activity types. Pupils are gradually exposed to longer texts as they progress in their learning. *Take Off with English 1* helps kick-start pupils' reading experience with short texts. Reading at both word- and sentence-level is emphasised. Use the audio recordings of reading texts help pupils develop fluency.

Writing: Writing is often the most challenging skill for any language learner. Writing should be embarked on only when pupils are ready – through adequate preparation and build up in the listening, speaking and reading components. In *Take Off with English*, pupils begin writing at word level before progressing to sentence level. Activities that pay careful attention to other important aspects of writing – spelling and punctuation – are also included.

21st century skills

21st century skills icons in the Teacher's Guide highlight activities which encourage pupils to develop the 21st century skills such as collaboration, communication, critical thinking, creativity and global awareness. These will help to develop lifelong skills in your pupils.

It's our world! lessons in every unit introduce pupils to the wider world, and promote global awareness and cross-

cultural understanding. They often contain vocabulary and structures which pupils have not yet formally covered, but which they will begin to acquire naturally. In this way, pupils begin to develop as readers and language learners. Learning to manage texts which are a little beyond their level is an essential skill for emergent readers, as is the sub-skill of scanning for specific information. Where necessary the new language is explained, and pupils are not expected to be able to produce it. The new topic vocabulary is listed in the lesson objectives in each lesson to guide you. You may also wish to refer to the Cultural notes at the start of each lesson to understand more about the cultures discussed in the lesson.

Recycling and revision

Vocabulary and structures are continuously recycled in *Take Off with English* to reinforce learning. Use the revision units in the Pupil's Book and Workbook, and progress tests online to monitor your pupils' progress and to assess their learning needs. The *Extra!* section at the end of every unit in the Workbook reviews the unit topic and language covered in an interesting and motivating way while stretching pupils.

Curriculum hours

The time taken for classroom instruction (Pupil's Book and Workbook) totals approximately 70 hours. Time also needs to be allocated for games, extension activities, revision, tests and reviewing homework exercises. This brings the total number of teaching hours for *Take off with English 4* to about 90 to 100 hours.

Using the course flexibly

School timetables vary with regard to the length of a lesson and also the number of lessons per week dedicated to English. Therefore, you should adapt the suggested lesson division to your particular situation. The tips in the lessons will help you to adapt the series to your needs.

If you have few teaching hours, you may omit the *It's our world* lessons and *Extra!* sections and still be confident that the full Cambridge English: Young Learners test syllabus has been covered.

In particular, the Workbook can be used in a variety of ways:

- delivered in class as extension or consolidation for the whole class
- as homework as extension or consolidation for the whole class
- in class with or without adult support as consolidation for lower ability pupils
- for independent use in class as extension for higher ability groups. This frees you to give extra support to those pupils who need it.

Unit 1

Unit overview

Objectives

Grammar: subject pronouns: *I, you, he, she, it, we, they*; possessive adjectives: *my, your*; verb *to be*: *am, are, is; I'm, you're, he's/she's/it's, we're, they're*; singular and plural nouns

New vocabulary:

- Animals: *cat, monkey, parrot*
- People: *friend, pupil, teacher, boy, girl, man*
- Other: *stick, tree, line*
- Numbers: *one to ten*

Communication objectives:

- To use introductions
- To count to ten
- To identify people and things

Learning outcomes:

- Pupils can greet someone and introduce themselves and a friend.
- Pupils can ask for someone's name.
- Pupils can correctly identify any number of items between one and ten.
- Pupils can use the present simple of *to be* to make affirmative statements about people, animals and objects.

It's our world! focus: My school

Online teacher's resources

- Unit 1 end-of-unit test
 - MP3s of the audio
 - Flashcards: animals; games, certificates and more ...
- www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 10–11;

Workbook pages 6–7

Grammar: *I, you, my, your, am, are, is*

New vocabulary: *a cat, a monkey, a parrot, friends, a pupil, a teacher*

21st century skills lesson objectives:

- Collaboration: Pupils work together to complete tasks.
- Communication: Pupils exchange information about themselves with others.

Lesson 2

Pupil's Book pages 12–13;

Workbook pages 8–9

Grammar: plural nouns

New vocabulary: *a stick, a tree, a line, one, two, three, four, five, six, seven, eight, nine, ten*

21st century skills lesson objectives:

- Collaboration: Pupils work together to complete tasks.
- Communication: Pupils exchange information about numbers of items.

Lesson 3

Pupil's Book page 14;

Workbook page 10

Grammar: *I'm, you're, he is/he's, she is/she's, it is/it's, we are/we're, they are/they're*

New vocabulary: *a boy, a girl, a man*

21st century skills lesson objective:

- Communication: Pupils make simple statements about people and animals.

It's our world!

Pupil's Book page 15

21st century skills lesson objectives:

- Global awareness: Pupils read about a schoolboy in England.
- Communication, collaboration: Pupils work together to find and record information.

Unit 1 Extra!

Workbook page 11

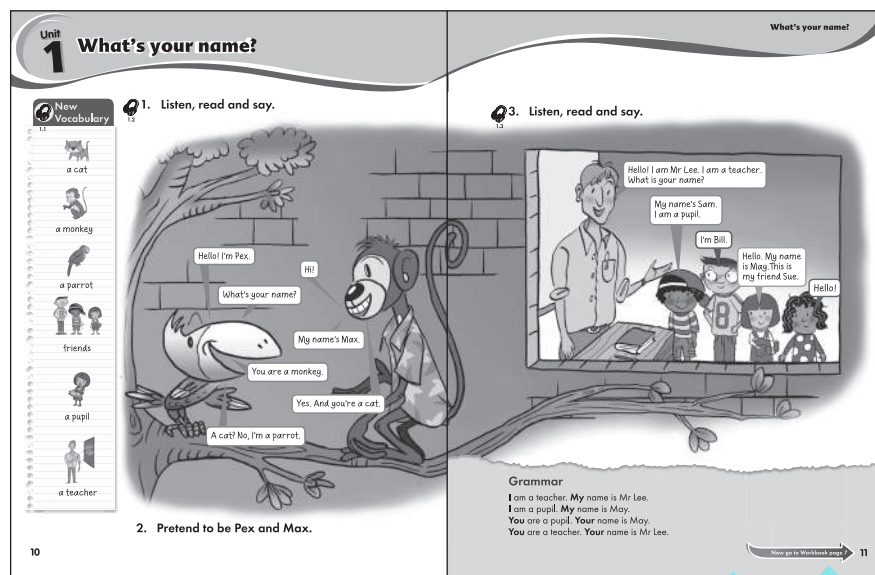
Say it!: Contrasting *p* and *b* sounds: /p/ and /b/

Teacher's tips

- At the end of audio activities, play the audio in short sections for pupils to repeat.
- Ask pupils to copy the grammar notes into a special section in their notebook and then write example sentences.
- In pronunciation activities, say the sound of the letter, not the name.

Lesson 1

Pupil's Book pages 10–11



Lesson objectives

- **Grammar:** *I, you; my, your; am, are, is*
- **New vocabulary:** *a cat, a monkey, a parrot, friends, a pupil, a teacher*
- **Learning outcome:** Pupils can make simple statements to introduce themselves.

Warm up

- Move round the class shaking hands with several pupils in turn and saying *Hello!* to them. Encourage pupils to reply.
- Encourage all pupils to shake hands with one or two other pupils around them and say *Hello*.

New vocabulary

- Look at the vocabulary box on page 10 with the class.
- Play audio track 1.1, pointing to each new word in turn. The pupils listen and follow in their books.
- Check understanding.
- Replay the audio several times. Pupils should point at the picture and repeat the word.

Audio track 1.1: (CD 01 track 01)

Page 10, New vocabulary

a cat, a monkey, a parrot, friends, a pupil, a teacher

1 Listen, read and say.

- Look at the picture on page 10. Review *a parrot, a monkey*.
- Play audio track 1.2. The pupils listen and follow in their books. Show pupils how to follow the conversation in the correct order.

- Greet several pupils with *Hi* (name). Elicit that *Hi* means the same as *Hello*. Explain that *Hi* is less formal.
- Play the audio again, pausing for the class to repeat each phrase.

Audio track 1.2: (CD 01 track 02)

Page 10, exercise 1

Pex: Hello! I'm Pex.
Max: Hi!
Pex: What's your name?
Max: My name's Max.
Pex: You are a monkey.
Max: Yes. And you're a cat.
Pex: A cat? No, I'm a parrot.

2 Pretend to be Pex and Max.

- Divide the class into two groups. One group will read Pex's part and the other will read Max's part.
- Play audio track 1.2 line by line, pausing for the groups to repeat their parts.
- Repeat several times without the audio. At first, support the groups by reading along with them. Gradually withdraw the support, but move round the class to support individuals and monitor how pupils are coping.
- More able pupils can read with a partner. Ask one or two pairs to read to the class.



3 Listen, read and say.

- Look at the picture on page 11. Review *a friend, a pupil, a teacher*.
- Play audio track 1.3. The pupils listen and follow in their books.

- Play the audio line by line, pausing for the class to repeat each phrase. Check understanding.
- Say to several pupils: *Hello, I'm* (give your name). *What's your name?* Tell pupils to answer with their name: *I'm* ...
- Repeat, extending the conversation to include *I'm a teacher/My name is ... I'm a pupil.*
- Pair pupils to role-play the second half of the conversation, using their own names: *Hello. My name is ... This is my friend ...* Encourage pupils to work without a book as soon as possible.
- Ask the pupils to introduce themselves to their neighbours. More able pupils can introduce themselves and a friend.

Audio track 1.3: (CD 01 track 03)

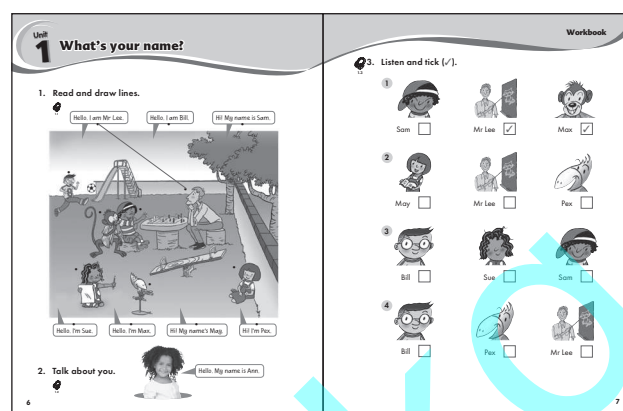
Page 11, exercise 3

Mr Lee: Hello! I am Mr Lee. I am a teacher. What is your name?
 Sam: My name's Sam. I'm a pupil.
 Bill: I'm Bill.
 May: Hello. My name is May. This is my friend Sue.
 Sue: Hello!

Grammar: Subject pronouns and possessive adjectives

- Read the sentences with the class.
- Say the noun phrase or pronoun and prompt pupils to give the verb (Teacher: *I* ...? Children: ... *am*; Teacher: *You* ...? Children: ... *are*; Teacher: *My name* ...? Children: ... *is*, and so on).
- Tell pupils to copy the sentences in the grammar box into their notebooks.

Workbook pages 6–7



1 Read and draw lines.

- Play audio track WB 1.1, pausing after each speech for the class to find the picture of the speaker on page 6.
- Pupils read the speech bubbles and draw a line from each speech bubble to the picture of the correct speaker.
- Check answers as a class.

Audio track 1.1: (WB CD track 01)

Page 6, exercise 1

Mr Lee: Hello. I am Mr Lee.
 Bill: Hello. I am Bill.
 Sam: Hi! My name is Sam.
 Sue: Hello. I'm Sue.
 Max: Hello. I'm Max.
 May: Hi! My name's May.
 Pex: Hi! I'm Pex.

