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OXFORD
PROGRESSIVE
ENGLISH

Teacher's Guide

Eleanor Watts

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Introduction

I. THE COURSE

I.1 The structure of the course

The Primary Oxford Progressive English Course (OPE) is a comprehensive set of materials for the teaching of English in Pakistan from Kindergarten to Class 5. It is carefully graded to build a solid foundation for the learning of English in secondary school and beyond. A six-level course, it consists of:

- six Student's Books
- six Teacher's Guides
- an optional CD/cassette of the songs for the first two levels

Its general approach is communicative and it is designed specifically for 5 to 11-year-olds. It develops modern E.L.T. practice teaching of language through a meaningful context provided by simple stories, pictures, games and activities. By the time children complete the course, they should be fluent speakers and readers of English, and independent writers. They should also be familiar with a variety of genres of reading text (See 2.3).

Most contexts are set in modern Pakistan, so the situations will be familiar to pupils. As the course progresses, an increasing number of stories and factual pieces are drawn from other cultures, thus opening a window onto the wider world.

I.2 The teaching methods of the course

As children learn in different ways from adults, the course has been written with the following general understanding of their needs and learning styles:

- Children focus on **themselves and their immediate world**, so they need the opportunity to exchange information about themselves, their families, homes and friends.
- Children **learn by doing**. For this reason, many activities, including storytelling, require the children's active participation. Some activities, like games and action songs, demand physical movement; others such as drawing and colouring encourage the children to be creative.
- Children **learn quickly and forget quickly** too. New language is recycled within and between units. Check-up sections, at regular intervals in the course, help children to review the work from the previous units.
- Children **learn and work at different paces**. The teacher's notes for some activities suggest how to give extra help to certain pupils, and provide extension activities for confident children or those who finish first.
- Children need to **socialize with other children**. By working as a class, in pairs or in groups, they share information and are encouraged to relate in a variety of ways.
- Children **learn in different ways**. There are plenty of attractive pictures and diagrams for children who learn visually. There are listening tasks and songs for children with auditory intelligence (or through hearing). There are language teaching games and activities for children who learn kinaesthetically (or through moving their bodies).
- Children **learn holistically** (through relating language to the whole of life). Cross-curricular links make children aware that English is useful outside the language lesson and can help them engage with real life.

2. THE STUDENT'S BOOK

2.1 Organization

The books are divided into units of six to eight pages with a revision exercise at the end of each quarter of the book (supplemented with tests from the Teacher's Guide). The first unit of each book revises what has been taught in the previous year. Every unit in the early books is loosely based around a theme, e.g. family, clothes or animals while in the later books, the focus on genre (or type of reading text) becomes more important.

Each exercise in a unit has a clear rubric which explains what is expected of the pupils, for example, *Read the story, Match the words and the pictures, Answer the questions*, giving an example where necessary. There are many types of written exercises such as, substitution tables, filling in the blanks, word-picture matching, sentence-picture matching, sentence completion and reordering of sentences. To add to the fun of the course, there are many puzzles such as crosswords, word searches and riddles.

2.2 The Content of the Student’s Book

The *Contents and teaching objectives* map at the beginning of each Student’s Book provides a breakdown of the key focus of each unit listed under these headings:

- Text and genre
- Listen and speak
- Phonics
- Words
- Sentences (includes structures, grammar and punctuation)
- Writing

2.3 Reading texts and genres

We place the text title first in the Contents because the teaching of oral skills, vocabulary and language structure is linked to the reading text. In the Introductory Book, labelled pictures, cartoons and simple stories introduce the phonic sounds of the letters (see Section 2.5). In Book 1, reading continues to be taught mainly by the phonic method with a few common sight words. Increasingly complex phonic patterns are taught in Book 2 and spelling patterns in Books 3 – 5. As the course progresses, children are introduced to a variety of reading material which stimulates children to practise their oral skills through drama, pair work and group work. They also learn to write in the same genre that they have read. So, for example, when they have read a diary in Book 1, Unit 14, they are asked to write their own diary, using the text as a model.

Primary OPE has been designed to introduce children to variety of **genres** (types of reading text) of fiction and non-fiction. These have been drawn primarily, but not exclusively, from the UK National Primary Curriculum. The following table shows how these genres are introduced and reinforced over the six years.

Genres in Primary Oxford Progressive English *New genres to the year are in italics

Introductory	Book 1	Book 2
<p>Fiction <i>*Talk-about pictures</i> <i>Cartoon /Picture story</i> <i>Story with a familiar setting</i></p> <p>Non-fiction <i>Labelled diagrams</i> <i>Poems/Songs</i></p>	<p>Fiction Cartoon/Picture story Story with a familiar setting <i>Traditional story</i> <i>Story with patterned language</i> <i>Fantasy worlds</i> <i>Science fiction</i> <i>Classic children’s literature</i></p> <p>Non-fiction Labelled diagrams Poems/Songs <i>Describing personal experience</i> <i>Instructions</i> <i>Diary</i> <i>Dictionary work</i></p>	<p>Fiction <i>Cartoon/Picture story</i> Story with a familiar setting Traditional tale / <i>Fable</i> Story with patterned language Fantasy worlds Science fiction Classic children’s literature Story from another culture <i>Play script</i> <i>Description</i></p> <p>Non-fiction Labelled diagrams Poems/Songs Instructions Diary Dictionary work <i>Explanation and Information</i> <i>Notices and maps</i> <i>Informal letter</i> <i>Jokes and riddles</i> <i>Newspaper article and advert</i></p>

Book 3	Book 4	Book 5
<p>Fiction Cartoon/Picture story Traditional tale (<i>legend</i>) Story with a familiar setting Playscript Description (story setting) Classic children's literature</p> <p>Non-fiction Notices and maps Informal letter Instructions Poems Dictionary work Newspaper article <i>Non-fiction with headings</i> <i>Reading journal</i> Diary Survey Leaflet Riddles</p>	<p>Fiction Traditional tale (<i>myth</i>) Fable Story with a familiar setting Science fiction Ghost story Description (character) Classic children's literature</p> <p>Non-fiction Notices and maps Email Instructions Poems Dictionary work Newspaper article/interview Non-fiction with headings Book cover Diary / Postcard Biography Leaflet and advert <i>Reading journal</i> Quiz <i>Word puzzles</i></p>	<p>Fiction Traditional tale (folk tale) Parable Story with a familiar setting Fantasy Description (story + character) Classic children's literature</p> <p>Non-fiction Notices and maps Formal letter Instructions Poems Dictionary work Magazine article and advert Non-fiction with headings Book cover Diary Leaflet Quiz Word puzzle / Brain teaser Book blurb Playscript <i>Autobiography (fictional, creative)</i> <i>Film script</i></p>

2.4 Listening and Speaking Skills

Oral skills are given specific practice throughout the course. They are developed through the reading passages, songs, rhymes, games and simple listening and speaking activities.

Listening

Every unit has at least one listening task which requires children to listen for specific information. The text for the listening exercises is at the back of each book. At the early levels, listening for the phonic sounds of English is integrated with reading practice and the songs, which are available on an optional CD/cassette for Books 0 and 1.

Speaking

Each unit gives children the opportunity to speak – mainly through guided pair work and class discussion. The teacher guides the children to use the target language in focused dialogues. They are also encouraged to act out simple situations in pairs or small groups through role play. At later levels, they are given a dialogue to practise at the beginning of each unit.

2.5 Word work and Phonics

There are two main strands to the teaching of vocabulary in Primary OPE:

- *Topic words*: These clusters of words are determined by the unit theme (e.g. animals, families or modern technology).
- *Phonic words*: These are grouped according to a repeated phonic pattern.

Phonics

By phonics, we mean the regular sound patterns in English words (e.g. *a* as in *man*, *sh* as in *shop*, *ee* as in *bee*). We suggest that children have frequent practice in recognizing the patterns that enable them to decode new words when they meet them by 'sounding them out' (e.g. KUH-AH-TUH – cat, not SEE AYE TEE). Since 85% of the words in the English language are phonically regular, phonics enables children to decode new words when they are encountered. Every unit of the first three books has one lesson focusing on phonics. (See Section 5.2.)

Sight words

Unfortunately, phonics does not enable us to read all new words as English is not always logical! Letters can make different sounds in different words (e.g. *a* in *make*, *call*, and *aunt*). Some of the most common words are also irregular ones – after we have taught the regular sound of *u* in *sun*, *bus* and *nut*, children can then be confused by the sound of *u* in *put*. So, from the start, children are introduced to a few common irregular words which we call **sight words**. Write them on flashcards or on the board and teach them as a whole – do not ask your pupils to sound out sight words.

2.6 Sentence work

In this section, the children put words together in sentences by learning about:

- language structure (e.g. *How **many** eggs are there? How **much** sugar is there?*)
- functions (e.g. *giving directions* such as: *Turn left/right at ...*)
- punctuation (e.g. capital letters in names, speech marks in conversation)
- grammar (e.g. adjectives, nouns, verbs)

The tenses of verbs are built up slowly and question and negative forms are taught systematically. Simple grammar is taught from Book 2 onwards. Sentence work develops the ability to generate sentences oneself, rather than to repeat language in other people's words.

2.7 Writing

In the Introductory Book, children are taught how to form letters and place them on a line. They move quickly to writing words and sentences. From Book 1 onwards, they are given models to show them common writing conventions and writing frames (usually set out as substitution tables or leading questions) to help them write their own ideas. So the children are **scaffolded** by given language structures but encouraged to generate independent texts.

By the end of the course, they should be able to write simple versions of the main genres we teach. Their creativity will be expressed through the writing of poetry, stories, letters and emails. Their clarity and precision will be developed through the writing of persuasive and information texts, instructions, explanations, recounts and diaries.

3. THE TEACHER'S GUIDE

3.1 Page by page lesson notes

These include:

- **the aims** of each lesson
- **preparation and materials** needed before the lesson, where necessary
- **suggestions and answers** for the teaching of each activity
- **extension activities** for children with good English; these might extend the more able or give reinforcement for the less able
- **4 photocopiable tests** to be given at the end of each quarter
- **a diagnostic mark sheet** to enable teachers to identify individual children's weaknesses and areas the whole class needs to revisit.

Timings are not given, as these will vary according to the level and needs of your class. As you will reinforce the listening, speaking, reading and writing work in the book with your further activities, it is assumed that you will take about two weeks to teach a unit.

Unit 1 is given very detailed lesson notes to establish suggested ways of teaching that should continue throughout the book. To avoid repetition, in later units teachers are referred to procedures detailed in earlier ones. They are also referred to songs and games that help to teach the language points of the unit. These are given on pages 90 and 95 at the end of this book so that they can be found easily.

3.2 Language teaching games

Children are motivated to learn a language by games that help them to practise language without feeling bored. Games provide a meaningful and enjoyable context to learning and should be seen as an essential part of the course, not an optional extra. Do not just play the games when the teacher's notes tell you to! Use them to revise language and make up your own games. For example, you can motivate a hot, tired class by turning a set of questions into a team game and giving a mark to each team that gets an answer right. If possible, find time every day for a game.

3.3 Songs

Through songs, children learn new language structures and also pronunciation. Singing is a natural way to practise the rhythm, stress and intonation of English. They love repetition and won't get bored if you sing songs you learnt last month or last year. If possible, use the CD/cassette to enliven your teaching of the songs and to give the children another model of English. The teacher is given guidance on pronunciation and stress in case the school is unable to use the audio version. In this section you will find the full text of songs from Students' Books 0 and 1. Most songs are matched with actions to add sense to the songs and increase children's participation.

4. THE OPTIONAL CD/CASSETTE

The songs in Levels 0-1 have been professionally recorded and include a variety of traditional and modern styles of singing. While the course can be used without the CD/cassette, it will add to the children's enjoyment of the course and provide different models of correct English for the children to absorb. Ideally, the songs should be introduced when they occur in the unit but this may not be practicable. If classes share audio-equipment, the children can sing along with the songs in assemblies or singing lessons. Either way, they will benefit from plenty of repetition.

5. THE STRUCTURE OF BOOK 1

Each teaching unit has the following components:

5.1 Listen and speak

Listening and speaking exercises

As spoken English is so important in modern life, every unit has an exercise that practises the children's listening and speaking abilities. So that children focus on the **sound** of the language, the texts of listening exercises are given at the back of the book. Read them slowly and clearly, repeating each sentence twice. The children may be asked to connect pictures to words with a line, to listen and draw or colour, to listen and do or to talk to a partner.

Oral practice

Throughout the book, children are encouraged to practise using commonly used **chunks** (groups of words or formulae like *How are you? Fine, thanks*).

As children learn language incidentally, use simple English commands and greetings (e.g. *Come here. Give me your book, please. Good morning. How are you?*). Take care to stress words correctly and to use good intonation in sentences, as the children will copy the way you speak. For example, your voice will normally fall at the end of a sentence and rise at the end of a "yes/no" question.

When **correcting oral mistakes**, it may not be necessary to draw attention to the mistake, but simply rephrase the child's answer in correct English and ask the class to repeat it after you (e.g. Unit 1, Lesson 1 B).

Chat

Teachers are sometimes encouraged to **chat** about the theme of the unit, drawing from the children's own experiences as this helps to develop fluency in using English to express their own ideas. Extend more able children by asking them to relate pictures in the book to their own lives. You may wish to keep five or ten minutes for chat at the beginning of a lesson. Chat is not limited by the language structures being taught and should be informal and enjoyable. For an example of chat, see Unit 1, Lesson 2 B. While every school will have its own policy about use of the mother tongue, we suggest it has its place during chat if it helps children to get involved in the theme of the unit.

Repetition and revision

Do not be afraid to repeat yourself in oral work. If a child makes a mistake, reword it correctly and encourage the rest of the class to repeat it after you (see Lesson 1 B). Oral work also gives you an opportunity to revise language you have taught in earlier lessons. Do not forget to make time to practise language you have taught before.

Songs

Every teaching unit has a song. Songs help children to use correct stress and intonation. Children also enjoy them – especially if they use actions to reinforce the meaning – and they help you to drill certain structures in the language. Usually there is only room in the Student's Book for the first verse of a song. The full text and actions are given on pages 90-93 and can be played on the CD/cassette.

Games

On page 94 there is a section on language teaching games to help you develop oral fluency with your pupils. Games are important because they help children to use language naturally with reference to a meaningful context. They are also useful because when children are enjoying themselves, they are alert and will learn more than they do when they are bored.

5.2 Phonics and Words

The regular sounds of the letters are taught on this page. The phonic boxes are in columns so that the children can see the pattern of the key sound. We suggest that you can spend a day or two teaching each phonic sound.

In this book, reading is taught mainly by the phonic method. When the children are reading the words in the phonic boxes, we suggest that they sound out the regular phonic sounds of the letters. They should not use the letter names (e.g. BEE AYE TEE - bat) but the letter sounds (BUH AH TUH - bat). Reinforce the regular sounds of letters by getting the children to read down 'word ladders'. Point out the repeated sounds and look at the differences between rhyming words like *pan* and *man*.

Sight words

It is impossible to keep to phonically regular words all the time. There are a few common words which cannot be sounded out – like *orange*, *bear* and *woman*. We call these sight words. Do not ask the children to tell you the sound of each letter in a sight word, but encourage them to read the word as a whole.

Flashcards

At the end of each unit, you will find a set of phonic words and picture flashcards. Photocopy these pages onto thick card. If possible, enlarge them too, as it is important that they can be seen and read with ease from the back of the class. If you are able to laminate them or keep them in a transparent plastic pouch, they will last longer. Get the children to practise matching the pictures and words regularly.

Word work

Word work exercises focus on vocabulary and reading of thematically related sight words. They also reinforce the phonic patterns being taught in the unit within the context of simple sentences. The key themes are listed in the box on the first page of each unit. To help you teach new words, encourage the children to bring in real objects for a display table. If possible, put pictures related to the topic on the wall and get the children to chat about the numbers, colours and uses of the objects.