2 Talk about you.

- Pupils look at the picture and read the speech bubble while they listen to audio track WB 1.2.
- Pupils repeat *Hello. My name is ...* and give their own name.

Optional extension activity

- Pupils greet and introduce themselves to a neighbour, following the model.

Audio track 1.2: (WB CD track 02)

Page 6, exercise 2

Hello, my name is Ann.

3 Listen and tick (✓).

- Play audio track WB 1.3, pausing after each conversation to allow pupils to identify the two speakers.
- Pupils tick the box under the picture of each speaker.
- Check answers with the class.
- Pupils listen and repeat each conversation several times.

Answers

Tick the following:

1. Mr Lee and Max (example)
2. Mr Lee and May
3. Sue and Sam
4. Bill and Mr Lee

Optional extension activity

- Pupils practise the conversations in pairs.

Audio track 1.3: (WB CD track 03)

Page 7, exercise 3

1. Mr Lee: Hello! I'm a teacher.
Max: Hi! I'm a monkey.
2. Mr Lee: Hello, I'm a teacher.
May: Hello Mr Lee! I'm May. I'm a pupil.
3. Sue: Hello!
Sam: Hi!
Sue: My name's Sue. What's your name?
Sam: My name is Sam.
4. Bill: Hello, my name is Bill.
Mr Lee: Hello, Bill. My name is Mr Lee. I'm your teacher.

Cool down

- Write out the sentences from the grammar box (Pupil's Book page 11) on paper and cut them into words and short phrases (*is, am, are, I, You, My name, Your name, a pupil, a teacher, Mr Lee, May*).
- Jumble up the words and stick them on the board in random order. Ask pupils to sort the words into the correct sentences. Support less able pupils with prompts and suggestions.
- Divide the class into two groups and play this as a competition, using two sets of sentences.
- More able pupils could cut up one pair of sentences each and play in groups of four.
 - o Sentences for pupil 1: *I am a teacher. My name is Mr Lee.*
 - o Sentences for pupil 2: *I am a pupil. My name is May.*
 - o Sentences for pupil 3: *You are a pupil. Your name is May.*
 - o Sentences for pupil 4: *You are a teacher. Your name is Mr Lee.*

Lesson 2

Pupil's Book pages 12–13

Unit 1

New Vocabulary

a stick a tree a line one two three four five six seven eight nine ten

4. Listen and sing.

One, two, three,
Parrots in a tree.

Four, five, six,
Monkeys with sticks.

Seven, eight, nine,
Cats in a line.

And this is ten.
Now start again.

What's your name?

5. Listen and tick (✓) or cross (X).

6. Point and say.

Lesson objectives

- **Grammar:** plural nouns
- **New vocabulary:** *a stick, a tree, a line, one, two, three, four, five, six, seven, eight, nine, ten*
- **Learning outcome:** Pupils can make simple statements to identify objects and animals.

Warm up

- Encourage all pupils to say *Hello* and introduce themselves to one or two other pupils around them.

New vocabulary

- Look at the vocabulary box on pages 8–9 with the class.
- Play audio track 1.4, pointing to each new word in turn. The pupils follow in their books.
- Check understanding.
- Say each number and ask pupils to hold up the correct number of fingers. Explain that the numbers can be written as words or figures.
- Replay the audio several times, for pupils to point and repeat.

Audio track 1.4: (CD 01 track 04)

Page 12, New vocabulary

a stick, a tree, a line, one, two, three, four, five, six, seven, eight, nine, ten

4 Listen and sing.

- Look at the picture on page 12. Review *a parrot, a monkey, a stick, a tree, a cat*.
- Play audio track 1.5. Ask pupils to listen and follow in their books.
- Check understanding. Elicit or explain that when there is more than one of something we usually add an -s at the end of a word. Ask pupils to find examples in the text (*parrots, monkeys, sticks, cats*).
- Play the audio again several times, while pupils join in gradually. Ask pupils to hold up the correct number of fingers as they sing the numbers, and point to the pictures as the animals are named.

Audio track 1.5: (CD 01 track 05)

Page 12, exercise 1

Voices: One, two, three,
Parrots in a tree.
Four, five, six,
Monkeys with sticks.
Seven, eight, nine,
Cats in a line.

Sue: And this is ten.

Voices: Now start again

5 Listen and tick (✓) or cross (X).

- Look at each picture in turn. Name and count the items with the class. Pupils point to each item as it is counted. For picture 6 say *Count the pupils/friends*.
- Play audio track 1.6 one section at a time. Support if necessary by repeating the audio. For example, say *Two trees? Count the trees ... one ... two ... three ... No! Three trees. That's right! Well done.*

- Tell pupils to put a tick or a cross in each box.
- More able pupils can listen and tick or cross without support. Play the audio again for them to check their work.
- Check the answers by replaying the audio and pausing after each item for a pupil/the class to give the answer.

Answers

1. X 2. ✓ 3. ✓ 4. X 5. X 6. ✓

Audio track 1.6: (CD 01 track 06)

Page 13, exercise 5

1. two trees
2. six monkeys
3. five parrots
4. two teachers
5. five cats
6. Bill, Sue, Sam, May



6 Point and say.

- Look at the pictures. Explain that the girls are talking about exercise 5 picture 1.
- Play audio track 1.7. The pupils listen and follow in their books.
- Play the audio again, pausing after each phrase for the class to repeat. Check understanding.
- Point to exercise 5 picture 2. Pick any number between one and ten. Say, for example, *Nine monkeys?* Elicit the response *No, six monkeys* from the class.
- Repeat with another picture, choosing the correct number, to elicit *Yes, ...*
- Pick pairs of pupils to ask and answer following the model, eliciting both *Yes* and *No* answers.
- When the class is confident, encourage pupils to work in pairs to ask and answer in the same way. Move round the classroom to monitor and support.

Audio track 1.7: (CD 01 track 07)

Page 13, exercise 6

Child A: One tree?

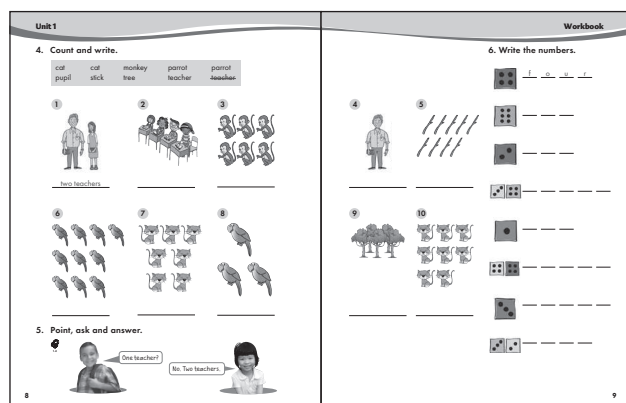
Child B: No, three trees



Optional extension activities

- Pupils draw different numbers of items (such as cats or trees) in their notebooks and label them with the correct number.
- Less able pupils can write the figure. More able pupils can write the word.

Workbook pages 8–9



4 Count and write.

- Read the words in the box as a class. Pupils point to the correct picture(s).
- Pupils count the items in each picture and write the correct number and name underneath, as in the example. Support less able pupils by writing the number words in order on the board for them to copy.
- Check answers as a class.

Answers

1. two teachers (example) 2. four pupils 3. six monkeys
4. a/one teacher 5. nine sticks 6. ten parrots
7. seven cats 8. three parrots 9. five trees 10. eight cats



5 Point, ask and answer.

- Point to the pictures in exercise 5. Explain that the children are talking about exercise 4 picture 1.
- Play audio track WB 1.4. Pupils listen to the model conversation and follow in their books.
- Point at picture 2. Say, for example, *Three pupils?* Pick a child to answer *No. Four pupils.*
- Pick pairs of pupils to continue asking and answering about the other pictures, following the model. Pupils can choose any number between one and ten except the correct answer.

- More able pupils can work in pairs, taking turns to ask and answer.
- Finally, pupils can choose the correct number to elicit the answer *Yes*.

Audio track 1.4: (WB CD track 04)

Page 8, exercise 5

Child A: One teacher?

Child B: No. Two teachers.

6 Write the numbers.

Pupils look at the pictures, count the dots and write the correct number in the spaces. There is one space for each letter. Monitor all and support less able pupils with prompts.

Answers

four, six, two, seven, one, eight, three, five

Cool down

- Play a *Cloud game* with the words *one to ten*.

Instructions for Cloud games:

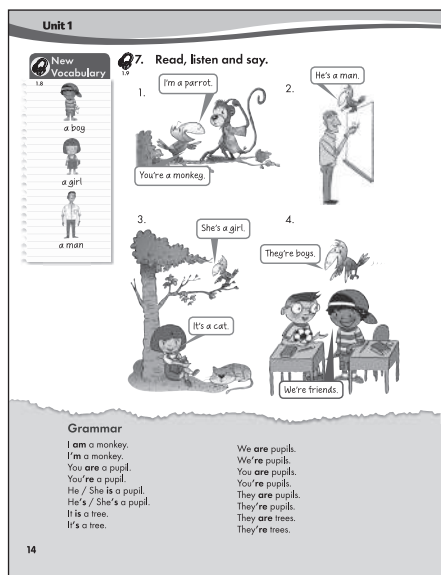
- Write the words to be practised on an irregular cloud-shaped piece of card or paper (the 'cloud') and stick it to the wall at pupil height. Practise reading the words as a class.
- Pick two pupils to stand one on each side of the 'cloud'.
- Say *Ready?* Call out one of the words. The two children try to be the first to touch the correct word.
- Invite two more children to play and repeat.
- Save the 'cloud' for future use.

Variations:

- The class can be split into two teams and points awarded for being the first to touch.
- Pick one or more pupils to call out the words.
- Use picture cards or drawings to practise vocabulary.

Lesson 3

Pupil's Book page 14



Lesson objectives

- **Grammar:** *I'm, you're, he is/he's, she is/she's, it is/it's, we are/we're, they are/they're*
- **New vocabulary:** *a boy, a girl, a man*
- **Learning outcome:** Pupils can use the correct pronoun and verb to identify people and animals.

Warm up

- Encourage all pupils to say *Hello* and introduce themselves to one or two neighbours.
- Hold up a number of fingers and ask, for example, *One finger?* (Say the wrong number.) Elicit *No. (Three) fingers*. Pupils continue asking and answering in pairs.

New vocabulary

- Look at the vocabulary box on page 14 with the class.
- Play audio track 1.8, pointing to each new word in turn. The pupils follow in their books.
- Check understanding.
- Replay the audio several times for the pupils to point and repeat.
- Point to individuals around the class. (Ask them to stand.) Elicit *a boy, a girl* as appropriate.

Audio track 1.8: (CD 01 track 08)

Page 14, New vocabulary

a boy, a girl, a man

7 Read, listen and say.

- Look at the pictures on page 14 with the class. Review *a boy, a girl, a man, a parrot, a monkey, a cat, friends*. (Say, for example, *Find a cat in the picture*.)
- Explain that the class will hear Pex talking about the people in each picture. Play audio track 1.9. Tell pupils to listen and follow in their books.
- Check understanding.
- Play the audio again several times for the pupils to point and repeat.
- Pupils work in pairs to point and speak. Monitor all and support where necessary.

Audio track 1.9: (CD 01 track 09)

Page 14, exercise 7

- | | |
|---------------|------------------|
| 1. Pex: | I'm a parrot. |
| | You're a monkey. |
| 2. Pex: | He's a man. |
| 3. Pex: | She's a girl. |
| May: | It's a cat. |
| 4. Pex: | They're boys. |
| Bill and Sam: | We're friends. |

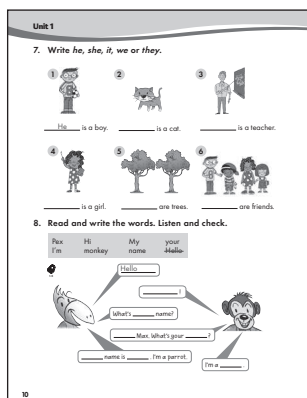
Grammar: Present simple of *to be*

- Read the sentences in the grammar box with the class and point out the two forms of each verb: *I am/I'm, You are/You're, He is/He's, She is/She's, It is/It's, We are/We're, They are/They're*. Explain that the contracted form means the same as the full form and is common in spoken English.
- Elicit or explain that:
 - o *he* is used with boys (and men)
 - o *she* is used with girls (and women)
 - o *it* is used with animals and objects
 - o *we, you* and *they* can be used with boys, girls, men, women, or any mixture
 - o *you* can be used with one or more than one person or animal.
- Say a noun and prompt the class to give the pronoun + verb (Teacher: *a boy?* Pupil(s): *he is* or *he's*, and so on).
- The pupils copy the sentences into their notebooks.

Optional extension activity

- Hold up pictures without captions (magazines are a good source). Pupils say *He's a ...*, *They're ...*, and so on.
[Note: If using the internet as a source of pictures, search for suitable pictures away from pupils. Save the pictures to a file for use in class. Do not open any internet links while pupils are watching.]

Workbook page 10



7 Write *he, she, it, we* or *they*.

- Revise the grammar from Pupil's Book page 14 if necessary.
- Look at the pictures in Workbook exercise 7 and read the captions with the class.
- Pupils work individually or in pairs to complete the sentences, as in the example.
- Move round the classroom to monitor and support.
- Check the answers with the class.

Answers

1. He (example) 2. It 3. He 4. She 5. They 6. We

8 Read and write the words. Listen and check.

- Read the words in the box as a class.
- Pupils work alone or in pairs to decide which word goes in which space. They should not write anything yet.
- Say *Listen. Were you right?* Play audio track WB 1.5. The children listen and follow in their books.
- Play the audio again, pausing after each line to check the answers orally with the class.
- Pupils write the answers in the spaces. Monitor for spelling and letter formation.
- Play the audio again while the children follow in their books and repeat each phrase.

Answers

See audio track WB 1.5.

Audio track 1.5: (WB CD track 05)

Page 10, exercise 8

Pex: Hello.
Max: Hi!
Pex: What's your name?
Max: I'm Max. What's your name?
Pex: My name is Pex. I'm a parrot.
Max: I'm a monkey.

Optional extension activities

- Divide the class into two groups. Each group reads one half of the conversation.
- Ask pairs of pupils to read or say the conversation to the class.

Cool down

- Write the words *I, he, she, it, you, we, they, am, is, is, is, are, are, are* on separate pieces of paper, each large enough to be read on the board.
- Stick them face down on the board in random order. To make it easier, put all the pronouns in one group and all the verbs in another. To make it harder, mix all the words together.
- Play *Pairs*. Match the pronoun with the verb: *he* pairs with *is*, and so on.

Instructions for *Pairs*:

- Stick cards or pieces of paper with pairs of words or pictures face down on the board in random order. To make it easier, arrange the cards in straight rows. To make it harder, scatter them around the board.
- Invite a child to turn over any two cards. If they are a matching pair, they are displayed face up, side by side. If they do not match, they are replaced face down.
- Invite someone else to have a turn, and continue until all the pairs have been found.

Variation:

The children can make their own sets of cards and play in pairs.

It's our world!

Pupil's Book page 15



Lesson objective

- **Topic vocabulary:** *photo, class*

Cultural notes

Leeds is a city in the north of England. It has a famous cricket team and a football team. In most schools in England the pupils wear a uniform. Schools can choose their own uniforms. Some have a white shirt, as here. Many have coloured sweatshirts with the name of the school on them. Some schools are only for boys and some are only for girls, but most schools have both boys and girls.

1 Look at the photos.

- Look at the photo of Alex. Ask *What can you see?* Elicit *A boy*. Use the large photo to teach *school*. Check understanding.
- Say *Listen*. *What is the boy's name?*
- Play the first part of audio track 1.10 while pupils follow in their books. Pause the audio after *This is my school* and pick a child to answer the question (*Alex*).
- Check understanding of *I'm from Leeds* (a town in England) and *This is my school*. Display the map on pages 90–91 and point out England and Leeds.
- Look at the photo of the class. Ask *What can you see?* Elicit *boys/pupils/friends* and *teacher* or remind the children of these words. (Say *Point to ...*)
- Say *Listen*. *What is the teacher's name?*
- Play the rest of the audio track while pupils follow in their books. The pupils answer the question (*Mrs Andrews*).
- Check understanding of *a photo*, *They're in my class*. Teach *photo, class*.
- For each of the boys in the picture, point and say *What is this boy's name?* Pupils find the answers in the text (*Alex, Tom, Jamil, Dan*).

- Play the audio again, pausing after each sentence for the children to repeat. Check understanding.
- Ask pupils to read the sentences as a class.

Optional extension activities

- Ask pairs of pupils to read the text to each other.
- Ask more able pupils to read short parts of the text to the class.
- Discuss with the class how Alex's school is the same as or different to their school.

Audio track 1.10: (CD 01 track 10) Page 15, exercise 1

Hi! I'm Alex. I'm from Leeds, in England. Look! This is my school.
This is a photo of my teacher, Mrs Andrews.
These are my friends, Tom, Jamil and Dan. They're in my class.

2 Complete the sentences.

- Ask the class to discuss the answers in pairs. They should not write anything yet. Monitor how well pupils are managing.
- Check the answers as a class. To support less able pupils, demonstrate how to find the answers by looking for key words in the text (*Alex is from ...; Tom ... in; teacher*). Go over any problem areas.
- Pupils write their answers. Monitor for pencil grip and letter formation.
- You may wish to draw pupils' attention to the use of *Mr* and *Mrs*, contrasting *Mr Lee* with *Mrs Andrews*.

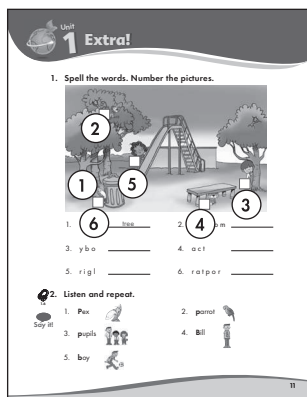
Answers

1. Leeds (example), England 2. class 3. Mrs Andrews

3 Write about you.

- Read the sentences with the class and ask pupils to complete each one with information about themselves.
- Support less able pupils by putting the names they need on the board for them to copy.
- Ask pupils to read their sentences to each other.
- Ask one or two individuals to read their sentences to the class, but be sensitive about friendship groups. Try to ensure that no one will feel left out.

Unit 1 Extra! Workbook page 11



Lesson objective

- **Say it!:** Contrasting *p* and *b* sounds: /p/ and /b/

1 Spell the words. Number the pictures.

- Write the letters *r e e t* on pieces of paper and put them on the board. Move them around in different combinations.
- Ask pupils to help you make a word they know. Call them to the board to try making the word.
- Get pupils to work in pairs to make and write the other words. Monitor and make suggestions.
- Check answers as a class.
- Ask pupils to write each number in the box next to the correct character or object in the picture.
- To check the answers, say *Point to a ...* When all the pupils are pointing, hold up your book and point. Pupils check each other's work.

Answers

Each item in the picture should be labelled with the correct number (see thumbnail of page above).

1. tree (example) 2. monkey 3. boy 4. cat 5. girl
6. parrot

2 Listen and repeat.

- Play audio track WB 1.6. Pupils listen and repeat the words, following in their books.
- Ask pupils to hold their hand in front of their mouth to feel the puff of air when they pronounce *p* correctly. Say *Push out the p!* (Remember to say the sounds (*puh, buh*), not the letter names (*pee, bee*)).
- Explain that *b* is said in the same way but without the puff of air. They should be able to feel the difference. Say *Back with the b!*
- Listen and repeat several times.
- Pupils practise the words in pairs, holding up a sheet of paper to test for a puff of air or no puff. Monitor for correct pronunciation.

Audio track 1.6: (WB CD track 06)

Page 11, exercise 2

1. Pex, Pex
2. parrot, parrot
3. pupils, pupils
4. Bill, Bill
5. boy, boy

Unit 2

Unit overview

Objectives

Grammar: questions with *What?*: *What is it? It is/It's a (desk)*; questions with positive/negative answers: *Is it a/the (computer)? Yes, it is. No, it isn't*; adjectives: *It's (red). It isn't (red)*.

New vocabulary:

- Classroom objects: *board, bookcase, chair, classroom, computer, cupboard, desk, door, floor*
- Colours: *blue, red, yellow*

Communication objective:

- To identify and describe objects

Learning outcomes:

- Pupils can ask and understand questions with *What?*
- Pupils can use the present simple of *to be* to make positive and negative statements about objects.

It's our world! focus: Our classrooms

Online teacher's resources

- Unit 2 end-of-unit test
- MP3s of the audio
- Flashcards: colours and my classroom; games, certificates and more ...

www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 16–17;

Workbook pages 12–13

Grammar: *What is it? It is/It's a (desk)*

New vocabulary: *a board, a bookcase, a chair, a computer, a cupboard, a desk*

21st century skills lesson objective:

- Collaboration: Pupils work together to ask and answer questions about pictures.

Lesson 2

Pupil's Book pages 18–19;

Workbook pages 14–15

Grammar: *The (computer) is/isn't (blue). It is/It's (red). It is not/It isn't (red)*

New vocabulary: *a door, a floor, blue, red, yellow*

21st century skills lesson objectives:

- Collaboration: Pupils work together to find and record information.
- Communication: Pupils exchange information about colours of objects.

Lesson 3

Pupil's Book page 20; Workbook page 16

Grammar: *Is it a ...? Yes, it is. No, it is not/No, it isn't*

21st century skills lesson objectives:

- Communication: Pupils ask and answer questions about the picture they have drawn.
- Communication, collaboration: Pupils work together to find information. They present their findings to the class.

It's our world!

Pupil's Book page 21

21st century skills lesson objective:

- Global awareness: Pupils read about classrooms in Bali and Sweden.

Unit 2 Extra!