Remember that children of this age learn new words best through:

- imitation (so use the words frequently as you talk to the children)
- activity (so play lots of games like *Simon says*, especially when teaching verbs)
- interaction (so give them a chance to practise using language through pair and group work)
- repetition (so revise new language frequently after you have taught it).

5.3 Reading

This lesson illustrates the language work of the unit through a short reading text. We hope teachers will give plenty of time to chat about the text and its pictures, relating it to the experiences of the children in the class. At your discretion, you may choose to use the mother tongue to interest the children in the topic of the unit and help them to understand the key concepts.

To help the children to become familiar with new words before the children read them, some key vocabulary is introduced in Lessons 1 and 2 of each unit.

It is suggested that you first read the text aloud yourself, making the stories exciting with plenty of expression. To familiarize the children with the text, ask questions such as *What do you think will happen next? What can you see in the picture? What does _____ say in picture 2?* When the children know a story well, they can act it out in class. Only then, ask them to read it aloud in pairs or to their parents at home.

5.4 Sentences

These lessons focus on developing grammar, sentence structure and punctuation. The key structures are listed in the box on the first page of each unit.

As children do not usually think analytically, the emphasis is on **using** the language, not knowing about the language. Wherever possible, exercises are contextualized by pictures or theme. While the children get plenty of practice in a given form, they are not encouraged to learn grammatical terms like *noun* or *simple present* at this level.

As for word work, the Teacher's Guide encourages the teacher to help the children to learn the structures of English through imitation, activity, interaction and repetition. Games and songs will give a natural context and help to motivate the children to enjoy learning how to form correct questions and sentences.

5.5 Writing

It is assumed that teachers will reinforce correct handwriting with regular practice in a handwriting notebook, preferably one with quadruple-ruled lines to ensure correct placing of letters. Though handwriting rules were taught in the Introductory Book, in this book, children are encouraged to write out all exercises in their notebooks. In addition to this, they are encouraged to do **scaffolded** writing. By scaffolded, we mean that a structure and certain words are given to help children to express their own ideas. More able children can venture into more detail and their own ideas. Less able children will be able to produce some free writing with the help of a writing frame, such as a substitution table.

5.6 Check-up units

Check-up time

Every fourth unit is a revision unit. This will give you an opportunity to revise listening skills, word and phonic work and sentence work. In addition to this, make up your own picture-word matching exercises (e.g. those on page 3 of the Student's Book) on the blackboard. Do not worry if you cannot draw well. Simple, quick sketches will do! Also give dictation of the sentences with the key spellings in Lesson 2 of each teaching unit.

Photocopiable tests

The Teacher's Guide provides you with four revision tests that can be given after you have done the check-up unit. These can be photocopied and done under test conditions. Give the children as long as they need to complete it and have other work such as colouring ready for children who finish early. Record their results in the photocopiable Record of Assessments on the inside back cover of this book. The four sets of results can be entered on this and sent home to parents at the end of the school year.

6. CLASSROOM ORGANIZATION

Display pictures which the children have drawn together with their own writing about the pictures. Find interesting pictures in magazines or newspapers and display them with a simple label. If you do not have a pin board for display, you can hang a string across the front of the classroom and display flashcards and children's pictures by pinning them on the string with clothes pegs. This kind of washing line can really add life to a classroom!

Seating plans can affect the way you teach. If possible, allow the children to sit in pairs or small groups so that they can do pair work and group work with the minimum of disruption. As the children will need to practise some dialogues in groups, be prepared to let them move place sometimes. You may wish to do singing and some games outside.

Teaching aids always help language to come alive. Objects related to your topic can be displayed and labelled in large felt tip on a display table in the corner of the room. The teacher's notes encourage teachers to bring easily obtained, familiar objects into the classroom, but no expensive equipment is required. The only essential aid is a whiteboard or blackboard. Whenever possible, develop your own ideas from the textbook.

CONCLUSION

We hope that your pupils will enjoy English right from the start. Children learn well if they feel that they are succeeding and this course is designed to help them do just that. It should be:

- easy for children because it is carefully graded so that they learn a little more every day and build upon what they already know
- easy for teachers because it provides a balance of speaking, listening, reading and writing skills as well as games, songs and extension activities.

Primary Oxford Progressive English will give your pupils a solid foundation for learning English, but please adapt it to your own needs. No book can replace a good teacher!

Note that the ideas given in for Unit 1 set the pattern of practice for the rest of the book, so Units 2-16 are less detailed. Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 1 LESSON 1

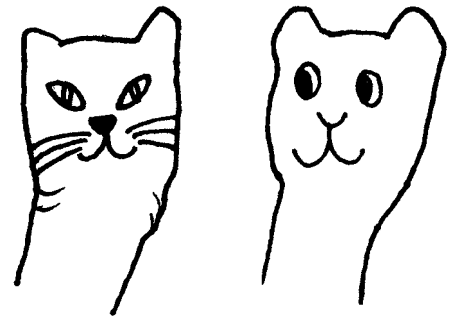
Aims

1. To teach the language of introductions and develop speaking skills (A)
2. To develop listening skills (B)
3. To revise the short vowel sounds and colours (B)
4. To sing a song with correct rhythm and stress (C)

Preparation and materials

You will need (optional):

- a CD player or tape recorder with the CD/cassette of songs
- colour pencils for each child
- two glove puppets (You can also use two soft toys or make glove puppets by drawing faces on two white socks with coloured felt pens like this. Pin or sew the toe of the sock into two "ears".)



Suggestions and answers

A. Talk to your friend.

1. **Using glove puppets to demonstrate dialogues:** If you have two glove puppets or soft toys, show them a little scene when the puppets greet each other.

Cat puppet: [Turning to bear puppet] *Hi! I'm Candy.*

Bear puppet: [Turning to cat puppet] *Hello! I'm Biff. Nice to meet you.*

Cat puppet: *Nice to meet you too. How are you today?*

Bear puppet: *Fine thanks.*

Cat puppet: [Turning to class] *Hi! I'm Candy and this is my friend Biff.*

Keep these puppets/soft toys to help you introduce other dialogues in the book.

2. Introduce yourself to the class and ask a few children to tell you their names with a dialogue like this:

T (Teacher): *Hello! My name's (Mrs Hussain.) What's your name?*

C1 (Child 1): *I'm (Aamna).*

T: *Hello, Aamna. [Shake her hand and smile.] How are you?*

C1: *I'm fine thanks.*

T: [Turning to another child] *And what's your name?*

C2 (Child 2): *My name's (Hamid).*

T: *Hi, (Hamid). Nice to meet you.*

C2: *Nice to meet you too, Mrs Hussein!*

3. The children work in pairs, introduce themselves and ask each other's names.
4. They then stand up in pairs and introduce themselves and their partners to the rest of the class like this:

C1: *Hi! I'm (Faisal). This is my friend (Noor).*

B. Listen and colour the pictures.

1. Talk about the colours of things in the class like this. Extend the language further if the children are already familiar with their colours:

T: [holding up pen] *What's this? Yes, (Fatima).*

C1: *It's pen.*

T: [without drawing attention to the child's mistake] *Good. It's a pen. Repeat that everyone. It's a pen.*
 Class: *It's a pen.*
 T: *Well done. What colour is it?*
 C2: *It is red.*
 T: [shortening *It is* to *It's* to give an example of natural spoken English] *Good. It's red. Whose is the pen?* etc.

2. The children colour the pictures as you tell them, using the instructions on page 90 of the Student's Book.
3. Chat as they colour and ask them to talk about the pictures as they work.

B. The children colour the mug yellow, the bat orange, the jug red, the pen blue, the dog brown, the bus green and the hen black.

C. Sing this song: *Teddy says*

1. If you have the CD/cassette, play the song, miming the actions as it goes. If not, sing the song yourself or say it as a rhyme, miming the actions.
2. Ask the children to repeat each line after you, miming the actions with you.
3. Teach them the actions and other verses. See this book, page 90.
4. Sing the song every lesson this fortnight, either as a warmer at the beginning of a lesson or to finish off with.

UNIT 1 LESSON 2

Aims

1. To revise the phonic pattern of the five short vowel sounds: *a, e, i, o, u* (A)
2. To learn the vocabulary needed for the story text (B)
3. To revise the colours orally (B)
4. To learn simple verbs in the present continuous e.g. *She is running. He is hitting a ball.* (C)

Preparation and materials

You will need:

- word and matching picture flashcards of the words in the phonic box of this unit: *cat, mat, hen, tin, pot, jug*. You can make them yourself by writing the words in thick felt-tip pen on card and photocopying or drawing large simple line drawings on matching cards - see pages 18 - 19 for examples. (The letters should be at least 6 cm high so that the children can read them with ease from the back of the class.)
- (optional) a pin board or a string hung across the front of the class + 10 clothes pegs
- (optional) the objects in Ex. B: a ball, book, hand held computer game, flower, toy bus and teddy bear

Suggestions and answers

A. Read these words with the vowel sounds.

1. Before you teach any lessons on Phonics, please read Introduction Section 2.5 on Phonics.
2. Revise the five short vowel sounds that were taught in the Introductory book, taking **one sound a day**. Do not just do phonics in one lesson. Do 10 or 15 minutes every day. Teach each phonic pattern like this:

Pin up or peg up the picture flashcard of the cat. Hold up the matching word flashcard. Pointing to each letter, ask the children to repeat **the phonic sounds** (not the letter names) after you.

T: [Show the picture.] *What's this?*

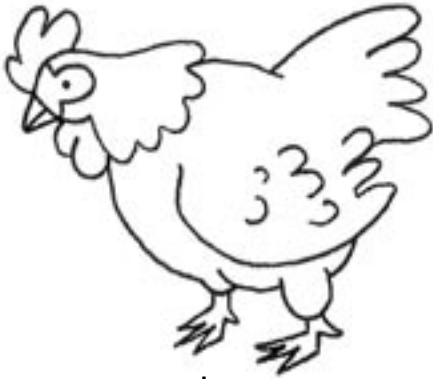
Class: *It's a cat.*

T: *Read after me* [pointing to each letter on the word flashcard as you read the sound] *a c (kuh) – a (ah)– t (tuh), a cat*

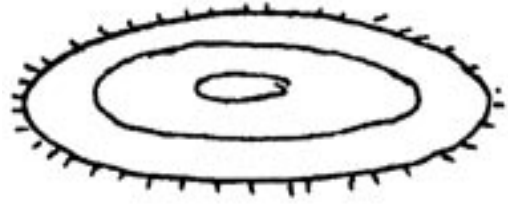
Class: *a c – a – t, a cat*

3. Do the same for the flashcard of the mat.
4. Peg or pin up the picture cards and ask different children to come up and match the corresponding word card.

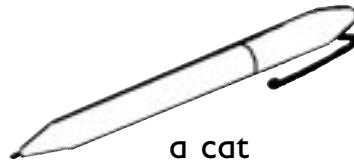
5. Draw the following line drawings on the board. Write the words in a different order below. Ask different children to come up to the front and join the pictures to the words.



a hen



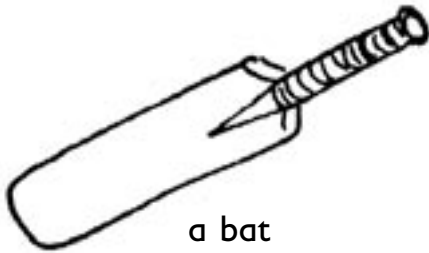
a mat



a cat



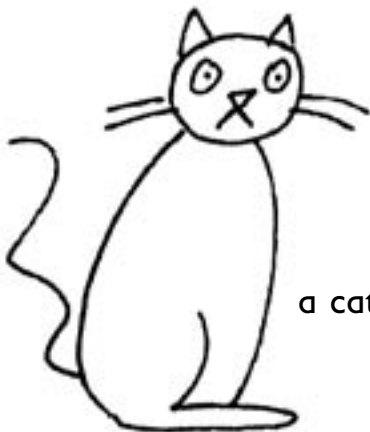
a dog



a bat



a pot



a cat



a mug



a jug

6. The children draw and colour the pictures on paper and write labels.
7. Display the best pictures with labels on the pin board or peg them on the “washing line” to give the children a purpose for writing and drawing beautifully.
8. **Game:** To reinforce these five sounds, when you have taught them all, play **Phonic Bingo**. (See Games, page 94)

Extension: Ask the children to learn all the spellings for homework and test them the following week.

B. Draw a line from the word to the correct picture.

1. Unlike the phonic words in A, these are sight words, to be recognized as a whole. (See Introduction Section 2.5.)
2. If possible, show real objects and write the new words on the board. Ask different children to match the objects to the words and read them aloud. **Do not sound them out phonically!** Teach them as a whole as we have not yet taught these phonic patterns.
3. Copy simple pictures onto the board and ask different children to come up and match the words to the pictures with a line.
4. **Chat** about each picture, focusing not on particular subjects but on fluency of speech. For more about chat, see the Introduction, Section 5.1. Repeat and extend what children say, correcting their English without drawing attention to it. Focus on the meaning, not the grammar. Here is an example of chat:

Chat

T: *What's this?*

C1: *Ball.*

T: *Yes, it's a ball. What colour is it?*

C2: *Red and green.*

T: *Well, it's red, but this colour isn't green, it's yellow. What do you do with balls?*

C3: *We hit ball.*

T: *Yes, we hit balls (correcting the English without going on about it!). What else do we do with balls?*

C4: *We can throw, Teacher.*

T: *Good, we can throw them. etc.*

5. **Extension:** Extend able children by asking questions like: *Where do you play with balls? Have you got a game boy? What games do you play? What book do you like best? Where can you see a bus? What sound does it make? Can you see any flowers in the classroom? What's the teddy in the picture doing?*
6. Ask the children to match the pictures to the words in the book.
7. When they finish, they can search for each object in the pictures on pages 6 – 7.

C. Complete the sentences about the pictures with the words in the box.

1. Unlike the chat in B, this exercise focuses on a particular language pattern, in this case, the present continuous tense and the use of *he* and *she*.
2. In focused language practice, we concentrate on accuracy of grammar, not fluency. Pointing to the pictures, have a dialogue focusing on the given structures like this:

Focused language practice

T: *Look at page 3, Letter C. [Help them to find the place.] Now, everyone look at Number 1. Is he a boy or a girl?*

C1: *Boy.*

T: *Yes, he's a boy, so we say, **he**. What's he doing?*

C2: *He hitting ball.*

T: *Yes, he's hitting a ball. [Repeat it as often as you like!] What's he doing, everyone?*

Class: *He's hitting a ball.*

T: *Well done! He's hitting a ball.*

3. Explain the new words with actions (e.g. picking) or, if necessary, by translating into the mother tongue (e.g. mending).
4. Give the children more practice in using the present continuous tense by miming certain actions, e.g. sitting, drinking, reading, eating, swimming, flying. Each time, ask the children to guess, *What am I doing?* to get the response, *You're ...ing.*

5. Ask different children to mime actions of their own choice. This time, ask *What's he/she doing?* to get the response, *He's / She's ...ing.*

- C.** 1. He is hitting a ball. 2. She is running. 3. She is picking a flower.
4. She is playing with a game boy. 5. He is mending a van.