Workbook page 17

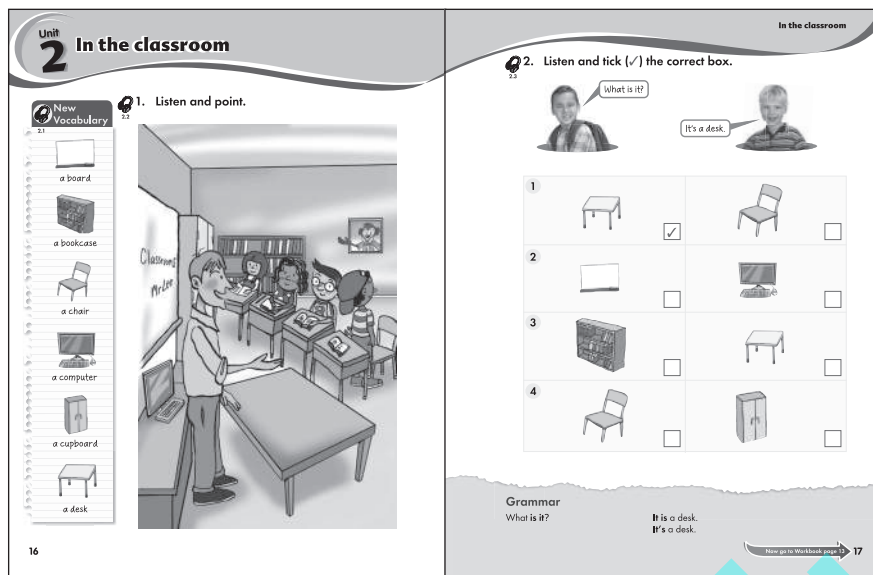
Say it!: Contrasting *d* and *t* sounds: /d/ and /t/

Teacher's tips

- To check understanding, say a word or phrase in English. Ask the pupils for the equivalent in their own language.
- To help with spelling, teach pupils to *Look and say, cover and write, and check!* They look at the word and say it in their heads slowly. They cover the word and practise writing it. They look at what they have written and check it carefully against the original. They notice any 'tricky' bits (errors or letter sequences about which they are unsure) and try again. They keep practising until they are confident. The practice can be done on scrap paper, but pupils should keep a spelling notebook and copy the correct word into it.

Lesson 1

Pupil's Book pages 16–17



Lesson objectives

- **Grammar:** *What is it? It is/It's a (desk).*
- **New vocabulary:** *a board, a bookcase, a chair, a computer, a cupboard, a desk*
- **Learning outcome:** Pupils can ask and answer simple questions with *What?*

Warm up

- Encourage all pupils to shake hands and say *Hello* to one or two other pupils near them.
- Pick a boy. Model *My name is (child's name). I'm a boy.* Ask the pupil to repeat. Pick other boys to stand up and give the same information about themselves.
- Repeat with several girls.
- Pick two able pupils to stand together, speak in turn as above and then add *We're partners* to the information.

New vocabulary

- Look at the vocabulary box on page 16 with the class. Play audio track 2.1, pointing to each new word in turn. The pupils follow in their books.
- Check understanding.
- Replay the audio several times for pupils to point and repeat.

Audio track 2.1: (CD 01 track 11)

Page 16, New vocabulary

a board, a bookcase, a chair, a computer, a cupboard, a desk

1 Listen and point.

- Look at the picture on page 16. Put the pupils into pairs.
- Play audio track 2.2. Ask pupils to listen and point to each item in their books.
- Tell pairs to check that they are both pointing to the correct item.
- Play the audio again for the class to repeat as they point.
- Repeat several times until the pupils are confident. Monitor for accuracy.
- Move round the classroom pointing at any real examples of the items for pupils to name. (Optional)

Audio track 2.2: (CD 01 track 12)

Page 16, exercise 1

a desk, a bookcase, a chair, a computer, a cupboard, a board, a monkey

2 Listen and tick (✓) the correct box.

- Look at page 17. Review the vocabulary. (Say *Point to a ...* and say the words in random order.)
- Read the speech bubbles with the class. Check understanding.
- Look at the first pair of pictures. Elicit *a desk, a chair*. Say *Listen. What is it?*
- Play the example question and answer (number 1) on audio track 2.3 and pause the audio. Ask pupils to point to the correct picture. Elicit *It's a desk*. Show pupils the tick in the box.
- Continue with the remaining questions, pausing for the pupils to tick the boxes.
- Support less able pupils by eliciting the names of both items before playing the audio.

- Repeat without the audio. For each pair of pictures, ask *What is it?* Instruct pupils to point to the picture with the tick and answer as a class: *It's a ...*

Answers

1. desk (example) 2. computer 3. bookcase
4. cupboard

Audio track 2.3: (CD 01 track 13)

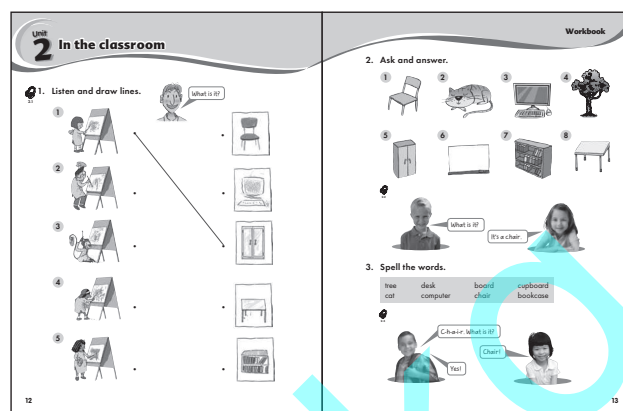
Page 17, exercise 2

1. Child A: What is it?
Child B: It's a desk.
2. Child A: What is it?
Child B: It's a computer.
3. Child A: What is it?
Child B: It's a bookcase.
4. Child A: What is it?
Child B: It's a cupboard.

Grammar: *What is it? It is a .../ It's a ...*

- Read the question and the answers with the class, highlighting the two forms of the verb (*It is/It's*). Remind pupils that both mean the same and that they can use either.
- Pupils work with a partner, taking turns to ask and answer about each of the pictures in exercise 2.
- Monitor and review any problems.
- Pupils copy the sentences in the grammar box into their notebooks.

Workbook pages 12–13



1 Listen and draw lines.

- Review the vocabulary if necessary.
- Pupils listen to audio track WB 2.1 one question at a time and draw a line from each speaker to the correct picture.
- Go through the answers as a class while pupils check their answers in pairs.

Answers

Lines drawn to join:

1. May – cupboard (example) 2. Bill – bookcase
3. Max – desk 4. Sam – chair 5. Sue – computer

Audio track 2.1: (WB CD track 07)

Page 12, exercise 1

1. Mr Lee: Hello, May. What is it?
May: Hi, Mr Lee. It's a cupboard.
2. Mr Lee: Hello, Bill. What is it?
Bill: Hi, Mr Lee. It's a picture of a bookcase.
3. Mr Lee: Hello, Max. What is it?
Max: It's a desk, Mr Lee.
4. Mr Lee: Hello, Sam. What is it?
Sam: Hi! It's a picture of a chair, Mr Lee.
5. Mr Lee: Hello, Sue. What is it?
Sue: Hello, Mr Lee. It's a computer.



2 Ask and answer.

- Review the vocabulary. Say *Point to a ...*
- Look at picture 1 together. Say *Listen to the children talking about the pictures.*
- Play audio track WB 2.2 while pupils read the speech bubbles in their books.
- Play the audio again, pausing once for pupils to repeat the question and again for them to repeat the answer.
- Divide the class into two groups and ask them to say the question and answer again without the audio.
- In pairs, pupils take turns to ask and answer about each of the pictures, following the model.

- Check the answers. Ask pairs to ask and answer about a picture.

Answers

1. What is it? It's a chair.
2. What is it? It's a cat.
3. What is it? It's a computer.
4. What is it? It's a tree.
5. What is it? It's a cupboard.
6. What is it? It's a board.
7. What is it? It's a bookcase.
8. What is it? It's a desk.

Audio track 2.2: (WB CD track 08)

Page 13, exercise 2

- Child A: What is it?
Child B: It's a chair

3 Spell the words.

- Revise the names of the letters of the alphabet. Use an alphabet poster or write the alphabet on the board. Point to a letter and ask the class to say its name. Point to each letter in turn at first and then pick letters at random. Concentrate on any which cause problems. If pupils do not know the letters well, start by saying the letter names (in order) for the pupils to repeat.
- Play the first line of audio track WB 2.3. Pause after the question to give pupils time to answer.
- Say *Listen. Were you right?* Play the rest of the audio.

- Divide the class into two groups. Practise the conversation twice without the audio, with the groups taking turns to ask and answer.
- In pairs, pupils take turns to ask and answer about the spelling of the remaining words. They can choose the words in any order. Monitor for correct letter names.
- Choose pupils to spell the words for the class.

Audio track 2.3: (WB CD track 09)

Page 13, exercise 3

- Child A: C - h - a - i - r. What is it?
Child B: Chair!
Child A: Yes!

Cool down

- Choose a pupil to point at or go to real objects around the room and ask *What is it?*
- Choose another pupil to answer.
- Say *Can you spell it?* The pupil answering should spell the word while you write (or the first child writes) the letters on the board.
- Check with the class whether the word is correct. Repeat with other members of the class.


Lesson 2

Pupil's Book pages 18–19


Unit 2

New Vocabulary


2.4




a door




a floor



blue

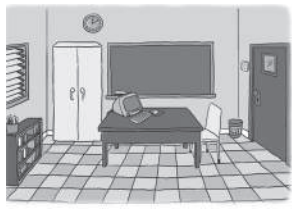


red



yellow

3. Look at the picture. Read and tick (✓).



| | Yes, it is. | No, it isn't. |
|--|-------------|---------------|
| 1. It's yellow. Is it the desk? | | ✓ |
| 2. It's red. Is it the door? | | |
| 3. It's yellow. Is it the chair? | | |
| 4. It's blue and yellow. Is it the floor? | | |
| 5. It's blue. Is it the bookcase? | | |
| 6. It's red. Is it the cupboard? | | |

4. Look at the classroom picture on page 14. Read and draw lines.

- The computer is red.
- The door is blue and yellow.
- The cupboard is blue.
- The floor is yellow.

5. Look at the picture. Read and choose.

- The computer is / isn't blue.
- The chair is / isn't yellow.
- The desk is / isn't blue.
- The bookcase is / isn't yellow.
- The door is / isn't red.
- The cupboard is / isn't blue.

Grammar

The computer is blue.
It is **not** red.
It **isn't** red.

Lesson objectives

- Grammar:** *The (computer) is/isn't (blue). It is/It's (red). It is not/It isn't (red).*
- New vocabulary:** a door, a floor, blue, red, yellow
- Learning outcomes:**
 - Pupils can ask and answer questions about objects.
 - Pupils can make positive and negative statements about objects.

Warm up

- Go round the class pointing to objects. Ask *What is it?* Pupils answer *It's a ...*
- Point to a desk and say, for example, *A chair?* Pupils answer *No. A desk!*

New vocabulary

- Look at the vocabulary box on page 18 with the class. Play audio track 2.4, pointing to each new word in turn. Tell pupils to follow in their books.
- Check understanding by asking pupils to point to examples of the objects and colours in your classroom.
- Replay the audio several times, pausing after each word for pupils to repeat.

Audio track 2.4: (CD 01 track 14)

Page 18, New vocabulary

a door, a floor, blue, red, yellow

3 Look at the picture. Read and tick (✓).

- Introduce *Is it a ...?* Point to a desk. Ask *Is it a ...?* Teach *Yes, it is.* Continue with other objects around the classroom.
- Repeat, but point to a chair. Teach *No, it isn't. It's a chair.* Practise with other objects.
- Look at the picture on page 18. Review the vocabulary if necessary.
- Explain the task. Read question 1 with the class. Say *Point to something yellow.* Say *Is it the desk?* Elicit *No, it isn't.* Point out the example tick in the table.
- Support less able pupils by going through the exercise question by question as a class.
- More able pupils can work with a partner and then check their work with another pair.

Answers

1. No, it isn't. 2. Yes, it is. 3. Yes, it is. 4. Yes, it is.
5. Yes, it is. 6. No, it isn't.

4 Look at the classroom picture on page 18. Read and draw lines.

- Pick a child to read the start of each sentence. Say *Look at the picture. Point to the computer. Is it red? Is it yellow? No, it isn't. It is ...* (allow pupils to answer) *... blue! That's right. Well done.*
- Say *Find 'blue'.* Model finding *blue* and drawing a line from the start of the sentence to the colour, as in the example.
- Pupils complete the exercise in pairs.
- Check the answers as a class. Ask individual pupils to read the completed sentences.