UNIT 1 LESSON 3

Aims

1. To read and discuss a story (A)
2. To recognize the cartoon genre (A)
3. To check comprehension of a story (B)
4. To revise the names of members of a family (B, C)

Suggestions and answers

A. Listen as you read the story.

1. Explain (in the mother tongue if necessary) that the children in the pictures will be their friends all year. Sara, Ali and Fiza are Pakistani and live in Pakistan. Sara is the oldest. She is 8 years old. Next is Ali. He is 6 years old. The youngest is Fiza. She is 5 years old. Biff is Fiza's teddy. Fiza thinks Biff is her best friend, but everyone else thinks Biff is a toy. Their English friend Tom lives next door and they will meet him later.
2. Explain that this is a cartoon, or a story that is told in pictures with speech bubbles.
3. **Chat** (that is, have an informal conversation) about the people in each picture. (See Introduction Section 5.1 and Lesson 2 B for more about *chat*.) Suitable leading questions are:
 - a. *What's he/she doing?*
 - b. *What's he/she wearing?*
 - c. *What do you like doing –*
Playing with a game boy? Playing with a bat and ball?
Reading? Drawing? Cooking? Watching TV?
 - d. *How many:*
chairs can you see in picture 1?
books can you see in picture 2?
bananas/mangoes/flowers can you see in picture 3?
parrots/windows can you see in picture 4?
brothers/sisters do you have?
4. **Reading a picture story:** Ask the children to point to picture 1 in their books. Tell the story in your own words.
5. Pointing to each bubble, ask the children to point and read after you. Do not sound out the words phonically. Treat them as sight words. (See Introduction Section 5.2 for the difference between phonic words and sight words.)
6. Do the same for each picture, reminding the children to start at the top left, moving to the bottom right.
7. Ask the children to practise reading the bubbles in pairs. They can also practise reading it at home with their parents.
8. Chat about the story: *Why do not Fiza's brother, sister, mother and father want to play with her? How do you think she feels? Who breaks the window?* In the mother tongue if necessary, ask if it is her fault. Point out that if her family played with her, they could make sure she didn't break the window.

B. Use the words from the story to complete the sentences.

1. Talk about families. Ask the children, *Do you have a brother/sister? What's his/her name? How many brothers/sisters do you have?*
2. Ask the children to complete the blanks, finding the spellings in the story.
3. They write the complete sentences (including the example) in their notebooks.
4. Remind the children to begin each sentence with a capital letter and end with a full stop.

Extension: The children write further sentences, e.g. Sara is Mummy's daughter. Ali is Mummy's son. ___ is my brother. ___ is my sister. ___ is my mother. ___ is my father.

B. 1. mother 2. father 3. brother

C. Answer these questions.

1. Remind the children that names begin with a capital letter. Ask different children to write their own names on the board. Check that they start each one with a capital letter.
2. Different children then write names of the people in the story on the board.
3. Orally, ask what each person in the story likes.
4. Get the different children to read each question and answer, supplying the right name. Check that they say *like* in the question and *likes* in the answer.
5. They all write the questions and answers in their notebooks.

C. 1. Ali 2. Mummy 3. Daddy

UNIT 1 LESSON 4

Aims

1. To practise the present continuous tense (A)
2. To use *She, He, They* and *It ...* (A, B)
3. To write their own names correctly, using capital letters at the beginning (C)
4. To use capital letters at the beginning of names (D, E)

Preparation and materials

You will need:

- handwriting books, preferably with quadruple ruled lines
- to write each child's name at the top of the first page in their handwriting books

Suggestions and answers

A. Use the words 'She', 'He', 'They' and 'It' to complete these sentences.

1. Ask questions orally, using the key pronouns. Expect the children to use the correct pronouns in their answers, for example, tell two children to mime eating. Ask the rest of the class, *What are they doing?* to get the response: *They are eating.*
2. Talk about each picture in A and complete the sentences, first orally, then in books.
3. The children copy the complete sentences into their notebooks.

A. 1. They 2. It 3. They 4. She 5. He 6. It

B. Now complete these sentences.

1. Ask the children to complete the sentences orally, then in their books. Where necessary, point to pictures in A.
2. The children copy the complete sentences into their notebooks. Check that they have used capital letters at the beginning of their sentences.

B. 1. It 2. He 3. She 4. They 5. It 6. He 7. She

C. Write your name. Begin it with a capital letter.

1. Write each child's name at the top of a page of their handwriting books.
2. Ask the children to copy their own names, focusing on correct formation of letters and a capital letter at the beginning. Check that they are writing their names correctly.
3. They then write their names beautifully in their textbooks.

D. Match the small letters to the capital letters.

1. Write a selection of lower case letters on the board.
2. Ask different children to come to the front and write the correct matching upper case or capital letter beside each one.
3. Remind the children that we use capital letters at the beginning of sentences and names.
4. The children match the capital and lower case letters in their textbooks.

E. Now use capital letters to complete these sentences.

1. Write the names of several children in the class, omitting the first letter.
2. Ask other children to come to the front and write the correct capital letter at the beginning.
3. The children complete the names, using capital letters, in their textbooks.

A. 1. Biff 2. Fiza 3. Sara 4. Daddy 5. Mummy

UNIT 1 LESSON 5

Aims

1. To revise vocabulary for clothes (A, B)
2. To use an apostrophe to show possession (A, B)
3. To write a scaffolded description, using own words (C)

Preparation and materials

- If possible, bring in some clothes before the lesson
- (optional) a pin board or a string hung across the front of the class + 10 clothes pegs

Suggestions and answers

A. Follow the lines to find out who wears the clothes.

1. Hang a number of different types of clothes on the line with clothes pegs (or pin them up).
2. Chat about their colour. Ask, *Who wears the shorts/trousers/ dress/suit/shirt/socks?* to get the response, *A boy/girl/man/woman wears the _____.*
3. Ask the children to follow the lines upwards and tell you who wears the clothes. Start with No. 1: *Ali's shorts.*
4. Model on the board how to write each phrase as they say it. Explain that the apostrophe shows that the clothes belong to someone.
5. The children write the phrases in their notebooks. They could also draw each item of clothing.

A. 1. Ali's shorts 3. Sara's dress 5. Biff's shirt
2. Daddy's trousers 4. Mummy's suit 6. Fiza's socks

B. Use the words in the box to complete the sentences.

1. Chat about the colours of the clothes in A.
2. Ask the children to complete the sentences in their textbooks.
3. They can then write the complete sentences in their notebooks.

B. 1. black 2. red 3. green 4. yellow 5. white

C. Write about the dog's clothes.

1. The purpose of this exercise is to teach children to write in their own words. When children are writing in a second language, you can *scaffold* their writing with the help of a writing frame or model. (For more about scaffolding, please read the Introduction, Section 5.5.)
2. The children may find it helpful if you put a writing frame like this on the board:

The dog's	shorts socks shoes ears fingers	are	blue. red. yellow. green. brown. black. white.
	hat tail pot ball bat	is	

3. This gives them all the spellings and the language structure they need, but they have to make sensible choices when they frame their own sentences.

4. Remind the children that we say *are* for more than one and *is* for one. We say *are* for trousers and shorts because they each have two legs.
 5. Encourage more able children to write what the dog is doing, e.g. *It is hitting a ball. It is running. It is going to break a pot!*
- C.** The children can write in their own way, according to their ability.

a **cat**

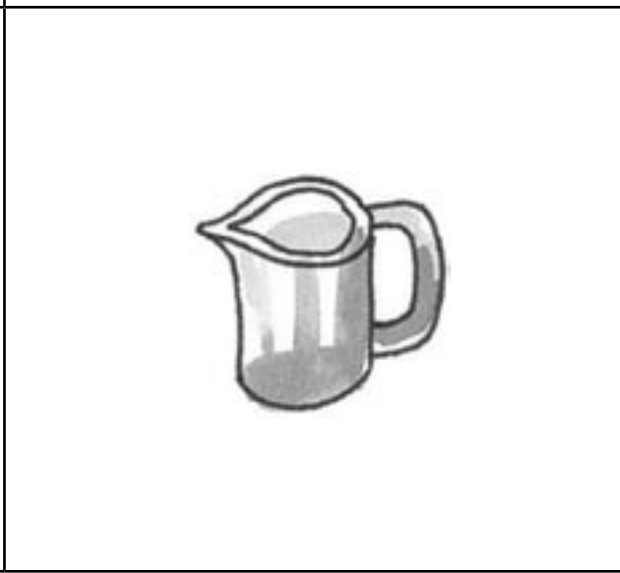
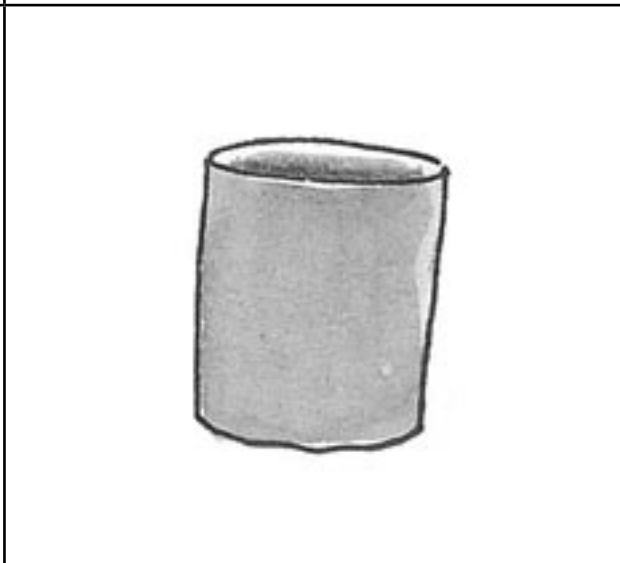
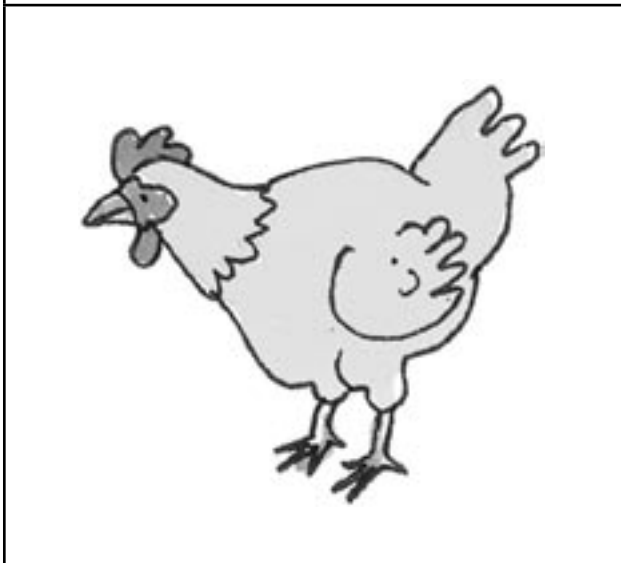
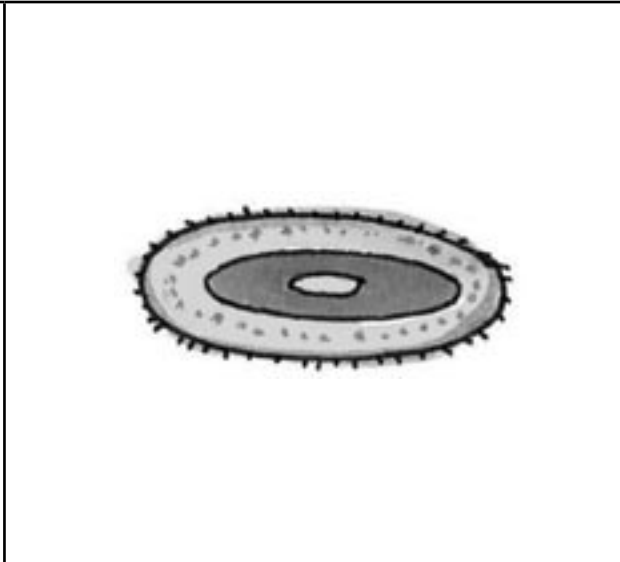
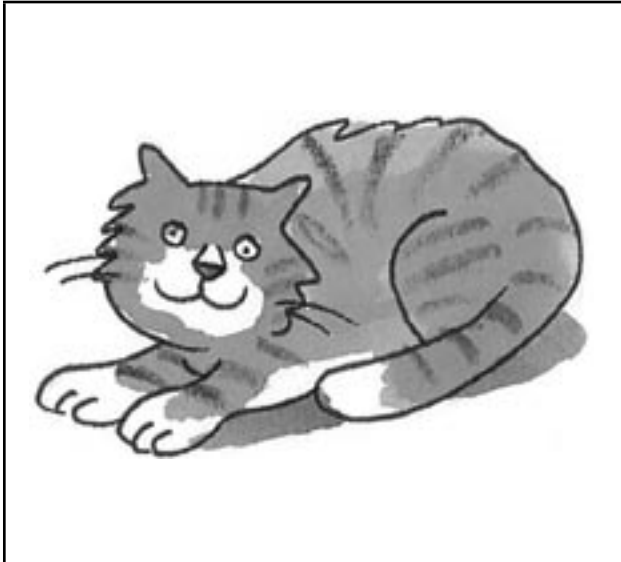
mat

e **hen**

i **tin**

o **pot**

u **jug**



Note: For detailed teaching procedures, see suggestions for Unit 1.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 2 LESSON 1

Aims

1. To develop speaking and listening skills (A, B, C, D)
2. To use the polite forms *please* and *thank you* (A)
3. To learn vocabulary related to feelings (B and C)
4. To sing a song with correct rhythm and stress (D)

Suggestions and answers

A. Complete the dialogues using the words in the box.

A. Please give me a book. Here you are. Thank you.

B. Act out these words.

To practise this, play **Simon says**. See page 94. Children mime each expression as you say the words.

C. Listen to your teacher. Write a number beside each word.

Read the text on page 90 of the Student's Book. The children write the number beside the words in the box. Write *thirsty* on the board and the number 1 beside it as an example.

C. 2. happy 3. hungry 4. afraid 5. sad 6. sleepy 7. angry

D. Sing this song: *Ten in the bed*

For details, see Unit 1, Lesson 1 C. For actions to song, see page 90.

UNIT 2 LESSON 2

Aims

1. To learn the phonic patterns *er* as in *flower* and *y* as in *happy* (A, B, C)
2. To recognize sight words connected to the topic of parts of the body (D)

Preparation and materials

You will need matching picture and word flashcards for the following words: *flower, monster, water, happy, sleepy, angry*

Suggestions and answers

A. Read the words with the 'er' and 'y' sounds. Match the pictures to the words.

First ask the children to match the word flashcards to the pictures. They then match the words to the pictures with a line and then copy the matching pictures and words in their notebooks. They learn the spellings for homework.

B. Game.

Ask the children to stand up. Say the words in the phonic box. The children put up their hands if they hear the 'er' sound at the end of the word and nod their heads if they hear the 'y' sound. If they do the wrong action, they are out and have to sit down.

C. Complete the words using 'er' or 'y'.

- | | |
|---------------------------------|-----------------------------|
| C. 1. Fiza's brother is sleepy. | 3. Mummy is happy. |
| 2. The monster is angry. | 4. Teddy is drinking water. |

D. Label the pictures with the words in the box.

Ensure that children label the pictures correctly.

UNIT 2 LESSON 3

Aims

1. To recognize the genre of a present tense narrative (A)
2. To read and discuss a story (A)
3. To check comprehension (B)

Suggestions and answers

A. Listen as you read the story. Then answer the question.

Stop at the end of each section as you read the story and ask the children whether they think the monster is good or bad. Accept all ideas.

B. Use the words in the box to complete the sentences.

- B. 1. His wings are green. 3. She gives him some water and some mangoes.
2. They run away. 4. He goes to sleep under the chair.

UNIT 2 LESSON 4

Aims

To practise the language structures:

1. How many _____ does it have? It has (A)
2. How many _____ do you have? I have (B)
3. The monster's _____ is/are big/small/long/short. (C)

Suggestions and answers

A. Look at the pictures. Answer the questions using the words in the box.

See page 94 of this book for the rules of **Simon says**.

- A. 1. It has eight legs. 2. It has one tail. 3. It has three eyes.

Extension: How many spots does it have? It has seven spots. How many teeth does it have? It has nine teeth. How many ears does it have? It has two ears. How many mouths does it have? It has one mouth.

B. What about you? Ask and answer questions using the words 'eyes', 'fingers', 'ears' and 'legs'.

Children answer questions about themselves, e.g. *I have ten fingers. I have two ears. I have one nose. I have two legs. I have ten toes.*

C. Make sentences using the words in the table.

- C. 1. The monster's ears are small. 5. The monster's legs are short.
2. The monster's mouth is big. 6. The monster's nose is small.
3. The monster's tail is long. 7. The monster's wings are short (or small).
4. The monster's eyes are big. 8. The monster's teeth are small.

Extension: What colour are the monster's ears? They are blue.
What colour is the monster's tail? It is green.

Children can make other similar questions and answers.