Answers

1. The computer is – blue.
2. The door is – red.
3. The cupboard is – yellow.
4. The floor is – blue and yellow.

5 Look at the picture. Read and choose.

- Explain the task. Instruct pupils to read the sentence, look at the picture and choose *is* or *isn't*.
- Do question 1 together as a class. Ask *Is the computer blue?*
- Give pupils time to find the answer. Say *Yes, it is. The computer is blue.*
- Model crossing out the wrong answer, as in the example.

Answers

1. The computer is blue.
2. The chair is yellow.
3. The desk isn't blue.
4. The bookcase isn't yellow.
5. The door is red.
6. The cupboard isn't blue.

Grammar: *is, is not, isn't*

- Read the sentences in the grammar box as a class. Point out that *isn't* can also be written and said as *is not*.
- Tell pupils to copy the sentences into the grammar section of their notebooks.

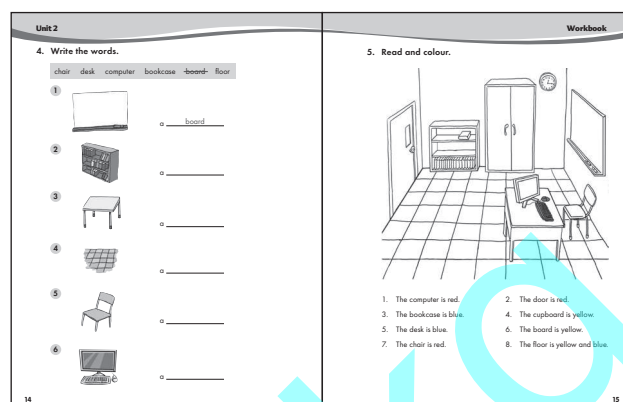
Optional extension activities

- Pupils write out the sentences in exercise 5, using the correct verb.
- For sentences with *isn't* they should also add the correct positive sentence (for example, *The desk isn't blue. It is red.*).
- Monitor for letter formation and correct placement on the line.

Answers

1. The computer is blue.
2. The chair is yellow.
3. The desk isn't blue. It/The desk is red.
4. The bookcase isn't yellow. It/The bookcase is blue.
5. The door is red.
6. The cupboard isn't blue. It/The cupboard is yellow.

Workbook pages 14–15



4 Write the words.

- Read the words in the box as a class. In pairs, pupils point to the correct picture.
- Pupils write the words next to the correct picture.
- Pupils check their spelling with a partner.
- Check answers as a class.

Answers

1. a board (example)
2. a bookcase
3. a desk
4. a floor
5. a chair
6. a computer

Optional extension activity

- Ask individual pupils to spell the words. Allow them some time to practise first. (See Teacher's tips help with spelling, page 18.)
 - Allow less able pupils to look at the book while they spell.
 - More able pupils should be encouraged to look at their books first, if necessary, but then to try to spell the words without looking.

5 Read and colour.

- Briefly revise the colours *red, blue, yellow*. Say *Show me/Point to something (red)*.
- Ask individual pupils to read a sentence to the class.
- Ask the class to point to that item in the picture.
- Pupils colour the picture according to the sentences.
- They check their work with a partner.

Cool down

- Play *I spy*.

Instructions for *I spy*:

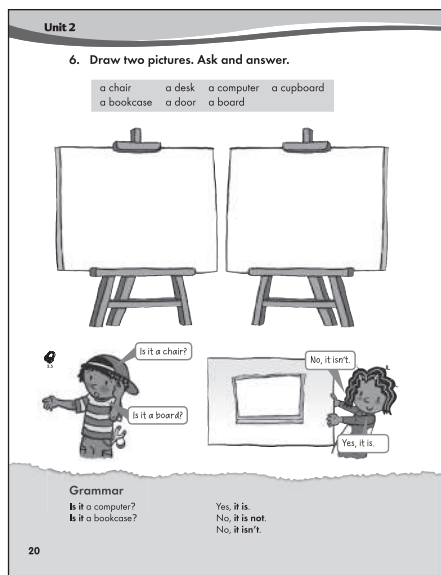
- Choose something visible in the room. Pupils must guess which object you are thinking about.
- Say *It's (blue). What is it?*
- Encourage pupils to offer suggestions, such as *Is it the desk?* Answer *Yes, it is!* or *No, it isn't.*
- Use pictures in the book as well as real items. Give the page number. (*I spy something on page 15. It's blue.*)

Variation:

- The pupil who guesses correctly asks the next question.

Lesson 3

Pupil's Book page 20



Lesson objectives

- **Grammar:** *Is it a ...? Yes, it is. No, it is not/No, it isn't.*
- **Learning outcome:** Pupils can read and answer questions about classroom objects.

Warm up

- Play a *Cloud game* with new words from the unit.

Instructions for *Cloud games*:

- Write the words to be practised on an irregular cloud-shaped piece of card or paper (the 'cloud') and stick it to the wall at pupil height. Practise reading the words as a class.
- Send two children to stand one on each side of the 'cloud'.
- Say *Ready?* Call out one of the words. The two children try to be the first to touch the correct word.
- Invite two more children to play and repeat.
- Save the 'cloud' for future use.

Variations:

- The class can be split into two teams and points awarded for being the first to touch.
- Pick one or more pupils to call out the words.
- Use picture cards or drawings to practise vocabulary.

6 Draw two pictures. Ask and answer.

- Ask individual pupils to read the words in the box to the class. Ask the class to point to examples (real or in a picture) as they hear the words.
- Explain the task. In pairs, instruct pupils to each draw two pictures. Each partner has to guess what they have drawn by asking questions.
- Play audio track 2.5 while pupils follow in their books. Explain that Sam is trying to guess what Sue has drawn.
- Play the audio again, pausing for pupils to repeat.
- Pupils choose two of the words in the box and draw them in the blank squares in their books. They must not look at their partner's drawings.
- Pupils take turns to ask and answer, following the model, until they guess what their partner's two pictures are.
- Monitor and help if necessary.
- Pupils can change partners and continue.

Suggested answers

Is it a computer? Yes, it is.

Is it a desk? No, it isn't. It's a chair.
(or No, it is not. It is a chair.)

Is it a cupboard? No, it isn't. It's a door.
(or No, it is not. It is a door.)

Is it a bookcase? Yes, it is.

Audio track 2.5: (CD 01 track 15)

Page 20, exercise 6

Sam: Is it a chair?

Sue: No, it isn't.

Sam: Is it a board?

Sue: Yes, it is.

Grammar: *Is it a ...? Yes, it is. No, it is not/No, it isn't.*

- Read the sentences with the class and remind pupils about the two forms of the verb (*is not/isn't*).
- Pupils copy the sentences into their notebooks.


Optional extension activity


- Pupils draw four of the items listed in exercise 6 in their notebooks and write questions and answers about them, following the model conversation. Two answers should be positive (Yes) and two negative (No). Pupils should add the correct answer to the negative answers.


Workbook page 16


Unit 2

6. Write Yes, it is or No, it isn't.


1.  Is it a keyboard? Yes, it is.


2.  Is it a door? _____


3.  Is it a desk? _____


4.  Is it a bookcase? _____

7. Write the colours.

1.  a blue door

2.  a _____ computer

3.  a _____ and _____ keyboard

4.  a _____ chair

6 Write Yes, it is or No, it isn't.

- Look at the pictures with the class and review the vocabulary, if necessary.
- Pupils work individually to answer the questions, as in the example, and then check their answers with a partner.
- Move round the classroom supporting where necessary. Monitor for spelling or handwriting problems.
- Check the answers with the class. Review any problem areas.

Answers

1. Yes, it is. (example) 2. Yes, it is. 3. No, it isn't.
4. No, it isn't.



Optional extension activity

- Pupils write sentences to say what pictures 3 and 4 are (*It's a chair. It's a board.*).

7 Write the colours.

- Point to picture 1. Ask *What's this?* Elicit *It's a door.*
- Ask *Is it red?* Elicit *No, it isn't. It's blue.*
- Say *That's right. It's blue. It's a blue door.*
- Still pointing to picture 1, ask again *What's this?* Elicit *It's a blue door.*
- Continue with the remaining sentences. Encourage pupils to answer straight away with the colour: *It's a (red computer).*
- Instruct pupils to write the answers in the spaces, as in the example. Monitor for spelling and letter formation.

Answers

1. blue (example) 2. red 3. yellow, blue
(or blue, yellow) 4. yellow

Cool down

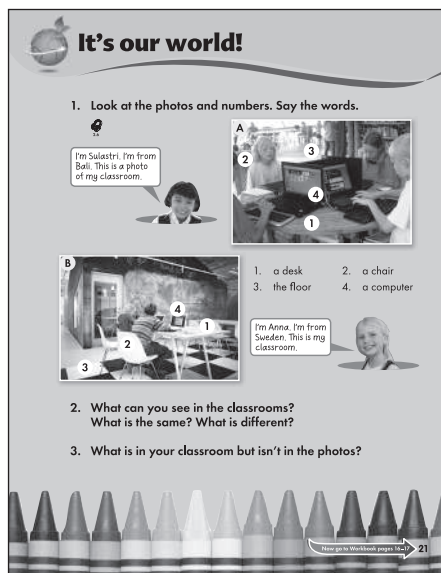
- Play *Word Bingo* with words from the unit.

Instructions for Word Bingo:

- With the class, make a list of words from the unit on the board.
- Pupils divide a notebook page into six boxes.
- They each choose six words from the list and copy one word into each box. They check spellings with their books and with a partner.
- You call out words from the list in random order. (Make a personal list of the words you say for checking later.)
- If pupils have the word you say on their list, they cross it off.
- When the first child crosses off his or her last word, he or she calls out *Bingo!* and the game ends.
- Check (on your personal list) that you said all the words the pupil has crossed off and that they are all correctly spelt.

It's our world!

Pupil's Book page 21



Lesson objective

- **Topic vocabulary:** *classroom*

Cultural notes

Bali is an island near the equator. It is part of Indonesia. It grows a lot of rice and coffee. It is very popular with tourists because of its lovely weather and beautiful beaches. Divers love it because of the wonderful range of sea life which can be seen.

Sweden is a country in northern Europe. In the very north of Sweden, for a few weeks in the summer it is light all night because the sun never sets; and for a few weeks in the winter the sun never rises and it is dark all day.

1 Look at the photos and numbers. Say the words.

- Look at the photos on page 21 with the class. Ask *What can you see?* Teach *classroom*.
- Say *Listen*. What is the girl's name?
- Play the first part of audio track 2.6 while the pupils read the speech bubble in their books. Pause after *This is a photo of my classroom*. Ask the children to answer the question (her name is *Sulastri*). Ask *Where is she from?* Pupils find the answer in the text. Explain *Bali* (see *Cultural notes*). Say *Point to Sulastri's classroom*.
- Repeat for the second speech bubble. Elicit *Anna* and explain *Sweden*. Say *Point to Anna's classroom*.
- Replay the audio, pausing after each sentence for pupils to repeat. Check understanding.
- Ask pupils to read the sentences as a class.
- Read the words (*a desk, a chair, the floor, a computer*). Say *Point to the (desk) in Sulastri's/Anna's classroom*.
- Display the map on pages 90–91 and ask pupils to find Bali and Sweden. If you have time, in their own language, elicit what they know about these countries.

Audio track 2.6: (CD 01 track 16)

Page 21, exercise 1

Sulastri: I'm Sulastri. I'm from Bali. This is a photo of my classroom.
Anna: I'm Anna. I'm from Sweden. This is my classroom.