UNIT 2 LESSON 5

Aims

1. To practise using adjectives (A) and the present continuous (B)
2. To write about a monster using adjectives and numbers (C)

Suggestions and answers

A. Circle the correct words to complete the sentences.

- A. 1. long 2. short 3. small

Extension: The children write more sentences about the animals in the pictures, for example: *This monster has a short tail and long ears. 1. This monster has a long nose, short legs and big ears. 2. This monster has long wings and short legs. 3. This monster has a long tail and small eyes.*

B. Draw a line from the words to the pictures to show what each monster is doing.

- B. From left: sleeping sitting flying running

C. Draw a picture of a monster. Colour the picture. Write sentences about your monster.

Encourage the children to draw large colourful monsters. Able children can write a lot about their monsters, describing what they are doing as well as the parts of the body. Less able children can follow the pattern in the book. Every child should draw a different monster and therefore do a different piece of writing.

er flower

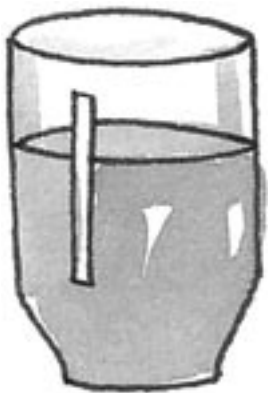
monster

water

y happy

sleepy

angry



Note: For detailed teaching procedures, see suggestions for Unit 1.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 3 LESSON 1

Aims

1. To develop speaking and listening skills (A, B, C)
2. To introduce the topics of food (A) and animals (C)
3. To teach the structure ...*wants to* ... (B)
4. To sing a song with correct rhythm and stress (C)

Preparation and materials

You will need:

- puppets for dialogue
- a CD player or tape recorder with the CD/cassette of the songs.

Suggestions and answers

A. Look at the food and drinks in the fridge. What do you think Tom wants? Talk to your friend.

First model this with puppets or two able children. Then get the children practise asking questions and answering them in pairs. They can choose what they want.

B. Listen to your teacher. Draw lines to make correct sentences.

Read the dialogue in different voices for each part. The children listen and connect the two parts of the sentences.

- B.**
1. Ali wants to swim in the river.
 2. Sara wants to drink some water.
 3. Fiza wants to go home.

Extension: Ask how each child feels: *Ali feels hot. Sara feels thirsty. Fiza feels sad.*

C. Sing this song: *The alphabet*

For details, see Unit 1, lesson 1 C. See Student's Book for the words. Clap at the underlined syllables.

UNIT 3 LESSON 2

Aims

1. To learn the phonic patterns *ea* as in *tea* and *ing* as in *sitting* (A, B)
2. To recognize sight words connected to the topic (C)

Preparation and materials

You will need matching picture and word flashcards for the following words: *tea, ice cream, leaf, sitting, drinking, running*

Suggestions and answers

A. Read the words with the 'ea' and 'ing' sound. Match the pictures to the words.

For more detailed suggestions, see Unit 1, Lesson 2 A.

B. Complete the sentences using 'ea' or 'ing'.

- B.** 1. drinking ...tea 2. eating ... beans ... meat 3. sitting ...reading 4. swimming

C. Put the words in the correct columns.

Extension: Play the *Blindfold Game*. See page 95 of this book. Children can add other food of their choice to the table.

- C. Sweet food: cakes, mangoes, ice cream, sweets
Salty food: beans, eggs

UNIT 3 LESSON 3

Aims

1. To recognize the genre of a traditional folk tale
2. To read and discuss a folk tale
3. To check comprehension

Suggestions and answers

A. Listen as you read the story. Then answer the question.

After each section, ask the children to predict, *Will the pancake get away?* This is a good story to act out for an assembly. Get the children to practise it in class and then make posters to advertise it for the rest of the school. You can add as many animals as you like.

B. Read the sentences. Write 'F' for false or 'T' for true.

- B. 1. T 2. F 3. F 4. T 5. T 6. F 7. T 8. F

Extension: The children correct the false sentences and make them true.

UNIT 3 LESSON 4

Aims

To practise the language structures:

1. *Who is ...ing...? _____ is ...ing...* (A, B)
2. *Why is _____ ...ing ...? He/She is ...ing because ...* (C)

Suggestions and answers

A. Look at the picture. What are they doing?

Play **Guess who?** Instructions are on page 95 of this book.

- A. 1. Tom 2. Ali 3. Fiza 4. Daddy 5. Mummy

B. Ask and answer more questions about the picture.

Ask similar questions about the clothes in the picture, e.g. *Who is wearing a red shirt? Tom is wearing a red shirt.*

C. Read the questions. Complete the answers with the help of the words in the box.

- C. 1. She is sleeping because she is sleepy.
2. He is eating a pancake because he is hungry.
3. He is running away from a rat because he is afraid.
4. He is hitting the rat because he is angry.

You may also accept short answers beginning with *Because ...*

Extension: Make a question and answer about Mummy: *Why is Mummy drinking cola? She is drinking cola because she is thirsty.*

UNIT 3 LESSON 5

Aims

1. To match upper case (capital) letters to lower case letters (A)
2. To use capital letters at the beginning of sentences and full stops at the end (B)
3. To write about animals' food habits in the present simple (C)
4. To revise numbers (D)

Suggestions and answers

A. Choose the correct capital letters from the balloons and write them beside the small letters below.

Children write the corresponding capital letters beside the lower case letters.

B. Copy the sentences. Start with capital letters at the beginning. Put full stops at the end.

First discuss the new vocabulary e.g. seeds.

- | | | |
|-----------------------|----------------------|-----------------------|
| B. 1. Cows eat grass. | 3. Hens eat seeds. | 5. Frogs eat insects. |
| 2. Dogs eat meat. | 4. Snakes eat frogs. | 6. Insects eat us. |

C. Look at the pictures below. Write what each animal eats.

C. Parrots eat mangoes. Fish eat fish. Tigers eat meat. Goats eat grass. Cats eat rats.

Difficult spellings can be found elsewhere on the page. Accept any other answers that make sense, e.g. *Parrots eat fruit.*

D. Write how many animals there are in each picture above.

Encourage the children to write the numbers in words rather than figures.

- D. There are four parrots. There are two tigers. There are five goats. There are three cats. There are five rats.

UNIT 3 LESSON 6

Aims

1. To recognize the genre of instructions (A, B)
2. To read and discuss a recipe (A)
3. To check comprehension and use common verbs (B)
4. To match food words with their collocations e.g. *a slice of bread* (C)

Preparation and materials

If possible, bring in the ingredients and materials for making sandwiches. Ensure the children can wash their hands before the lesson and that the desks are clean. If possible, allow the children to make the sandwiches themselves. At the end they should eat their sandwiches!

Suggestions and answers

A. Making a sandwich.

If you make sandwiches in class, read the instructions first and discuss what you need to do beforehand. Use the same language orally to tell them what to do. This is a good opportunity to practise speaking and listening skills.

B. Complete the sentences with the words in the box.

B. First, you **wash** your hands. Then you **get** a knife. You **put** butter and jam on the slices of bread. Next you **put** one slice of bread on top of the other slice. You **cut** the sandwich in half. Finally, you **eat** the sandwich.

C. Match the following.

Ask the children to complete other common collocations with food words, e.g. *a bunch of grapes, a carton of milk, a loaf of bread, a piece of cake.*

- | | |
|------------------------|-----------------------|
| C. 1. a glass of water | 4. a jar of jam |
| 2. a cup of tea | 5. a packet of butter |
| 3. slice of bread | |

UNIT 3 LESSON 7

Aims

1. To revise common vocabulary related to food (A)
2. To revise the use of *who* as a question word (B)
3. To ask and answer questions beginning *What do you want?* in the negative and positive forms: *I do not want ...thanks. I want ...please.* (C)

Suggestions and answers

A. Do the crossword puzzle.

A. Clues across:	1. butter	4. glass	6. jam
	7. meat	8. banana	9. orange
Clues down:	1. bread	2. tea	3. egg
	5. sweet	7. mango	8. bean

B. Answer the riddles.

B. 1. a cow	2. a hen	3. a cat	4. a dog
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C. Game. 'What do you want in your sandwich?'

Play this game along each row. Praise rows that keep the questions and answers going without mistakes.

ea tea

ice cream

leaf

ing sitting

drinking

running



Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

Aims

1. To revise the previous three units
2. To test how well the children have understood them
3. To help those children who have not attained the expected learning outcomes
4. To give feedback to parents about the children's listening skills, vocabulary and grammar

Preparation and materials

You will need to:

- photocopy the check-up test on pages 99-100 of this book to give to your pupils after you complete the unit.
- photocopy the Record of Assessments on the inside back cover of this book to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required.

Revision

1. Give plenty of oral work before you ask the children to write.
2. Most children should be able to write the answers to the questions in the Words and Sentences sections.
3. Revise all the songs, stories, games and listening exercises in the previous three units.
4. After you have done the revision exercises, give the revision test, which gives marks out of twenty.
5. If percentages are required, multiply the results by 5.
6. Record the results on the Record of Assessments.
7. The results can be given in three categories: Listening, Words and Sentences. In reports to parents, you may prefer to term these as Oral work, Vocabulary and Grammar.
8. Note which areas the children found difficult and teach them again.
9. At the end of the year, pass the Record of Assessments on to the next teacher, who can use it to see strengths and weaknesses in the class.

Suggestions and answers

A. Listen to your teacher. Draw a line from the person to the correct food and colour it.

Revise colours and numbers orally before you ask the children to complete this listening exercise.

A. The children should connect pictures and colour as instructed in the listening exercise on page 90 of the Student's Book.

B. How many? Ask and answer questions about the pictures in Ex. A.

This can be done orally or in writing. If you ask the children to write these questions and answers in their notebooks, write the spellings of the food words (mangoes, ice creams, sweets, beans, eggs) on the board. Figures can be used instead of number words.

- B.**
1. How many mangoes does Fiza have? She has five mangoes.
 2. How many ice creams does Ali have? He has three ice creams.
 3. How many sweets does Sara have? She has five sweets.
 4. How many beans does Mummy have? She has ten beans.
 5. How many eggs does Daddy have? He has eight eggs.

C. Write questions and answers about these pictures.

- C.**
- | | | |
|--------------------------------|--------------------------------|-------------------------------|
| 1. What is this? It is a van. | 3. What is this? It is a hen. | 5. What is this? It is a cat. |
| 2. What is this? It is a ball. | 4. What is this? It is a book. | |

D. Use the letters in the box to complete the words.

Revise the words in all the phonic boxes in Units 1 – 3. Give a spelling test using at least two words with each pattern. Re-teach the words the children have found difficult.

D. flowers beans a teddy She is eating.

Extension: The children write their own sentences about the pictures, e.g. *The flowers are orange. There are three beans. The teddy is sitting. The cake is sweet.*

E. Complete the sentences using the words in the box.

E. 1. drinking 2. sitting 3. wearing

F. Now answer the questions about the monster.

F. 1. They are small. 3. It is big. 5. They are white.
2. They are long. 4. It is happy.

G. Write some more sentences about the monster.

The children write freely about the picture according to their ability. To help less able children, you could write this writing frame on the board:

The monster's	hat shirt trousers ball book feet cup flower	is are	red. brown. yellow. blue. green. red, yellow and green.
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REVISION TEST

Preparation and materials

1. Each child will need coloured pencils (red, green, blue, yellow, brown, orange and black) and a photocopied sheet of the test on pages 99-100 of this book.
2. You will need a copy of the Record of Assessments from the inside back cover of this book.

How to give the test

1. Explain that the children must not look at each other's work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

REVISION TEST ANSWER KEY

A. Listen, colour and draw.

Read aloud the following listening exercise and mark accordingly. Give credit for colour or recognizable drawings in roughly the right place.

Look at the monster.

- Colour its legs red [Pause to give the children time to colour.] (½ mark)
- Colour its shirt orange. [Pause.] (½ mark)
- Colour its banana yellow. [Pause.] (½ mark)
- Colour its ears green. [Pause.] (½ mark)
- Draw a blue ball on the monster's head. [Pause.] (½ mark for correct object/colour, ½ for position)
- Draw a white egg on the monster's tail. [Pause.] (½ mark for correct object/colour, ½ for position)
- Draw a glass of cola on its nose. [Pause.] (½ mark for correct object/colour, ½ for position)

Total marks for listening: 5

B. Complete the words in the sentences.

1. The monster is happy. 2. It is eating a banana. 3. It is sitting on a mat.
(½ mark for each correct phoneme)

C. Match the words to the pictures.

1. snake 2. parrot 3. cow 4. insect 5. crocodile
(½ mark for each correct word)

Total marks for word work: 5

D. Circle the correct word.

1. They 2. are 3. It 4. has 5. four (1 mark for each correct word)

E. Choose the best answer.

1. c 2. b 3. c (1 mark for each correct answer)

F. Write these sentences with capital letters and full stops.

- Tom is Ali's friend. He likes pancakes. (½ mark for each correctly placed full stop.
½ mark for each correct capital: Ali, He)

Total marks for sentence work: 10

Note: For detailed teaching procedures, see suggestions for Unit 1.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 5 LESSON 1

Aims

1. To develop speaking and listening skills (A, B, C)
2. To introduce the topic of the sea (B, C)
3. To describe animals (C)
4. To sing a song with correct rhythm and stress (D)

Preparation and materials

You will need:

- puppets for the dialogues.
- a CD player or tape recorder with the CD/cassette of the songs.

Suggestions and answers

A. Read these dialogues with your friend.

Model with two puppets or able children before the children practise in pairs.

B. Now talk about these sea creatures.

B. Children ask and answer questions in their own words, but these are possible dialogues:

1. *What are those? They're turtles. Tell me about them. They've got four legs and they're green. They live in the sea.*
2. *What are those? They're crabs. Tell me about them. They've got two big legs, six small legs and small eyes. They live in the sea.*
3. *What are those? They're star fish. Tell me about them. They've got five purple points. They live in the sea.*

C. Describe an animal and ask your friend to guess what it is.

In turns, the children describe an animal and guess.

D. Sing a song: *Dance for your daddy*

Explain that this is a traditional English folk song sung by fishermen to their children. For details, see Unit 1 Lesson 1 C. See page 91 for the words and actions of the song.

UNIT 5 LESSON 2

Aims

1. To learn the phonic patterns *sh* as in *shirt*, *th* as in *this*, *ay* as in *day* (A, B, C)
2. To learn the days of the week (A)
3. To recognize secondary colours (D)

Preparation and materials

You will need matching picture and word flashcards for the following words: fish, shirt, shell. You will just need word cards with *this*, *mother*, *father*, *Monday*, *Tuesday*, *Wednesday*. Note that the phonic sound of *th* is hard as in *this*, not soft as in *thank*. Get the children to read and make sentences with these words.

Every day for a fortnight, get the children to write in their books:

Today is ___ day.

Yesterday was ___ day.

Tomorrow will be ___ day.

Suggestions and answers

A. Read the words with the ‘sh’, ‘th’ and ‘day’ sounds. Match the pictures to the words.

For detailed suggestions, see Unit 1, Lesson 2 A. Play **Run and match**, see page 95.

B. Game. ‘Bingo!’

See page 90 of the Student’s Book for instructions.

C. Use ‘sh’ and ‘th’ to complete the words.

C. 1. sheep ... those 2. this ... fish 3. father ... shark

D. Look at the pictures in Ex. A. What colour are they?

D. The shell is pink. The shark is grey. The fish is purple.
The sheep is white. The shirt is red. The shoes are brown.

UNIT 5 LESSON 3

Aims

1. To recognize the genre of a story with patterned language (A)
2. To read and discuss a story (A)
3. To check comprehension of a story (B)
4. To revise the phonic pattern, *ay* and revise the days of the week (C)

Suggestions and answers

A. Read the story. Then answer these questions.

At the end of each section, discuss why Bob cuts the net. At the end of the story, discuss whether the turtle, octopus and shark push the fish into his net because he let them go.

B. Match the beginning of each sentence to its right ending. Then copy and complete sentences in your notebook.

B. 1. On Monday, Bob catches a turtle. 4. On Thursday, Bob catches lots of fish.
2. On Tuesday, Bob catches an octopus. 5. On Friday, Bob and his family eat the fish.
3. On Wednesday, Bob catches a shark.

C. Find words in the story ending with ‘ay’.

C. day, Monday, away, Tuesday, Wednesday, today, Thursday, Friday, say

Note that *says* does not fit this phonic pattern because it does not rhyme with *say*.

UNIT 5 LESSON 4

Aims

To practise the language structures:

1. *Is this a ...? Yes, it is. No, it is not. It is a/an ...* (A)
2. *Are these ...? Yes, they are. No, they are not. They are ...* (A)
3. *How many ... are there? There are* (B)
4. *It has/They have ...* (C)

Suggestions and answers

A. Look at the pictures and read the questions. Answer them as shown below.

A. 1. Yes, it is. 4. Yes, they are.
2. No, they are not. They are crabs. 5. No, they are not. They are starfish.
3. No, it is not. It is a shark.

B. Write these questions with 'How many' about the animals in Ex. A.

- B.** 1. How many octopuses are there? There is one octopus.
2. How many crabs are there? There are eight crabs.
3. How many sharks are there? There is one shark.
4. How many turtles are there? There are six turtles.
5. How many starfish are there? There are nine starfish.

C. Guess the clues about animals from Ex. A. Think of clues about some other animals. Ask your friend to guess.

- C.** 1. an octopus 2. turtles 3. a shark

Extension: The children make up clues about other creatures.

UNIT 5 LESSON 5

Aims

1. To begin each day of the week with a capital letter
2. To write simple descriptions
3. To practise the language structure: *It lives/has ... They live/have ...*

Suggestions and answers

A. Put the days of the week in order. Begin each one with a capital letter.

- A.** Monday Tuesday Wednesday Thursday Friday

B. Choose the right word from each box.

- B.** 1. parrot 2. green 3. long 4. short

C. Complete the sentences with the words in the box.

- C.** 1. live ...have ... 2. lives ... has ... 3. live ... have ... 4. lives ...has ...

D. Write four sentences about each of the following birds as in Ex. B.

The children write their own sentences, following the patterns in B and C. Able children can write about their own experience of these birds. Children with basic English can follow the pattern in B like this:

1. *This is a crow. It is black. It has a long tail. It has a short neck.*
A more able child might write an answer like this:
2. *This hen is brown. It has a big tail. It lives on a farm. It has two legs and two wings.*
A very able child might write an answer like this. Encourage this kind of child to experiment with words and to risk making a few mistakes in the first draft.
3. *This owl has big eyes and it is sitting on a tree. It flies around in the night and it eats rats and mice. It says Ooo ooo! I saw an owl in my uncle's garden.*

sh shell

shirt

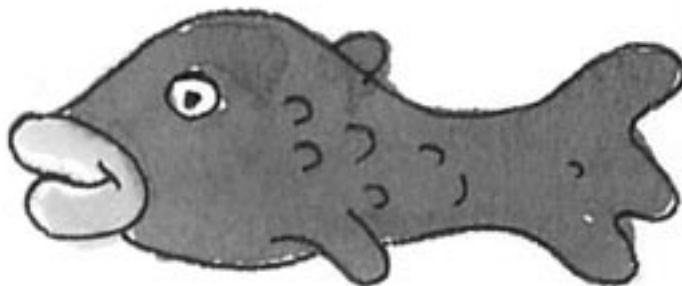
fish

th this

mother

father

ay Monday
Tuesday
Wednesday



Note: For detailed teaching procedures, see suggestions for Unit 1.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 6 LESSON 1

Aims

1. To develop listening skills
2. To introduce the topic of the house and furniture
3. To count up to 16

Suggestions and answers

A. Look at the picture. Using the words below, ask and answer questions about each item in the house.

After they have practised orally, the children may also write as many of the questions and answers as they can. Accept any reasonable room for the answers.

- | | |
|---|--|
| A. 1. Where is the pan? It is in the kitchen. | 8. Where is the spoon? It is in the kitchen. |
| 2. Where is the tap? It is in the kitchen and bathroom. | 9. Where is the lamp? It is in the bedroom. |
| 3. Where is the chair? It is in the living room. | 10. Where is the door? It is in the living room/bedroom. |
| 4. Where is the shower? It is in the bathroom. | 11. Where is the fridge? It is in the kitchen. |
| 5. Where is the stove? It is in the kitchen. | 12. Where is the phone? It is in the living room. |
| 6. Where is the TV? It is in the living room. | 13. Where is the window? It is in the bedroom. |
| 7. Where is the dish? It is in the kitchen. | 14. Where is the knife? It is in the kitchen. |

B. Listen to your teacher. Draw what you hear.

Read the text on page 90 of the Student's Book. Accept recognizable drawings. Get the children to colour them nicely and take pride in them. You may also get them to write sentences, e.g. *The pan is on the stove.*

UNIT 6 LESSON 2

Aims

1. To learn the phonic patterns *oo* as in *book* and *oo* as in *moon*
2. To sing a song with correct rhythm and stress

Preparation and materials

You will need matching picture and word flashcards for the following words: *book, room, hook* (a simple picture of a hook will need to be drawn), *moon, spoon, school*. If possible, bring a CD player or tape recorder with the CD/cassette of songs.

Suggestions and answers

A. Read the words with the 'oo' sound below. Match the pictures to the words.

For detailed suggestions, see Unit 1, Lesson 2 A.

B. Use the words from Ex. A. in these sentences.

- B. 1. school 2. too 3. spoon 4. book ... room

C. Now use these words in your own sentences.

Children write their own sentences.

D. Sing this song: *Hey diddle diddle*

For details, see Unit 1, Lesson 1 C. See page 91 for the actions of the song.

UNIT 6 LESSON 3

Aims

1. To recognize the genre of a fantasy world story (A)
2. To read and discuss a story (A)

3. To check comprehension of a story (B, C)
4. To recognize the structure, ... *looks like* ... (C)

Suggestions and answers

A. Listen as you read the story.

Discuss how this story is like a dream. Ask the children to tell you what is strange and enjoy the humour of it. Chat about dreams the children have had.

B. Use the words in the box to complete the sentences.

- B.** 1. back 2. fly ... house 3. tea ... ice cream 4. apple

C. Say what is strange about Mango Jango's house.

C. The windows look like apples. He gives her cold tea in a bucket. He gives her hot ice cream in a shell. His bed is in the kitchen. His shower is in the living room. There are books in the bathroom and spoons in the bedroom. They play with a bat and an apple.

UNIT 6 LESSON 4

Aims

To practise the language structures:

1. ...look/looks like ... (B)
2. in, on, under, behind (C)

Suggestions and answers

A. Look at the things in Mango Jango's kitchen.

Talk about the colours and what the objects look like. Count them.

B. Now draw lines to complete these sentences.

- | | |
|--|--------------------------------------|
| B. 1. The tap looks like a snake. | 5. The knives look like little boys. |
| 2. The dishes look like shells. | 6. The window looks like an apple. |
| 3. The pan looks like a frog. | 7. The stove looks like a crocodile. |
| 4. The spoons look like little girls. | |

C. Use the words in the box to complete these sentences about the kitchen.

- C.** 1. on 2. on 3. in 4. on 5. under 6. in

UNIT 6 LESSON 5

Aims

1. To practise the use of ...*do not usually* ...
2. To practise the use of *but*
3. To use the numbers 15 – 20
4. To write about a room using comparisons (...*looks like*...)

Suggestions and answers

A. Sing 'Hey diddle diddle' again. Say what is strange.

- | | |
|---|-------------------------------|
| A. 1. Cats do not usually play the fiddle. | 3. Dogs do not usually laugh. |
| 2. Cows do not usually jump over the moon. | 4. Dishes do not usually run. |

B. Read the story of Mango Jango's house again. Use the words in the box to complete the sentences.

- | | |
|---------------------------------------|--|
| B. 1. ...a shell | 4. ...but Mango Jango sleeps in the kitchen. |
| 2. ...cold tea | 5. but Mango Jango showers in the living room. |
| 3. ...Mango Jango eats hot ice cream. | |

C. Count these objects and write how many.

- C.** 12 sweets 11 knives 16 pens 14 dishes

D. Draw a strange living room. Write some sentences about it.

The children draw a strange room, making each object look like something else. They write about their pictures, following the pattern in the table.

oo **book**
room
hook
moon
spoon
school



Note: For detailed teaching procedures, see suggestions for Unit 1.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 7 LESSON 1

Aims

1. To make exclamations and revise common adjectives (A)
2. To develop listening skills (B)
3. To sing a song with correct rhythm and stress (C)
4. To count up to 20 (D)

Preparation and materials

You may wish to use puppets for A. If possible, bring a CD player or tape recorder with the CD/cassette of songs.

Suggestions and answers

A. Choose the right phrase for each picture from the box.

A. 1. How big! 2. How lovely! 3. How small! 4. How cold! 5. How hot!

B. Listen to your teacher's instructions. Draw a picture of a boy and circle the parts of his body that she says.

Read the text on page 91 of the Student's Book.

Extension: For more able children, ask the children to draw examples of modern technology, for example, a TV, a microwave oven, a mobile phone.

C. Song: *Oh how lovely*

For details, see Unit 1, Lesson 1 C. See page 91 of this book for suggestions on how to sing this song as a round.

D. Count up to 20.

Practise counting classroom objects up to 20.

UNIT 7 LESSON 2

Aims

1. To learn the phonic patterns ee as in *sheep* and ar as in *car*
2. To use *a* and *an* correctly

Preparation and materials

You will need matching picture and word flashcards for the following words: *sheep, tree, three, car, cart, star*.

Suggestions and answers

A. Read the words with the 'ee' and 'ar' sounds. Match the pictures to the words.

For detailed suggestions, see Unit 1, Lesson 2 A.

B. Game.

If the children find this difficult, simply ask them to raise their hands if they hear ee. After several of these words, do the same with ar.

C. Look at the picture and use 'ee' or 'ar' to make sentences.

C. 1. green 2. three feet 3. trees 4. cart 5. ... are thirteen stars ...

D. Match the words to the picture. Write 'a' or 'an' for each word.

D. an umbrella an eye a mouth a shoulder an orange
an egg an ice cream a nose an ear an arm

UNIT 7 LESSON 3

Aims

1. To recognize the genre of a science fiction story
2. To read and discuss the story
3. To check comprehension

Suggestions and answers

A. Listen as you read the story.

Read the story aloud as the children follow. Suggest they place a ruler below each line to keep the pace. After you finish the story, in the mother tongue if necessary, discuss the uses of TVs, computers and mobile phones. Encourage the children to see that although these are all useful, they do not necessarily make us happy. It is also important to be calm and enjoy the beauty of the natural world.

B. Answer these questions.

1. He lives on a farm in the hills.
2. She has eleven TVs, twelve mobile phones and thirteen computers.
3. He has twelve goats, eleven sheep, thirteen apple trees and a small cart.
4. She can fly from star to star. She can jump over hills. She can swim across the sea.
5. She can't sit still.

Extension: 6. At school we learn to write, read, do sums, sing, draw etc.
7. At the end, Ping learns to sit still. Gul Khan learns to fly from star to star, jump over hills and swim across the sea.

UNIT 7 LESSON 4

Aims

To practise the language structures:

1. *my, your, their, his, her* (A)
2. *Yes, I can. No, I can't.* (B)
3. *Yes, he/she can. No, he/she can't.* (C)
4. *Can (birds) fly/read? Yes, they can. No, they can't.*

Suggestions and answers

A. Complete the sentences using the words in the box.

1. her
2. your
3. my
4. his
5. their

B. Answer these questions using 'Yes, I can.' Or 'No, I can't.'

1. Can you fly? No, I can't.
2. Can you eat? Yes, I can.
3. Can you swim? Children answer truthfully.
4. Can you read? Children answer truthfully.
5. Can you jump over a book? Yes, I can.
6. Can you jump over hills? No, I can't.

C. Ask and answer the same questions about your friend.

C. Answers as for B, but with *he* or *she*.

D. Use the word box to ask and answer questions about animals.

A maximum of 12 questions and answers may be made – four with each verb. Some may be answered with *Sometimes* e.g. 1. *Can birds swim? Sometimes.* 2. *Can birds fly? Yes, they can.* (A bright child may say, *But penguins can't fly.*) 3. *Can birds jump? Sometimes.* 4. *Can birds read? No, they can't.*

UNIT 7 LESSON 5

Aims

1. To use the correct pronoun: *I, They, He, We, You, It, She* (A and B)
2. To use common adjectives (A and B)
3. To use apostrophes to show missing letters, e.g. *I'm* for *I am* (A and B)
4. To create negative sentences, using *not* (C)
5. To use capital letters at the beginning of sentences and names (D)

Suggestions and answers

A. Choose the right phrase for each picture from the box.

- A.** 1. She's sad. 2. They're cold. 3. You're welcome. 4. He's angry.
5. We're sleepy. 6. It's afraid. 7. I'm thirsty.

B. Now write the sentences in complete form.

On the board, show how we can miss certain letters out (as in A) by using an apostrophe. Explain that both forms are correct but we usually use apostrophes when people are talking.

- B.** 1. She is sad. 4. He is angry. 6. It is afraid.
2. They are cold. 5. We are sleepy. 7. I am thirsty.
3. You are welcome.

C. Write the opposite of the sentences in Ex. B.

- C.** 1. She is not sad. 4. He is not angry. 6. It is not afraid.
2. They are not cold. 5. We are not sleepy. 7. I am not thirsty.
3. You are not welcome.

D. Write the sentences using capital letters and full stops.

First revise the difference between small letters and capital letters. Ask the children to recite their alphabet in sequence and sing the alphabet song again.

- D.** 1. My name is Toot.
2. Here is my spaceship.
3. It has twenty windows.
4. There are seventeen doors.
5. We can fly to the stars.

UNIT 7 LESSON 6

Aims

1. To describe examples of modern technology (A)
2. To reorder words to make sentences, using capital letters and full stops as clues

Suggestions and answers

A. Look at the pictures and talk about them.

These are suggested descriptions only. Able children should use their own words to describe the objects in more detail.

- A.** 2. You can keep food cold in a fridge. There are shelves in the fridge and in the door. There is a light in the fridge.
3. You can talk to people on a mobile phone. You can send text messages too. There are buttons to press. A mobile phone has a screen.
4. You can keep a room cool with an air conditioner. There is an on/off switch. We use it in the summer.

B. Arrange the words in the right order to make sentences.

- B.** 1. A computer has a screen.
2. You can talk on a mobile phone.
3. A fridge keeps food cold.

UNIT 7 LESSON 7

Aims

1. To revise the use of apostrophes to show possession (A)
2. To distinguish rhyming words even if they have a different spelling pattern (B)
3. To describe new objects clearly and with precision (C and D)

Suggestions and answers

A. Whose are they? Write the names of the objects in the pictures.

- A. 2. Sara's mobile phone 3. Mummy's computer 4. Daddy's car

B. Draw lines between the rhyming words.

First ask the children to pick out the rhyming words in the songs on page 24 (daddy-laddy, fishy-dishy) and 31 (diddle-fiddle, moon-spoon) of the Student's Book.

- B. day-say toe-go feet-eat spoon-moon why-my

C. Use the words in the table boxes to help you to write about the pictures.

- C. 1. A microwave oven has a door. It has a dish and a light. You can heat food in it. You can turn it on with the on/off switch.
2. A CD player has an aerial and speakers. It sometimes has a radio. You can play music on it. You can turn it on with the on/off switch.

Extension: Able children add their own details.