2 What can you see in the classrooms? What is the same? What is different?

- Ask the class what other things they can see in the two classrooms. If necessary, point and say *What's this? Is it a (cupboard)? No, it's a ...*
- Supply any new vocabulary the pupils ask for, such as *books, a wall, a window*.
- Discuss (in pupils' own language) which features of the two classrooms are the same or different.

Suggested answers

In photo A (Sulastri's classroom): a bookcase, four pupils, (books)

In photo B (Anna's classroom): a door, a board, two pupils, (a wall, a window)

Pupils may also notice that the pupils in A wear uniform and are dressed for hot weather, and that the pupils in B are dressed for cold weather. The wall in B is painted black and is being used as a chalk board.

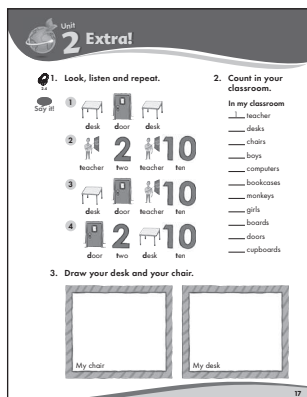
3 What is in your classroom but isn't in the photos?

- Pupils work in pairs to make a list of items.
- Supply any new vocabulary the pupils ask for.
- Support less able pupils by making suggestions or helping with spelling.
- Pupils compare their list with another pair's work.
- Ask pairs to read their lists to the class.

Optional extension activities

- Pupils work in pairs. Each pupil draws and colours one picture.
 - They give the two pictures to another pair, without telling them who drew which one.
 - Each partner describes his or her own picture. The second pair of pupils looks at the pictures and decides which picture belongs to which partner.
 - They swap roles and repeat for the second pair of pupils.

Unit 2 Extra! Workbook page 17



Lesson objective

- **Say it!:** Contrasting *d* and *t* sounds: /d/ and /t/

1 Look, listen and repeat.

- Look at the pictures. Say *Listen to the difference between d and t.* (Remember to say the sounds of the letters, not the letter names.)
- Play audio track WB 2.4 for pupils to repeat the words.
- Ask pupils to hold their hand in front of their mouth to feel the puff of air when they pronounce *t* correctly.
- Explain that *d* is said in the same way but without the puff of air. They should be able to feel the difference.
- Repeat several times.
- Pupils practise in pairs, holding up a sheet of paper to test for a puff of air or no puff.
- Monitor for correct pronunciation.

Audio track 2.4: (WB CD track 10)

Page 17, exercise 1

1. desk, door, desk
2. teacher, two, teacher, ten
3. desk, door, teacher, ten
4. door, two, desk, ten

Optional extension activities

- Write the letters *d* and *t* on the board, at opposite sides.
- Stand at the front of the classroom, holding a book a little way in front of your face so that the children can't see your mouth.
- Say one of the sounds. Ask pupils to point to the letter you said.
- Repeat several times, mixing up the sounds.

2 Count in your classroom.

- Ask a pupil to read the words while the others point to each item in the classroom.
- Explain the task. Say *Write the number of teachers in your classroom.*
- Pupils complete the remaining sentences. Teach *There are no (monkeys).* Say *We need a zero. We write it like this: '0'.*
- Support less able pupils by counting as a class. Ask individual pupils to go round pointing to the items while the others count in chorus.
- More able pupils can work together to count the number of each item.
- Pupils write the numbers in the spaces.
- Ask individuals to read their sentences to the class. Decide as a class whether they are correct. If setting this task for homework, pupils can do it from memory.

3 Draw your desk and your chair.

- Ask pupils to draw and colour a chair (red, blue or yellow). It can be their actual chair, or a chair they would like to have.
- Then ask them to draw and colour a desk.
- Pupils talk about their drawings with a partner (for example, *My chair is red. Is your chair red?*).

Unit 3

Unit overview

Objectives

Grammar: pronouns: *this is, these are*; possessive adjectives: *my, your, his, her*

New vocabulary:

- Parts of the body: *arm, body, ears, eye, face, feet, foot, hair, hand, head, leg, mouth, nose, toes*
- Colours: *black, brown, green*
- Toys: *doll, clown, robot*

Communication objectives:

- To describe self and others
- To identify parts of the body

Learning outcomes:

- Pupils can use possessive adjectives to talk about their own and others' hair and eye colour.
- Pupils can name common parts of the body.
- Pupils can read, write and say the names of parts of the body.

It's our world! focus: Our robots



Online teacher's resources

- Unit 3 end-of-unit test
 - MP3s of the audio
 - Flashcards: my body and colours; games, certificates and more ...
- www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 22–23;

Workbook pages 18–19

Grammar: *This is ..., These are ..., her*

New vocabulary: *a doll, ears, an eye, a face, hair, a head, a mouth, a nose, toes*

21st century skills lesson objective:

- Collaboration: Pupils work together to complete an exercise.

Lesson 2

Pupil's Book pages 24–25;

Workbook pages 20–21

Grammar: possessive adjectives: *my, your, his, her*

New vocabulary: *an arm, a body, a foot, feet, a hand, a leg, black, brown, green, a clown*

21st century skills lesson objective:

- Communication: Pupils describe themselves to a friend.

Lesson 3

Pupil's Book page 26;

Workbook page 22

New vocabulary: *a robot*

21st century skills lesson objectives:

- Creativity: Pupils draw and colour an imaginary robot.
- Communication: Pupils describe their robot picture for others to identify.

It's our world!

Pupil's Book page 27

21st century skills lesson objectives:

- Global awareness: Pupils read about children in Tokyo (Japan) who like robots.
- Communication, collaboration: Pupils work together to find information.

Unit 3 Extra!

Workbook page 23

Pronunciation focus: Contrasting *h* and *f* sounds: /h/ and /f/

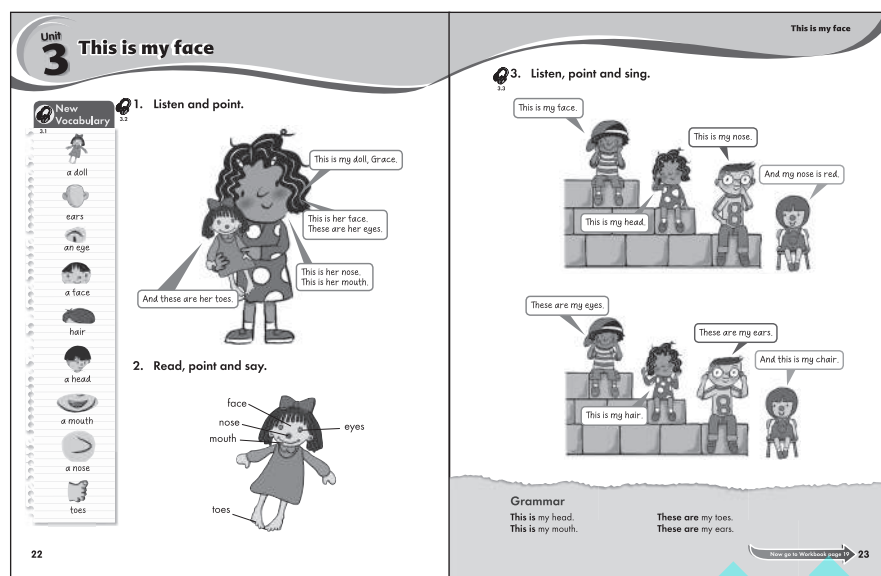


Teacher's tip

- If pupils in the same class have different levels of ability, support weaker pupils by seating them together and working directly with them, while more able pupils work independently or in pairs.

Lesson 1

Pupil's Book pages 22–23



Lesson objectives

- **Grammar:** *This is ...*, *These are ...*, *her*
- **New vocabulary:** *a doll, ears, an eye, a face, hair, a head, a mouth, a nose, toes*
- **Learning outcome:** Pupils can identify some parts of the body.

Warm up

- Practise the vocabulary and structures from units 1 and 2. Point to people or objects and ask questions: *What's your name? Is he a boy? Is the desk blue? Are there two girls?* and so on.
- Encourage more able pupils to ask some questions.

New vocabulary

- Look at the vocabulary box on page 22 with the class. Play audio track 3.1, pointing to each new word in turn. The pupils follow in their books.
- Check understanding.
- Replay the audio several times, pausing after each word for the pupils to point and repeat.

Audio track 3.1: (CD 01 track 17)

Page 22, New vocabulary

a doll, ears, an eye, a face, hair, a head, a mouth, a nose, toes

1 Listen and point.

- Write *This is ...* and *These are ...* on the board. Say the words with the class.
- Ask one boy to stand. Say *This is a boy*. Ask several boys to stand. Say *These are boys*.
- Repeat with *girls* and with *tables* and other items in the classroom that the children can name in English (for example, *books*).
- Check understanding. Explain: *We use 'this' for one and 'these' for two or more.*
- Look at the picture on page 22. Ask *What can you see?* (*Sue, a doll*).
- Play audio track 3.2. The pupils listen and point to the body part in the picture.
- Play the audio again, pausing for the class to repeat each phrase.
- Repeat several times until pupils are confident. Monitor for accuracy.

Audio track 3.2: (CD 01 track 18)

Page 22, exercise 1

This is my doll, Grace.
This is her face.
These are her eyes.
This is her nose.
This is her mouth.
And these are her toes.

2 Read, point and say.

- Read the words together as a class, pointing to each part of the body in turn.
- Pupils work in pairs. One partner reads the words and the other points to the named part of the body. They then swap roles so that the second pupil reads and the first points.



Optional extension activity

- Say *Show me your (face)*. Pupils point to their own face, eyes, and so on.

3 Listen, point and sing.

- Look at the pictures on page 23. Say *What can you see?* (Sam, Sue, Bill and May).
- Say *Listen and read*. Play the first part of audio track 3.3 and pause the audio after *red*. The pupils listen and follow in their books.
- Check understanding and review *red* if necessary.
- Replay the first part of the audio several times, while pupils join in gradually. They point to their own face as they sing.
- Repeat for the second part of the audio.
- Play the whole audio track again, for pupils to sing along and do the actions.

Audio track 3.3: (CD 01 track 19)

Page 23, exercise 3

Sam: This is my face.
 Sue: This is my head.
 Bill: This is my nose.
 May: And my nose is red.
 Sam: These are my eyes.
 Sue: This is my hair.
 Bill: These are my ears.
 May: And this is my chair.

Grammar: *This is ...*, *These are ...*

- Read the sentences with the class. Elicit that we use *this is* for one object and *these are* for two or more objects.
- Remind them that we add -s to (most) words when talking or writing about more than one object (eyes, ears, toes).
- Pupils copy the sentences in the grammar box into their notebooks.

Workbook pages 18–19

Unit 3 This is my face

1. Listen and write the numbers.

2. Listen and tick (✓) the correct box.

3. Complete with *This is* or *These are*. Then draw lines.

1 Listen and write the numbers.

- Review the numbers 1 to 6. Say *Show me (five)*. The children hold up five fingers. Say *Write (5)*. The children write the number 5 in their notebooks. Write the number on the board for them to check. Practise all the numbers, mixing up the order.
- Review the vocabulary if necessary. Say *Point to your (nose)*.
- Play audio track WB 3.1, pausing after each item for the children to write the number in the correct box.
- Support less able pupils by writing the number on the board for them to copy.
- Check answers as a class. Say *What are these? They are ... eyes. Good. What number are they? ... Six. That's right. Well done.*

Answers

eyes 6; ear 4; hair 2; mouth 3; nose 5; face 1 (example)

Audio track 3.1: (WB CD track 11)

Page 18, exercise 1

- a face
- hair
- a mouth
- an ear
- a nose
- eyes

2 Listen and tick (✓) the correct box.

- Ask the class about each picture in turn. Say *What is this/What are these?* Point to your own (nose) as you speak. Encourage pupils to touch their own (nose) as they answer: *It's (a nose)*.
- Play audio track WB 3.2, pausing after each line for the children to tick the correct box. Do the example as a class.
- Go through the answers as a class while pupils check their answers in pairs.