D. Tell your friend about another object and ask him/her to guess what it is.

- D. Open answers are acceptable.

ee **sheep**

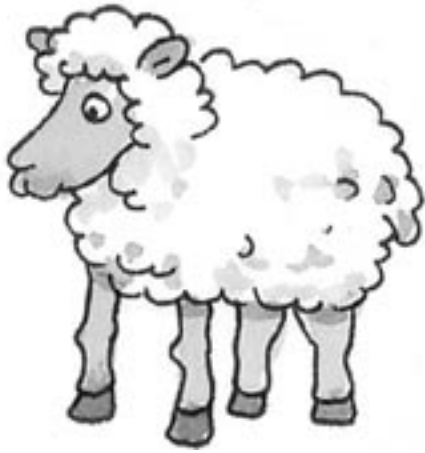
tree

three

ar **car**

cart

star



Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

Aims

1. To revise the previous three units
2. To test how well the children have understood them
3. To help the children who have not attained the expected learning outcomes
4. To give feedback to parents

Preparation and materials

You will need to:

- photocopy the check-up test on pages 101-102 of this book to give to your pupils after you complete the unit.
- photocopy the Record of Assessments on the inside back cover of this book to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required.

Revision

Revise the previous three units as you did in Unit 4 (page 30 of this book).

Suggestion and answers

A. Listen and write the correct day.

Read the text on page 91 of the Student's Book. Ensure that you leave time for the children to count the foods.

A. 1. Wednesday 2. Tuesday 3. Friday 4. Monday 5. Thursday

B. Look at the pictures above. Ask and answer questions about Ping with the help of the word box below.

B. What does Ping eat on Tuesday? She eats cakes.
 What does Ping eat on Wednesday? She eats samosas.
 What does Ping eat on Thursday? She eats bananas.
 What does Ping eat on Friday? She eats fish.

C. Count how many of each food she eats.

Do not forget to count what Ping has in her hands!

C. She eats 12 samosas, 15 cakes, 5 fish, 20 meatballs and 13 bananas.

D. Use the letters 'ee', 'ar', 'sh' and 'oo' to make words.

D. 1. star 2. shark 3. tree 4. spoon
 5. cart 6. sheep (or sharp) 7. cook 8. shell

E. Look at the picture and write sentences to say where the balls are.

E. There is a ball on the computer. There is a ball under the table. There is a ball behind the lamp.
 There is a ball in the jug. There is a ball in the bucket. There is a ball behind the door. There is a ball on the chair. There is a ball under the bed.

Extension: You can see the bedroom and the bathroom.

F. Choose the correct word from the box to complete the sentences about the picture below.

F. 1. her 2. my ... his 3. their 4. your

G. Look at the picture and write about Blop.

G. Blop has 12 eyes, 2 ears, 6 legs and 18 toes. Blop has a father, mother, sister and brother. He can fly.

Extension: Encourage the children to describe Blop in their own words.

REVISION TEST

Preparation and materials

1. Each child will need a photocopied sheet of the test (double sided) on pages 101-102 of this book.
2. You will need a copy of the Record of Assessments from the inside back cover of this book.

How to give the test

1. Explain that the children must not look at each other's work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

REVISION TEST ANSWER KEY

A. Circle a, b or c.

Read aloud the following listening exercise twice. Read slowly, giving the children time to tick the correct boxes.

Mango Jango goes to a funny school. He does not learn to read. He learns to ride elephants. He goes to school on Sunday but he does not go to school on Monday or Tuesday! His teacher is Mrs Bing. She is funny too. She jumps on the table and has seventeen eyes.

A. 1. c 2. a 3. b 4. c 5. b

Total marks for listening: 5 (1 for each correctly circled word)

B. Look at the pictures. Write the words.

B. 1. spoon 2. shell 3. star 4. sheep 5. book

Total marks for word work: 5 (1 for each correctly spelt word)

C. Circle the correct word.

C. 1. live 2. have 3. They 4. her 5. their (5 marks)

D. Complete the questions and answers.

- D.** 1. Are these turtles? Yes, they are.
2. Is this a computer? No, it is not.
3. Is this a car? Yes, it is.

(3 marks, 1 for each correctly completed question and answer).

E. Write these sentences with capital letters and full stops.

E. Mango Jango has wings. He can fly, but Ali can't.

(1 mark for 3 correct capital letters. 1 mark for 2 correctly placed full stops.)

Total marks for sentence work: 10

Note: For detailed teaching procedures, see suggestions for Unit 1.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 9 LESSON 1

Aims

1. To develop speaking and listening skills (A)
2. To introduce the topic of shopping (A)
3. To sing a song with correct rhythm and stress (B)
4. To revise commands and to teach the difference between *right* and *left* (B and C)

Preparation and materials

You may wish to use puppets for the dialogues. If possible, bring a CD player or tape recorder with the CD/cassette of songs.

Suggestions and answers

A. Play shops with your friends. Take turns to be the customer and the shopkeeper.

First model a conversation in front of the class with a bright child, or with the help of puppets. Then get them to practise in pairs asking for things in the picture.

Extension: Set out a "shop" for the children, laying out some common objects on a table. Label each object and price it. Ask the children to come up one by one, they ask for things politely, using the language in A. To add to the fun, you can pretend to be a dishonest shopkeeper. The child who comes up to buy the materials has to check carefully that you are asking for the labelled price. The rest of the children in the class can keep a careful watch on you too and point out whenever you over-charge or give incorrect change!

B. Sing this song: *Here we go Looby Loo*

For details, see Unit 1, Lesson 1 C. Complete words and actions for the song are on page 92 of this book.

C. Game: 'Simon Says'

Play *Simon says* (see page 94), practising the use of the phrases in the song, in particular, the use of *right* and *left*.

UNIT 9 LESSON 2

Aims

1. To learn the phonic patterns *y* as in *fly* and *ck* as in *sock*
2. To recognize sight words connected to the topic

Preparation and materials

You will need matching picture and word flashcards for the following words: *fly, sky, cry, sock, duck, bucket*

Suggestions and answers

A. Read the words with the 'y' and 'ck' sounds. Match the pictures to the words.

For detailed suggestions, see Unit 1, Lesson 2 A.

B. Use the words in Ex. A to make sentences.

Ask the children to make up sentences with the words. Write them on the board with a blank for the keyword. The children copy and complete the sentences in their notebooks.

C. Game.

The purpose of this game is both to practise distinguishing between the two sounds and the difference between right and left. If the children find it difficult, simply ask them to raise their right hands when they hear a word with a particular sound.

D. Use 'y' or 'ck' to make the words.

1. The fly is black.
2. A duck says quack.
3. Why are you crying?
4. Because the chicken (or chick) is in the bucket.

UNIT 9 LESSON 3

Aims

1. To recognize the genre of a story with a familiar setting (A)
2. To read and discuss the story (A)
3. To check comprehension (B)

Suggestions and answers

A. Listen as you read the story.

You may wish to act the story out in class. Discuss what kinds of pencil boxes/clothes/toys the children like/do not like.

Extension: Orally, practise the following structure:

I You They	like do not like	it.
He She	likes does not like	

B. Match the beginning of each sentence to its right ending. Then copy the complete sentences in your notebook.

2. His mother wanted a bucket and some socks.
3. They did not get a pencil box in the first shop.
4. They got a pencil box in the second shop.
5. It looked like a space ship.
6. Everyone liked Tom's pencil box.

UNIT 9 LESSON 4

Aims

To practise the language structures:

1. *There are some ... There aren't any ...* (A)
2. Simple past tense (B)
3. *Do not ...* (C)

Suggestions and answers

A. Make sentences about the picture using the words below.

- A. 1. There are some bananas.
2. There aren't any eggs.
3. There are some mangoes.
4. There aren't any cakes.
5. There are some apples.
6. There are some oranges.
7. There aren't any beans.
8. There aren't any sweets.

B. Make sentences about Tom's mother in the past tense.

- B. 2. She got a bucket.
3. She got some socks.
4. She went home.
5. She said hello to Sara.
6. She had a cup of tea.
7. She made lunch.

C. These children are in the shop. They are naughty! What do their mothers say? Match the sentences to the pictures.

- C. 2. d 3. b 4. e 5. c

UNIT 9 LESSON 5

Aims

1. To use commas in lists (A)
2. To use uncountable and countable nouns with *is/are some* and *isn't/aren't any*
3. To use the present continuous in the affirmative and negative (C and D)
4. To write about their own pictures of naughty children in the present continuous

Suggestions and answers

A. Put commas in the lists. Do not put a comma before 'and'. Copy the sentences in your notebook.

- A. 1. In the shop, there are pots, pans, dishes, spoons, knives, jugs and glasses.
2. In the shop, there is some milk, some jam, some ice cream and some rice.

B. What is there in the pictures in Ex. A. Make sentences.

- B. There are some pots. There aren't any shirts. There is some milk. There isn't any cola.

Extension: Other affirmative sentences can be made in the same way, e.g. *There are some pans/dishes/spoons/knives/jugs/glasses. There is some jam/ice cream/rice.* Other negative sentences can be made in the same way, e.g. *There aren't any flowers/tins/mats. There isn't any meat/tea/coffee.*

C. What are the children doing in the pictures in Lesson 4, Ex. C?

- C. b. He is picking the flowers.
- c. She is playing with the toys.
- d. He is running.
- e. He is eating the sweets.

D. What are they NOT doing?

D. Sample answers

- b. He is not picking the boxes.
- c. She is not playing with the dolls.
- d. He is not sleeping.
- e. He is not eating the sweets.

E. Draw some pictures of naughty children. Write what they are doing.

The children describe their own pictures in the present continuous tense. Encourage them to draw several naughty children so that they can write several sentences. Get them to use the sentences they wrote in C as examples.

y *fly*

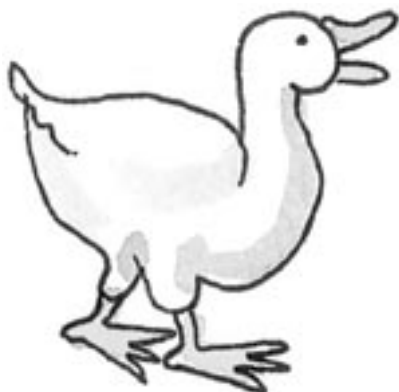
sky

cry

ck **sock**

duck

bucket



Note: For detailed teaching procedures, see suggestions for Unit 1.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 10 LESSON 1

Aims

1. To develop speaking and listening skills (A – D)
2. To introduce the topic of daily routines and time (A – D)
3. To sing a song with correct rhythm and stress (D)

Preparation and materials

You may wish to use puppets for the dialogues. If possible, bring a CD player or tape recorder with the CD/cassette of songs.

For A, it would be useful to have a large dial clock with hands you can move.

Suggestions and answers

A. Ask and answer questions about Ali's day with the help of the given words.

Teach the children how to tell the time with the minute hand at 12 and the hour hand changing, focusing on o'clock. Talk about what we do at different times of the day, in the mother tongue if necessary. Model a conversation in front of the class with a bright child, or with the help of puppets. Then get them to practise asking and telling the times in the picture.

- A. 2. What time is it? It's 8 o'clock. Time to eat breakfast.
3. What time is it? It's 1 o'clock. Time to eat lunch.
4. What time is it? It's 4 o'clock. Time to have tea.
5. What time is it? It's 6 o'clock. Time to eat dinner.
6. What time is it? It's 7 o'clock. Time to go to bed.

Extension: Play the game *What's the time?* as given on page 97 of this book.

B. Now ask and answer questions about Ali in this way.

Check that the children use no s after the verb in the question and an s after the verb in the answer. Correct them, but do not attempt to explain at this level.

- B. 2. When does Ali eat breakfast? He eats breakfast at 8 o'clock.
3. When does Ali eat lunch? He eats lunch at 1 o'clock.
4. When does Ali have tea? He has tea at 4 o'clock.
5. When does Ali eat dinner? He eats dinner at 6 o'clock.
6. When does Ali go to bed? He goes to bed at 7 o'clock.

C. Ask and answer questions about you.

The children will have slightly different answers. Check that they do not use an s after the verb.

D. Sing this song: *Today is Monday*

For details, see Unit 1, Lesson 1 C. The words and actions of the song are on page 92 of this book.

UNIT 10 LESSON 2

Aims

1. To learn the phonic patterns *or* as in *morning* and *wh* as in *whistle* (A, B and C)
2. To recognize sight words connected to the topic (D)

Preparation and materials

You will need matching picture and word flashcards for the following words: *horse, shorts, morning, whistle, wheel, white.*

Suggestions and answers

A. Read the words with the 'or' and 'wh' sounds. Match the pictures to the words.

For detailed suggestions, see Unit 1, Lesson 2 A.

B. Look at Ex. A and listen to your teacher. Write the numbers 1 – 10 beside the words she says.

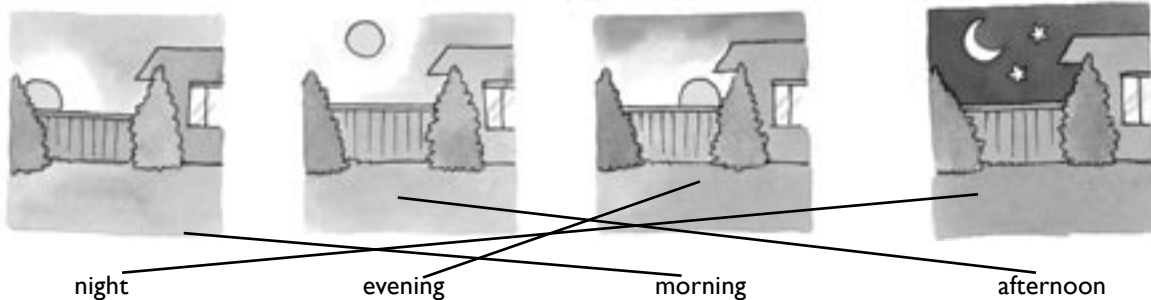
Refer page 91 of Student's Book for instructions.

Extension: Dictate the words.

C. Fill in the blanks with words from Ex. A.

- C. 1. When do we get up? We get up in the morning. 3. Where is Sara? She is on a horse.
2. What are these? They are shorts. 4. The goat has short horns.

D. Match the words to the pictures.



UNIT 10 LESSON 3

Aims

1. To recognize descriptions of habits (A)
2. To read and discuss the text (A)
3. To practise the use of the simple present with *always, sometimes, usually* and *never* (A)
4. To check comprehension and practise answering questions in the simple present (B)

Suggestions and answers

A. Listen as you read both stories. Then answer the question.

After you have read the two passages, ask the children to tell you what they *always, sometimes, usually* or *never* do.

B. Make questions and answers about Sara and Mango Jango.

It is important for the children to learn to say, *I do not know* in answer to some questions. Practise it while you are asking children about each other's daily routines.

- B. 1. Does Sara get up at 11 o'clock? No, she does not.
2. Does Sara go to bed at 8 o'clock? No, she does not.
3. Does Sara eat insects? No, she does not.
4. Does Sara like singing? Yes, she does.
5. Does Sara go to school on Monday? Yes, she does.
6. Does Sara go to school on Sunday? No, she does not.
7. Does Mango Jango get up at 11 o'clock? Yes, he does.
8. Does Mango Jango go to bed at 8 o'clock? No, he does not.
9. Does Mango Jango eat insects? Yes, he does.
10. Does Mango Jango like singing? I do not know.
11. Does Mango Jango go to school on Monday? No, he does not.
12. Does Mango Jango go to school on Sunday? Yes, he does.

UNIT 10 LESSON 4

Aims

To practise the language structures:

1. *at* for time, *on* for days, *in* before times of day (A)
2. affirmative and negative forms of the simple present (B)
3. question words: *what*, *when*, *where*, *how* and *who* (C and D)

Suggestions and answers

A. Answer the questions about Mango Jango. Use 'at' for time. Use 'on' for days.

- A.**
1. He gets up at 11 o'clock.
 2. He sits in a tree on Monday.
 3. He eats insects on Tuesday and Wednesday.
 4. He swims in the sea on Thursday and Friday.
 5. He goes to school on Saturday and Sunday.
 6. He goes home in the evening.
 7. He eats dinner at 12 o'clock.

B. Make sentences about Sara and Mango Jango using the words in the box. Say what they like and do not like.

Do not say what they like if the text does not tell you. Discuss what Sara does and does not like about school.

- B.** Sara likes bread and jam. She likes singing. Mango Jango likes milk. He doesn't like bees. He likes flies. He likes sharks.

C. Complete Mango Jango's questions and copy Sara's answers.

- C.** 1. What 2. How 3. Where 4. When 5. Who

D. Answer the questions in Ex. C for you, then for your friend.

Check that the children put an *s* on the verb when they answer for their friend. Open answers are acceptable.

UNIT 10 LESSON 5

Aims

1. To use capital letters before days of the week (A)
2. To describe what someone eats each day in the simple present (B)
3. To write about daily routines using the simple present and *never*, *sometimes*, *usually* and *always* (C and D)
4. To use the present, past and future forms of *to be* (*is*, *was* and *will*)

Suggestions and answers

A. Put capital letters at the beginning of days of the week.

- A.** Tuesday, Saturday, Friday, Sunday

B. What does Poppy eat everyday? Make sentences.

- B.**
2. Poppy eats crab on Tuesday.
 3. She eats octopus on Wednesday.
 4. She eats fish on Thursday.

Extension: They use their imaginations to write what she eats on Friday, Saturday and Sunday.

C. Look at Ahmed's table. Then write sentences about his day.

- C.**
2. He never drinks juice for breakfast.
 3. He usually goes to school on Monday.
 4. He always eats meat for lunch.
 5. He sometimes watches TV at night.
 6. He never goes to bed at 10 o'clock.

D. Now write the sentences in Ex. C about your friend.

The children tick the table for their friends and write true sentences as in C.

C. Open answers are acceptable.

Extension: They use the same pattern to write about themselves. Check that they do not write s after the verb.

E. Complete these sentences.

The children write these three sentences in their books every day for at least a fortnight to practise the use of all the days of the week.

E. Open answers are acceptable.

or horse

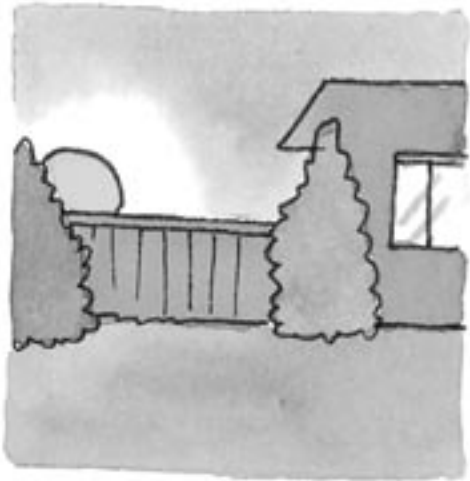
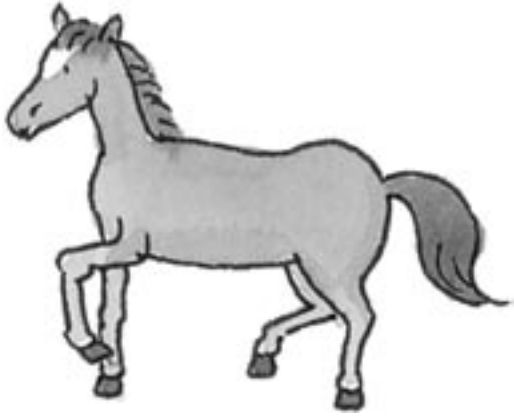
shorts

morning

wh whistle

wheel

white



UNIT 11 LESSON 3

Aims

1. To recognize the genre of a poem/song that tells a story
2. To read and discuss the poem
3. To check comprehension

Preparation and materials

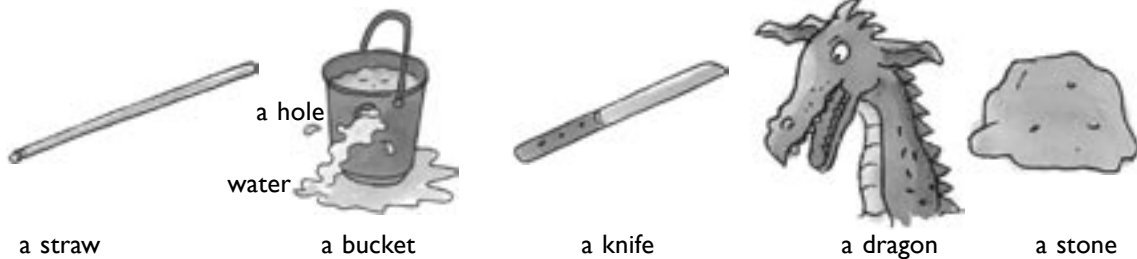
You will need to bring a CD player or tape recorder if possible with the CD/cassette of songs.

Suggestions and answers

A. Listen as you read along. Then answer the question.

The first time, read this in a gruff, rather stupid voice for the dragon and a bossy, condescending voice for Nancy. Explain the unfamiliar words as you go, in the mother tongue if necessary. Tell the children that this is an old English folk song and was made up when people had to carry water from a pump or a tap in buckets. If people had holes in their buckets, they stuffed straw (dry grass) into the hole to stop the water coming out. They cut the straw with a knife. If a knife was blunt, they sharpened it by rubbing it against a dry stone.

B. Label the pictures using the words from the box.



C. Match the beginning of each sentence to its right ending.

1. The bucket has a hole in it.
2. The straw is too long.
3. The knife is too blunt.
4. The stone is too dry.
5. The water comes from the tap.

D. Sing the song in Ex. A. Children on the left sing the dragon's part. Children on the right sing Nancy's part.

Divide the children into two halves. Half the children sing the part of the dragon, looking rather stupid. The other half of the class sing the part of Nancy, laughing or sneering at the dragon's stupidity. Only at the final verse, the dragon should look triumphant and Nancy rather foolish! If possible, get them to sing along with the CD/cassette.

UNIT 11 LESSON 4

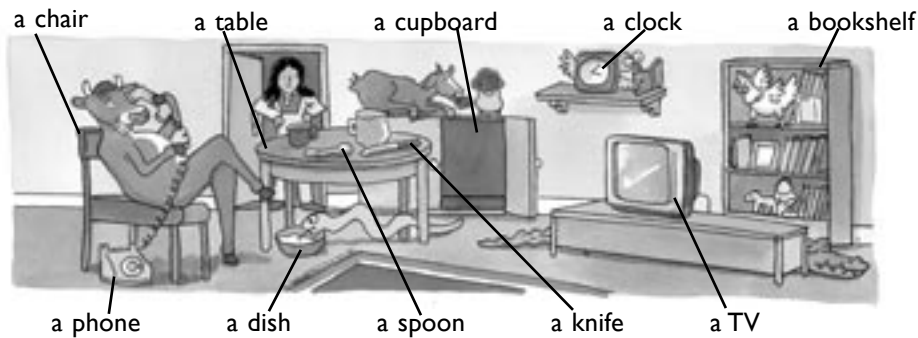
Aims

To practise the language structures:

1. I can see ... (A and B)
2. *in, on, under, behind*
3. *Who* + present continuous

Suggestions and answers

A. Match the labels to the objects in the picture.



B. Write what you can see in the living room.

The children make sentences using the ten words in A. Encourage them to identify other pictures and use them in other sentences.

Example: *I can see a chair in the living room. I can see a snake in the living room. I can see a cow in the living room. I can see a girl in the living room. I can see a jug in the living room. I can see a cup in the living room. I can see a goat in the living room. I can see a crocodile in the living room.*

Extension: Able children can describe exactly where they are in the living room, for example, *I can see a cow on a chair. I can see a cup on the table.*

C. Write what you think is wrong with the living room.

- | | |
|---|--|
| C. 2. There is a snake under the table. | 5. There is a cow on the chair. |
| 3. There is a goat on the cupboard. | 6. There is a crocodile behind the TV. |
| 4. There is a hen in the bookshelf. | |

D. Answer the questions.

- | | |
|----------------------------------|-------------------------------------|
| D. 1. The crocodile is sleeping. | 4. The snake is drinking milk. |
| 2. The bird is reading. | 5. The cow is talking on the phone. |
| 3. The goat is eating flowers. | |

UNIT 11 LESSON 5

Aims

1. To learn some irregular plurals (A and B)
2. To use opposites (C)
3. To express solutions to a problem in writing (D)

Suggestions and answers

A. Choose the right label from the box for the pictures below.

- A. 1. a woman 2. chairs 3. men 4. a child

B. Now ask and answer questions about the pictures above.

Teach the plural forms of these words and explain that though we add *s* to most words (e.g. *chairs*) when there are more than one, we change some words, such as *women*, *men* and *children*.

- B. 1. How many women are there? There is one woman.
2. How many chairs are there? There are two chairs.
3. How many men are there? There are two men.
4. How many children are there? There is one child.

C. Look at the pictures. Choose a word that describes each picture best.

Explain that we use *too* to show that something is not good. It does not mean very.

- C. 1. hot 2. small 3. wet 4. short

Extension: Play *My aunty's cat*, see Games section page 97.

D. What can the woman in Lesson 4, Ex. A, do to get rid of the animals.

Encourage the children to have their own ideas and help them to write them, beginning, *She can ...*

UNIT 11 LESSON 6

Aims

1. To learn how to use a simple dictionary (A – C)
2. To recognize initial letters of words as the key to dictionary work (B)
3. To sort words by alphabetical order (C)
4. To sort words by subject (D)

Suggestions and answers

A. With the help of the picture dictionary at the back of the book, complete these words about the dragon's body.

Refer page 3 of the picture dictionary at the back of the Student's Book for answers.

B. Write things in your house that begin with these letters:

Show the children how to refer to the picture dictionary and find words according to their subject and alphabetical order. Accept any suitable words, e.g. 1. *bucket, book, bin, box* 2. *mat, mirror, mobile phone, microwave oven, mug* 3. *sheet, soap, shower, showcase, sink, spoon, stove* 4. *tap, towel, table, TV*

C. Put the words in the box in alphabetical order.

C. apple, bear, cake, dog, egg, frog

D. Sort the words in Ex. C into two columns.

D.	Food	Animal
	apple, egg, cake	bear, dog, frog

Extension: Encourage the children to use the picture dictionary to add other food and animal words to each column. Praise the children who find the most words.

UNIT 11 LESSON 7

Aims

1. To use comparatives (A)
2. To use the picture dictionary to revise clothes (B and C)

Suggestions and answers

A. Find the differences between Jim and Bob using the words in the box.

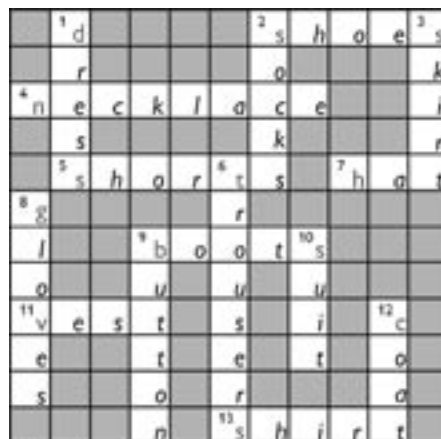
A number of sentences are possible, e.g.

1. *Jim has a smaller hat than Bob. Jim has smaller wings than Bob. Jim has smaller glasses than Bob. Jim has smaller feet than Bob. Jim has longer legs than Bob.*
2. *Bob has a bigger hat than Jim. Bob has a bigger shirt than Jim. Bob has shorter legs than Jim. Bob has a shorter tail than Jim. Bob has a longer neck than Jim.*

B. What is Jim wearing?

B. Jim is wearing trousers, a hat and a shirt.

C. Complete the crossword.



ir

bird

skirt

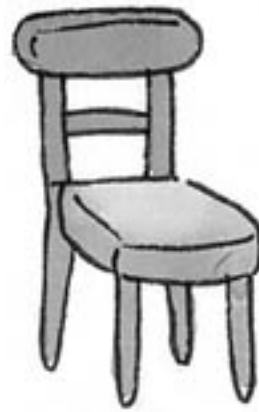
girl

ch

chair

child

children



Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

Aims

1. To revise the previous three units
2. To test how well the children have understood them
3. To help the children who have not attained the expected learning outcomes
4. To give feedback to parents

Preparation and materials

You will need to:

- photocopy the check-up test on pages 103-104 of this book to give to your pupils after you complete the unit.
- photocopy the Record of Assessments on the inside back cover of this book to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required.

Revision

Revise the previous three units as you did in Unit 4 (page 30 of this book).

Suggestions and answers

A. Listen to your teacher. Write the times in the spaces.

Give the children time to write the answers as you read out the text on page 91 of the Student's Book.

B. Complete the words with the letters in the box.

B. 1. a shirt 2. a whistle 3. a fly 4. a horse 5. socks

C. Write the words in Ex. B into two columns.

C.	Living	Non-living
	a fly, a horse	a shirt, a whistle, socks

D. Make sentences with the words in Ex. B.

D. Open answers are acceptable.

E. Use the words in the box to complete the sentences about the picture.

E. 1. elephants 2. Fiza 3. water 4. bath 5. hot

F. Find the answers to these questions from Ex. E.

F. b. 4 c. 5 d. 2 e. 1

G. Put commas in this list.

G. The elephants like bananas, leaves, mangoes, oranges, peanuts, beans and sweets.

H. Complete these sentences about yourself using the words in the box.

H. Answers depend upon the children.

REVISION TEST

Preparation and materials

1. Each child will need a photocopied sheet of the test (double sided) on pages 103-104 of this book.
2. You will need a copy of the Record of Assessments from the inside back cover of this book.

How to give the test

1. Explain that the children must not look at each other's work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

REVISION TEST ANSWER KEY

A. Circle a, b or c.

Read aloud the following listening exercise twice. Read slowly, giving the children time to tick the correct boxes.

Mango Jango's funny because he eats in the bedroom. He does not like sweet food. He does not like cake or ice cream. He likes eating flies and sharks. He likes reading books too. He always reads books in the morning. He never reads books in the afternoon. In the evening, he sometimes puts on his big blue hat and he sings songs. His friend Polly usually runs away when he sings!

A. 1. c 2. a 3. a 4. b 5. b

Total marks for listening: 5 (1 for each correctly circled word)

B. Look at the pictures. Write the words.

B. 1. horse 2. fly 3. wheel 4. chair 5. skirt

Total marks for word work: 5 (1 for each correctly spelt word)

C. Circle the correct word.

C. 1. bucket 2. is 3. some 4. wet 5. mend (5 marks)

D. Complete the questions and answers.

- D.** 1. Does Sara go to school? Yes, she does.
2. When does Sara get up? She gets up at 6 o'clock.
3. Who is Sara's brother? Her (or Sara's) brother is Ali.

(3 marks: 1 for each correctly completed question and answer).

E. Write this sentence with commas and capital letters.

E. She goes to school on Monday, Tuesday, Wednesday and Thursday.

(2 marks, 1 for four capital letters before the days of the week, 1 for commas after Monday and Tuesday)

Total marks for sentence work: 10

Note: For detailed teaching procedures, see suggestions for Unit 1.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 13 LESSON 1

Aims

1. To develop speaking and listening skills and use of the present continuous (A)
2. To introduce the topic of sound and musical instruments (B and D)
3. To recognize rhyming words (C)
4. To sing a song with correct rhythm and stress (D)

Preparation and materials

You may wish to use puppets for the dialogues. You might also bring in the following instruments for the children to "play": a box for the drum, a rolled up piece of newspaper for the trumpet, a pair of saucepan lids for the cymbals and use a table top for the piano. If possible, bring a CD player or tape recorder with the CD/cassette of songs.

Suggestions and answers

A. One team mimes what the teacher whispers. The other team guesses what they are doing.

First model a conversation at the front of the class with a bright child, or with the help of puppets. Then get them to practise in pairs. *What are they doing? They're touching their heads.*

B. Look at these pictures. With the help of the words in the box. Say what sounds they make.

1. A cycle goes tring.
2. A cow goes moo.
3. A car goes brrm.
4. A cat goes meow.

C. Which of these words rhyme with each sound in Ex. B.

Point out that rhyming words do not always have the same spelling patterns (as in 4 and 5).