Answers

1. nose (example) 2. ears 3. face 4. eyes

Audio track 3.2: (WB CD track 12)

Page 18, exercise 2

1. This is my nose.
2. These are my ears.
3. This is my face.
4. These are my eyes.

3 Complete with *This is* or *These are*. Then draw lines.

- Look at the picture and read the labels with the class. For each one, prompt pupils to think about how many items there are. For example, for the first label say *Two heads?* and for the second one say *One nose?* Vary the questions so that the children practise all four replies: *No, one (head)*; *Yes, one (nose)*; *Yes, two (ears)*; *No, two (eyes)*.
- Ensure that pupils understand that they must write the words in the gaps and then draw a line from the label to the correct part of Sue's body. Pupils complete the task in pairs and then check their answers with another pair. Monitor for handwriting. Support less able pupils with spelling and letter formation.
- Choose individuals to read their sentences to the class. The class should say whether they are right.

Answers

This is her head. (example)

This is her nose.

This is her mouth.

These are her toes.

These are her eyes.

This is her hair.

This is her face.

Check that pupils have drawn lines with reasonable accuracy from each label to the body part.

Cool down

- Play *Pex* says with words from the lesson.

Instructions for *Pex* says:

- Invite two pupils to the front to demonstrate how to play the game. Explain privately what you want them to do.
- Say *Touch your nose*. You touch your own nose. The pupils touch their noses.
- Repeat for *face*. You touch your own face. The pupils touch their face.
- Say *Touch your ears*, but you touch your mouth. One helper should touch his or her ears. This is correct. The other helper should copy what you do. This is wrong and he or she is 'out'.
- Explain that the pupils have to do what you say, not what you do.
- You will need to practise a few times for the pupils to be able to do this. At first, don't make them 'out' if they get it wrong.
- Once they get better at the game, start to speed up.

Lesson 2

Pupil's Book pages 24–25

Unit 3


New Vocabulary

34

an arm
a body
a foot
feet
a hand
a leg


4. Complete with *this* or *these*. Then point and say.

1. This is Mr Lee's face.
2. is his body.
3. are his arms.
4. are his hands.
5. are his legs.
6. are his feet.



5. Talk about your friend.

This is your face.
This is your ...



New Vocabulary


37

black
brown
green
a clown

6. Look, ask and answer.

Look at the clown.
What colour are his ears?
His ears are green.

Look at the doll.
What colour is her hair?
Her hair is black.



7. Ask and answer about you.

What colour is your hair?
My hair is brown.
What colour are my eyes?
Sue's hair is black. Her hair is black.

Grammar

My hair is brown.
Your hair is black.
Bill's hair is brown. His hair is brown.
Sue's hair is black. Her hair is black.

25

Lesson objectives

- **Grammar:** possessive adjectives: *my, your, his, her*
- **New vocabulary:** *an arm, a body, a foot, feet, a hand, a leg, black, brown, green, a clown*
- **Learning outcomes:**
 - o Pupils can use *What colour is/are ...?* + *my, your, his, her, (Bill's)* to ask questions about people and objects.
 - o Pupils can use *my, your, his, her, Bill's* to describe people and objects.

Warm up

- To revise the parts of the body that the children know, play *I spy* with words from the last lesson.

Instructions for *I spy*:

- Choose something visible in the room. Pupils must guess which object you are thinking about.
- Say *It's (blue). What is it?*
- The children offer suggestions, such as *Is it the desk?* Answer *Yes, it is!* or *No, it isn't.*
- Use pictures in the book as well as real items. Give the page number. (*I spy something on page 19. It's blue.*)

Variation:

- The child who guesses correctly asks the next question.

New vocabulary

- Look at the vocabulary box on page 24 with the class. Play audio track 3.4, pointing to each new word in turn. The pupils follow in their books.
- Check understanding of the difference between *foot* and *feet*. Point out the spelling.
- Replay the audio several times, pausing after each word for the pupils to repeat.

Audio track 3.4: (CD 01 track 20)

Page 24, New vocabulary

an arm, a body, a foot, feet, a hand, a leg

4 Complete with *this* or *these*. Then point and say.

- Remind the pupils to use *this is* for one item and *these are* for two (or more) items.
- Point to your nose and, look puzzled and say *This is a nose? These are a nose?* Elicit the correct sentence from the children. Repeat for eyes, mouth, face, toes. Repeat the correct sentence with emphasis on *This is/These are*. Monitor the responses and note any pupils who are having problems.
- The pupils work in pairs to write the answers before listening to the audio. To support those who are having difficulty, write *This is ... These are ...* on the board and refer them to it. Go round the class and check.
- Say *Listen. Were you right?* Play audio track 3.5, pausing to allow pupils to check their answers.
- Pick individuals to read their answers to the class.
- In pairs, pupils take turns to read the sentences and point to the correct part of the picture.
- Support less able pupils by reading and pointing as a class (or in a small group).

Answers

1. This (example) 2. This 3. These 4. These 5. These 6. These

Audio track 3.5: (CD 01 track 21)

Page 24, exercise 4

This is Mr Lee's face.
This is his body.
These are his arms.
These are his hands.
These are his legs.
These are his feet.

5 Talk about your friend.

- Explain the task. Pupils have to point to and name their partner's *arm, body*, and so on.
- Say *Listen to Bill*. Play audio track 3.6 while the children read the speech bubble.
- Ask two children to model this for the class (one pointing and the other speaking).
- With a partner, pupils take turns to point to and name the parts of the body they know, following the model.
- Support less able pupils by writing the words on the board. More able pupils can use the vocabulary boxes in their books as necessary.
- Monitor for correct use of *this* and *these*.

Audio track 3.6: (CD 01 track 22)

Page 24, exercise 5

This is your face.
This is your ...

New vocabulary

- Look at the vocabulary box on page 25 with the class. Play audio track 3.7, pointing to each new word in turn. The pupils follow in their books.
- Check understanding of *clown*.
- Replay the audio several times, pausing after each word for the pupils to repeat.

Audio track 3.7: (CD 01 track 23)

Page 25, New vocabulary

black, brown, green, a clown

6 Look, ask and answer.

- Look at the picture. Review *a clown, a doll*.
- Say *Read and listen*. Tell pupils to follow the speech bubbles in their books while the audio is playing.
- Play the first sentence of audio track 3.8, pausing after *clown*. Ask them to point to the clown.
- Play the next sentence: *What colour are his ears?* Pause while the pupils say their answer to a partner.
- Say *Listen*. *Were you right?* Play the answer and pause to check answers (*green*).
- Repeat for the doll.
- Play the audio straight through while pupils follow in their books.

- For less able pupils, divide the class into two groups. Each group reads one part of the conversation, without the audio.
- More able pupils can read the conversation in pairs, swapping roles so that each pupil both asks and answers. Monitor for correct use of *is/are* and *his/her*.
- Choose pairs to read their conversation to the class.

Optional extension activity

- Following the model, pupils ask and answer about the colours of other parts of the doll and clown: *the doll's nose, the clown's mouth, the doll's toes*, and so on.

Audio track 3.8: (CD 01 track 24)

Page 25, exercise 6

Child A: Look at the clown. What colour are his ears?
Child B: His ears are green.
Child A: Look at the doll. What colour is her hair?
Child B: Her hair is black.

7 Ask and answer about you.

- Look at the picture. Review *your, my*.
- Say *Read and listen*. Tell pupils to follow the speech bubbles in their books while the audio is playing.
- Play audio track 3.9, pausing after each sentence for pupils to repeat. Check understanding.
- Play the audio straight through.
- Divide the class into two groups. Each group reads one part of the conversation, without the audio.
- In pairs, pupils take turns to ask questions about each other's hair and eye colour.
- Monitor for correct use of *is/are* and *your/my*.
- Choose pairs to say their conversation to the class.

Audio track 3.9: (CD 01 track 25)

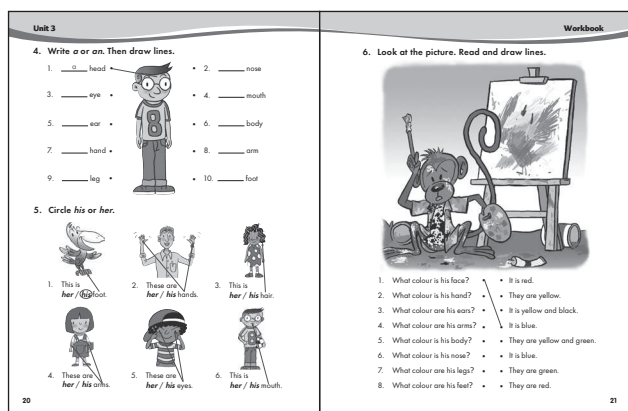
Page 25, exercise 7

Child A: What colour is your hair?
Child B: My hair is brown.
What colour are my eyes?

Grammar: Possessive adjectives: *my, your, his, her, Bill's, Sue's*

- Read the sentences in the grammar box as a class. Point out that we can either say *his/her hair* or add *-s* to a person's name: *Bill's/Sue's hair*.
- Practise with some individuals around the class. Say (*Anna's*) *hair is ...? ... black. Her eyes are ...? ... brown*. Pause and prompt the children to finish the sentences.
- Ask more able pupils to make similar sentences about their partner.
- Pupils copy the sentences from the box into the grammar section of their notebooks.

Workbook pages 20–21



4 Write a or an. Then draw lines.

- In class, review *a chair, a desk, a bookcase*, and so on, putting emphasis on the *a*.
- Write the vowels *a, e, i, o, u* on the board. Say *These letters are called vowels*.
- Explain that words which begin with a vowel need *an* instead of *a*, so we have *a face, a nose, a mouth* but *an arm, an ear, an eye*.
- Pupils go through exercise 4 checking each word for a starting vowel and writing *a* or *an* as appropriate.
- Support weaker pupils by doing the exercise as a whole class, or work with a small group while the others work in pairs. Remind pupils to look at the first letter and check it against the list on the board if they are not sure.
- Check answers as a class.
- Pupils then draw a line from each label to the correct part of the picture, as in the example.

Answers

- a (head) (example)
- a (nose)
- an (eye)
- a (mouth)
- an (ear)
- a (body)
- a (hand)
- an (arm)
- a (leg)
- a (foot)

5 Circle his or her.

- Briefly revise *his* and *her*. Draw a stick figure of a boy and write *This is his ...*. Draw a stick figure of a girl and write *This is her ...*.
- Point to and name different parts of the sketch of the boy. For example, say *head*. Elicit *This is his head*. Pupils reply as a class. Repeat for the girl. Elicit *This is her head*, and so on.
- Pick individual pupils to answer. Vary the sketch you point to so that the children have to think about their answer.
- Pupils complete the exercise by circling the correct word in each sentence, as in the example.

- Pupils check their answers with a partner.
- Ask individual pupils to read the sentences to the class.

Answers

- his (example)
- his
- her
- her
- his
- his

6 Look at the picture. Read and draw lines.

- Briefly revise *they/it*. Point to a desk and say *It's a desk*. Point to several desks and say *They are desks*.
- Check understanding of the difference. Elicit that we use *it* for one object and *they* for more than one object. Practise with more objects if necessary.
- Review the colours briefly. Say *Point to (blue)*.
- Point to pictures, or to objects around the classroom. Ask *What colour is this?*
- Pupils match up each question with the correct answer and draw a line to join them, as in the example.
- They check their work with a partner.
- Choose pairs to read one question and answer each to the class.

Answers

- What colour is his face? It is blue. (example)
- What colour is his hand? It is blue.
- What colour are his ears? They are green.
- What colour are his arms? They are red.
- What colour is his body? It is yellow and black.
- What colour is his nose? It is red.
- What colour are his legs? They are yellow.
- What colour are his feet? They are yellow and green.

Cool down

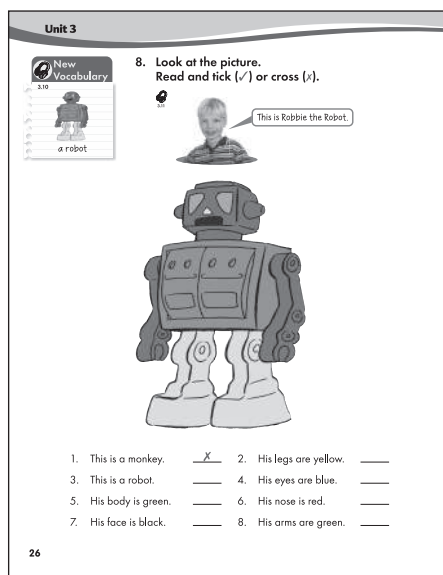
- Play *Word Bingo* with words from the unit.

Instructions for Word Bingo:

- With the class, make a list of words from the unit on the board.
- Pupils divide a notebook page into six boxes.
- They each choose six words from the list and copy one word into each box. They check spellings with their books and with a partner.
- You call out words from the list in random order. (Make a personal list of the words you say for checking later.)
- If pupils have the word you say on their list, they cross it off.
- When the first child crosses off his or her last word, he or she calls out *Bingo!* and the game ends.
- Check (on your personal list) that you said all the words the child has crossed off and that they are all correctly spelt.

Lesson 3

Pupil's Book page 26



Lesson objectives

- **New vocabulary:** a robot
- **Learning outcome:** Pupils can read and understand simple sentences describing objects.

Warm up

- Have a *Spelling bee* with words from the course so far.
- With less able pupils, play on the board as a class, or divided into teams.
- More able pupils can play in pairs.

Instructions for a Spelling bee:

- Make a list of words that pupils know and write them on small pieces of paper. Fold the pieces of paper and put them in a container. (More able pupils can do this themselves.) Choose the difficulty of the words according to the ability of the pupils.
- Divide the class into two teams.
- Teams take turns to pick a word out of the container for the other team to spell out. A different pupil from the team should spell out each word.
- A correctly spelt word gets a point. The team with most points is the winner.
- Make a note of any words which cause problems, for further practice.

Variations:

- When pupils know the game, they can play in small groups, one group against another. This gives more chances for everyone to have a turn.
- Groups can find and make their own lists of words. Monitor for fairness.

New vocabulary

- Look at the vocabulary box on page 26 with the class.
- Play audio track 3.10 several times while the children read and repeat.
- Check understanding.

Audio track 3.10: (CD 01 track 26)
Page 26, New vocabulary
 a robot

8 Look at the picture. Read and tick (✓) or cross (X).

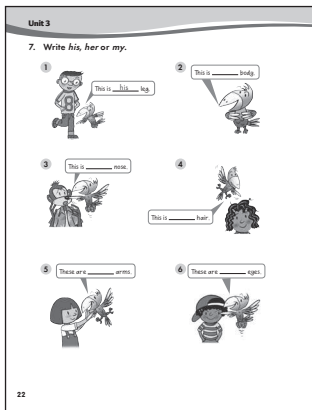
- Look at the picture. Ask *What can you see?* (a robot).
- Say *Listen*. *What is his name?* (If some pupils say *Robbie* before you play the audio, say *Listen*. *Were you right?*)
- Play audio track 3.11 while pupils read the speech bubble.
- Practise the pronunciation of *Robbie*.
- Explain the task. Pupils read the sentences, check the picture of Robbie and say whether the sentences are correct.
- Pupils complete the exercise individually and then check their work with a partner. Support weaker pupils by working with them in a small group.
- Put a tick and a cross at opposite ends of the board. Choose pupils to read the sentences to the class. The class points to the tick or the cross for each sentence.

Answers

1. X (example) 2. ✓ 3. ✓ 4. ✓ 5. ✓ 6. X
 7. X 8. X

Audio track 3.11: (CD 01 track 27)
Page 26, exercise 8
 This is Robbie the Robot.

Workbook page 22



7 Write *his, her or my*.

- Explain the task. *What is Pex saying?* Pupils complete each sentence according to who Pex is talking about.
- Pupils work individually to complete the sentences, and then check their answers with a partner.
- Move round the classroom, supporting where necessary. Monitor for any spelling or handwriting problems.
- Check the answers with the class. Review problem areas.

Answers

1. his (example) 2. my 3. his 4. her 5. her 6. his

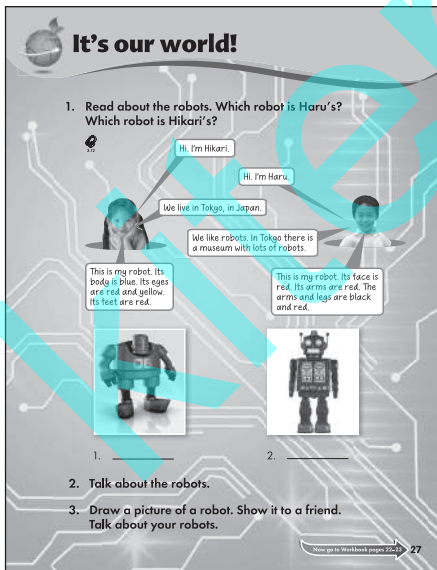
Cool down

- Play *Let's draw Max!* with words from the unit.
- With less able pupils, play it on the board as a class, or divided into two teams.
- More able pupils can play in pairs.

Instructions for *Let's draw Max!*

- Choose a word the children know. Count the letters. Draw one blank line on the board for each letter, for example, for tree, write: _ _ _ _ .
- Children take turns to guess a letter. If they guess correctly, the letter is written on its line (or lines if it appears more than once in the word). If the letter does not appear in the word, draw a circle to represent Max's head on another part of the board. Each time the pupils make an incorrect guess, add another part of the body to the picture of Max, in this order: head, body, two legs, two arms, two feet, two ears, two eyes, nose, mouth, tail.
- To make it easier, add more guesses by drawing separate lines for each leg, each arm and so on, or add hands.
- To make it harder, add legs and feet at the same time, eyes, nose and mouth at the same time, and so on.
- If all the letters are guessed before the picture of Max is finished, the class have won. If Max is finished before the word is complete, you have won. Guessing the whole word is discouraged and a wrong guess adds a line to the drawing.

It's our world! Pupil's Book page 27



Lesson objective

- Topic vocabulary: *like*

Cultural notes

Japan is a country in eastern Asia. It is made up of many islands. There are four main islands but also about 4,000 smaller ones. Japan has been very successful in developing new technology and manufactures a lot of the world's most popular electronic equipment.

The capital, Tokyo, has a museum where visitors can see robots that have been designed to look and act like humans. One of the robots acts as a tour guide for the museum and sometimes even plays football with visitors.



1 Read about the robots. Which robot is Haru's? Which robot is Hikari's?

- Look at the photos with the class. Ask *What can you see?* Review *robot(s)*.
- Say *Listen*. *What is the girl's name? What is the boy's name?*
- Play the first part of audio track 3.12 while the children read the speech bubbles in their books. Pause after ... *a museum with lots of robots*. Teach *like*.
- Ask pupils to answer the questions (*Hikari, Haru*).
- Ask *Where are they from?* Pupils find the answer in the text (*Tokyo, in Japan*). Explain *Japan* (see Cultural notes) and *museum*. Display the map on pages 90–91 and point out Tokyo, in Japan.
- Look at each robot in turn. Ask *What colour is it?* (*red, blue*). (Accept more colours if they are correct.)

- Say *Listen*. Which robot is Hikari's? Which robot is Haru's?
- Play the next part of the audio. Pause after *Its feet are red*. Say *Point to Hikari's robot* (Robot 2). Monitor the answers but do not say whether they are right or wrong.
- Say *Listen*. Were you right? Play the rest of the audio. Say *Show me Haru's robot* (Robot 1). Check the answers with the class. Pupils write the answers.
- Play the audio sentence by sentence, pausing for the children to repeat. Check understanding.
- Ask the pupils to read the speech bubbles as a class, without the audio.
- More able pupils can read in pairs, taking turns to be Hikari and Haru.
- Ask three pairs each to read part of the text to the class.

Audio track 3.12: (CD 01 track 28)

Page 27, exercise 1

- Child A: Hi. I'm Hikari.
 Child B: Hi. I'm Haru.
 Child A: We live in Tokyo, in Japan.
 Child B: We like robots. In Tokyo there is a museum with lots of robots.
 Child A: This is my robot. Its body is blue. Its eyes are red and yellow. Its feet are red.
 Child B: This is my robot. Its face is red. Its arms are red. The arms and legs are black and red.

Answers

1. Haru's 2. Hikari's

2 Talk about the robots.

- In pairs, pupils take turns to make a statement about one of the robots, such as *Its body is red*. Their partner has to say which robot it is (*Haru's robot*).
- To support less able pupils, ask questions about (Haru's) robot: *Is its face blue?* Encourage them to answer in sentences. Model if necessary: *No. Its face is red.*
- Ask the children if they would like to go to a robot museum. Why or why not?

3 Draw a picture of a robot. Show it to a friend. Talk about your robots.

- Review all the colours and body parts that pupils know. Support less able children by writing these on the board.
- Pupils draw and colour a picture of a robot they would like. Encourage them to use lots of different colours and parts of the body.
- Pupils talk about their pictures with a partner.

Optional extension activity

- Put the pupils' pictures on the board in groups of four or five. Ask the artists to stand up and describe their robots. The rest of the class has to guess which picture is theirs.

Unit 3 Extra! Workbook page 23



Lesson objective

- Say it!: Contrasting *h* and *f* sounds: /h/ and /f/

1 Draw lines and write the words.

- Look at the photos with the class and review the vocabulary by identifying the parts of the body.
- Work through the example as a class.
- The children draw lines to connect the detailed photos to the main photo and write the correct word beside each number.
- Support less able children by writing the words on the board for them to copy.
- Ask more able children to spell out the words.

Answers

1. face (example) 2. hand 3. body 4. arm
 5. foot 6. ear

2 Listen and repeat.

- Look at the pictures. Say *Listen to the sounds h and f*. (Say the sounds of the letters, not the letter names.)
- Play audio track WB 3.3, numbers 1 to 3 for pupils to repeat.
 - Tell pupils to open their mouths and give a short breath without making any sound (in their throats) to say *h*.
 - Play audio track WB 3.3, numbers 4 to 6 for the pupils to repeat.
 - Tell pupils to put their top teeth on their lower lip and push the air out to say *f*. Repeat several times.
 - Pupils practise in pairs. Monitor correct pronunciation.
 - Ask one or two pupils to make the sounds for the class. Who can keep the sound going the longest?

Audio track 3.3: (WB CD track 13)

Page 23, exercise 2

1. head, head 2. hand, hand 3. hair, hair
 4. face, face 5. foot, foot 6. feet, feet