2. Sing rhymes with tring.
3. Vrrm rhymes with brrm.
4. Shoe rhymes with moo.
5. Now rhymes with meow.

D. Sing this song: *Oh we can play*

For details, see Unit 1, Lesson 1 C. Complete words and actions for the song are on page 93 of this book.

UNIT 13 LESSON 2

Aims

1. To learn the phonic patterns *ou* as in *house* and *ow* as in *cow* (A – C)
2. To recognize sight words connected to the topic (D)

Preparation and materials

You will need matching picture and word flashcards for the following words: *house, cloud, ouch, cow, town*

Suggestions and answers

A. Read the words with the 'ou' and 'ow' sounds. Match the pictures to the words.

For detailed suggestions, see Unit 1, Lesson 2 A.

B. Use the words in Ex. A in sentences of your own.

Write some sentences on the board and leave out the key word for the children to substitute. Able children can write their own sentences.

C. Complete these sentences with 'ou' or 'ow'. They make the same sound.

- C. 1. brown ... cow
2. now ... shouted
3. out ... house
4. loud
5. cow ... out

D. Match the words to the picture.

- D. 1. b
2. a
3. e
4. f
5. c
6. g
7. d

UNIT 13 LESSON 3

Aims

1. To recognize a story with repetitive patterns (A)
2. To read and discuss the story (A)
3. To check comprehension using short past tense answers (B)

Suggestions and answers

A. Listen as you read the story. Then answer the question.

Discuss the noises you can hear around you. Ask the children, *What noises do you like? What noises you do not like?* Chat about times the children have heard instruments, traffic noises and animal noises.

B. Write short answers for these questions.

- B. 1. Yes, she did.
2. No, she didn't. (She played the cymbals.)
3. No, he didn't.
4. No, he didn't.
5. Yes, he did.
6. No, they didn't.
7. Yes, they did.
8. Yes, he did.
9. No, he didn't.

Extension: Make a frieze of the story for the wall of the classroom. See page 97 of this book.

UNIT 13 LESSON 4

Aims

To practise the language structures:

1. Simple past (A)
2. *under, over, in the middle of, beside, off, onto, into, out of* (B)
3. Exclamations: *What a (loud noise)!*

Suggestions and answers

A. Complete the sentences using the words in the box.

- A. 2. played
3. ran
4. got
5. walked
6. went

B. Read the sentences about the cat in the picture. Circle the right word.

- B. 2. into
3. in the middle of
4. onto
5. off
6. under
7. out of
8. beside

C. What are they saying? Match the sentences to the pictures.

- C. 1. b
2. c
3. d
4. e
5. a

UNIT 13 LESSON 5

Aims

1. To use comparatives, *louder/quieter than ...* (A and D)
2. To use the superlative, *best* (B and C)
3. To write about yesterday, using the simple past (E)

Preparation and materials

If possible, bring a CD player or tape recorder with the CD/cassette of the songs.

Suggestions and answers

A. Write sentences about the story in Lesson 3, Ex. A.

A. Sample answers

2. The cymbals were louder than the piano and trumpet.
3. The trumpet was louder than the piano.
4. The piano was louder than the middle of the field.
5. The town was louder than the music shop.
6. The farm was louder than the music shop and the town.

B. What is your favourite?

If possible, play the CD/cassette before the children do this exercise, so that they can decide which sound they like best. The children write according to their own taste.

C. Now write about your friend.

The children ask their friend's opinion and write according to the sentence pattern.

D. Write sentences like those in Ex. A, using 'quieter than'.

Do these in the same order as the sentence starters in A and accept any reasonable answers.

D. Sample answers

1. The drums were quieter than the town.
2. The cymbals were quieter than the drums.
3. The trumpet was quieter than the cymbals.
4. The piano was quieter than the trumpet.
5. The town was quieter than the farm.
6. The farm was the noisiest!

E. What did you do yesterday? Make sentences using these ideas.

E. Open answers are acceptable.

Extension: Encourage able children to go into some detail when describing what they did yesterday.

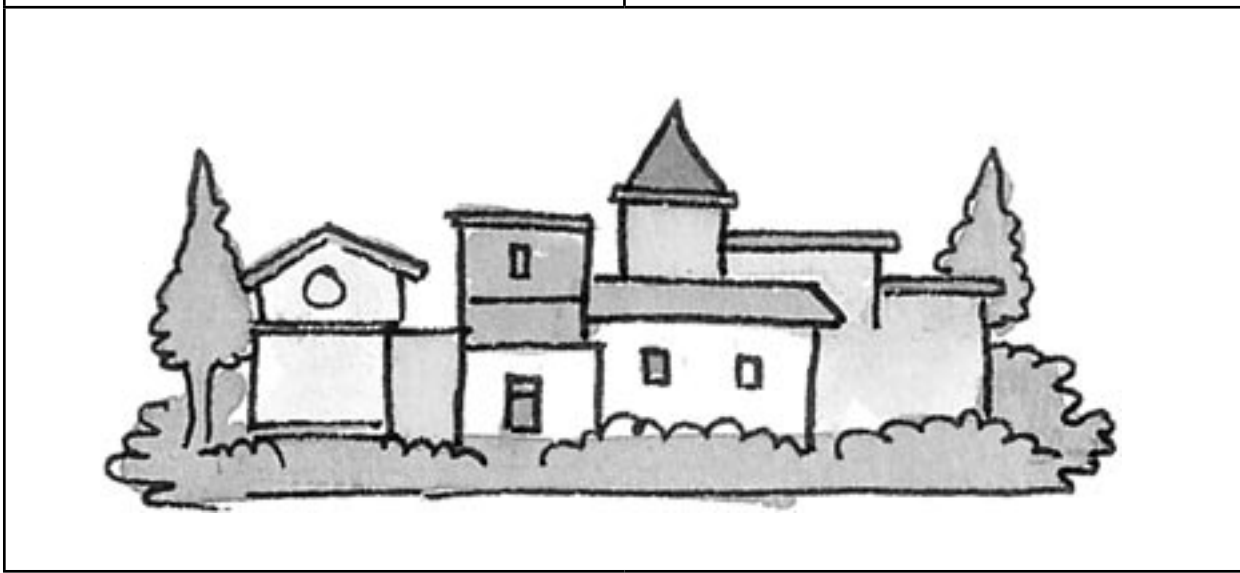
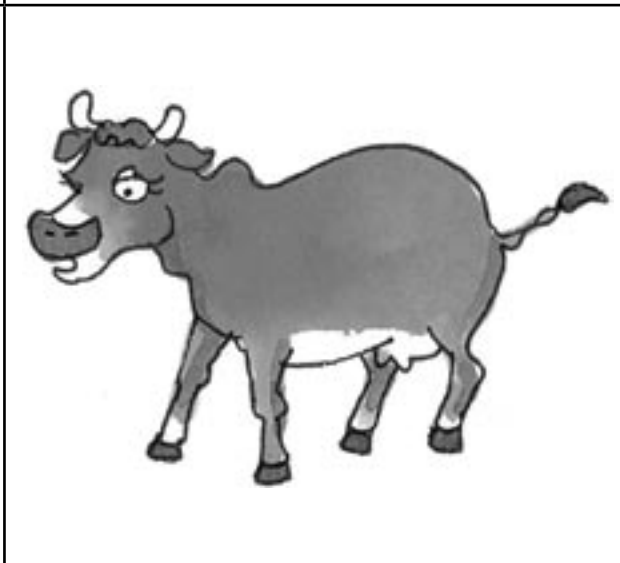
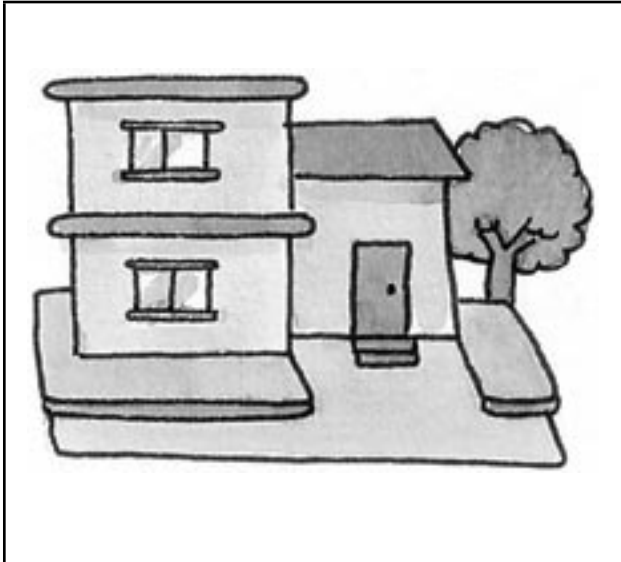
ou house

cloud

ouch

ow cow

town



Note: For detailed teaching procedures, see suggestions for Unit I.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 14 LESSON I

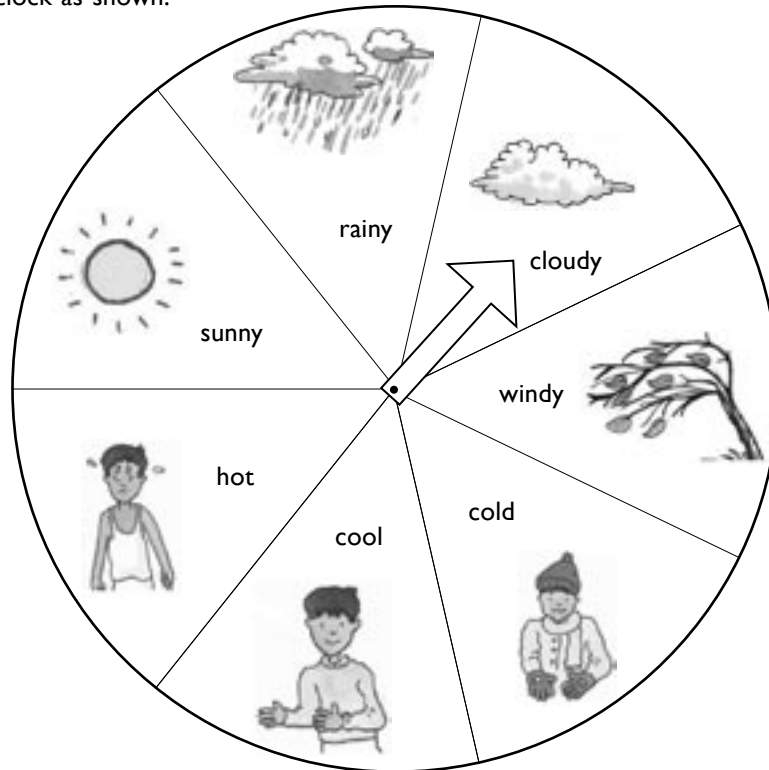
Aims

1. To develop speaking and listening skills (A and B)
2. To introduce the topic of the weather (A and C)
3. To introduce simple use of the past *was* and future *will be* (C)
4. To sing a song with correct rhythm and stress (D)

Preparation and materials

You will need to (optional):

- make a weather chart with card. Draw different weather symbols on it, copying the pictures and words on page 74 C. Pin it on the display board and with a drawing pin, pin over it a pointer like the dial of a clock as shown:



- bring a CD player or tape recorder with the CD/cassette of the songs.

Suggestions and answers

A. Listen to your teacher. Raise your hand if her sentence is true. Cross your arms if her sentence is false.

Discuss the difference between true and false. Then play the game with the help of the instructions on page 91 of the Student's Book.

B. Hide something behind your back. Let your friend guess what it is.

First play *What's behind my back?* on page 98 of this book. Then get the children to work in pairs. Each time, one of the partners hides something behind his/her back while the other guesses what it is.

Extension: Help the children to eliminate wrong answers by asking *Yes/No questions*.

C. Talk about yesterday's and today's weather. What do you think it will be like tomorrow.

C. Open answers are acceptable.

A weather chart like that suggested above can be used. Each day, a child turns the dial to a suitable word.

D. Sing this song: *It's raining, it's pouring*

For details, see Unit 1, Lesson 1 C. Complete words and actions for the song are on page 93 of this book.

UNIT 14 LESSON 2

Aims

1. To learn the phonic patterns *a_e* as in *cake* and *ai* as in *train* (A – C)
2. To recognize sight words connected to the topic (D)

Preparation and materials

You will need matching picture and word flashcards for the following words: *cake, snake, gate, train, rainy, tail*.

Suggestions and answers

A. Read the words with the 'magic e' and 'ai' sounds. Match the pictures to the words.

For detailed suggestions, see Unit 1, Lesson 2 A and Unit 2, Lesson 2 A.

B. Read the 'magic e' words in Ex. A. with and without the 'e'. Notice how the sound of 'a' changes after 'e' is added at the end.

Ask the children to hold a ruler or a book over the *e* at the end of the 'magic e' words. Get them to read the words aloud e.g. *cak, mak*. Point out that they do not make sense, but if you add an *e*, magically, they change their sound and make sense. This is why we call the silent *e* magic!

C. Complete these sentences using the sounds from Ex. A.

C. 1. waiting ... train 2. late ... rainy 3. again 4. gave 5. plate ...cake

D. Colour the pictures. How do they feel?

D. 2. He looks happy. 3. She looks angry. 4. He looks tired. 5. She looks surprised.

UNIT 14 LESSON 3

Aims

1. To recognize the genre of a diary — written in the first person (*I*) in the past tense (A)
2. To read and discuss a sample diary (A)
3. To check comprehension (B)

Suggestions and answers

A. Listen as you read Fiza's mother's diary. Then answer the question.

Remind the children of the difference between true and false discussed in Lesson 1. Tell the children some lies and some truths. Ask them to put up their hands when you are telling the truth and to cross their arms if you are telling a lie. Stop at the end of page 76 and ask, *Do you think Fiza is telling the truth?* Accept different answers. At the end of page 77, ask, *Was Fiza telling the truth?*

B. Tick the sentences that are true and cross the ones that are false. Then change the false ones to make them true.

- B.** 3. The monster's name was Sara. ~~X~~ The monster's name was Mango Jango.
4. He came at 4 o'clock. ~~X~~ He came after 4 o'clock.
5. He gave Mummy some sweets. ~~X~~ He gave Mummy some flowers.
6. He ate a towel and some cake. ✓
7. He drank some tea and cola. ~~X~~ He drank some tea and juice.

UNIT 14 LESSON 4

Aims

To practise the language structures:

1. *me, you, him, her, them, us* (A and B)
2. future tense (*going to*) (C)
3. past tense (*put*) (D)

Suggestions and answers

A. Complete the dialogue using the words in the box.

A. 1. him 2. her 3. them 4. me 5. you 6. us

B. Practise reading the dialogue in Ex. A with a friend.

Children do the activity among themselves.

C. Ask and answer questions about Ex. A.

- C. 2. What is Mummy going to make for Ali? She is going to make some pancakes.
3. What is Mummy going to make for Fiza? She is going to make some sweets.
4. What is Mummy going to make for Tom and his sister? She is going to make some mango ice cream.
5. What is Mummy going to make for Daddy? She is going to make some cake, pancakes, sweets and ice cream.

D. Where did Mummy put the food for the party?

- D. 1. She put the cake on the table.
2. She put the sweets on the table.
3. She put the ice cream in the fridge.

Extension: 4. She put the pancakes on the table. 5. She put the tea on the table.

The children can also imagine other food and say whether she put them in the fridge, on the table or in the cupboard.

UNIT 14 LESSON 5

Aims

1. To complete a diary in the past tense, using *was* and *were* (A)
2. To use capital letters for names and at the beginning of sentences (B)
3. To use commas in lists (C)
4. To write a weather diary, using the present, past and future tenses (D)

Suggestions and answers

A. On Friday, Sara wrote a diary. Complete it, using 'was' or 'were'.

Ensure that the children fill in the blanks with the correct words.

B. Sara forgot to use capital letters! Copy Ex. A and put them in.

A. (*was/were*) and B (capital letters).

Yesterday **was** my birthday. Mummy, Daddy, Ali, Fiza, Tom, and his sister **were** at my party. My friend Sonia **was** there too. We **were** surprised because a monster came. His name **was** Mango Jango. He **was** a nice monster. We **were** all very happy to see him.

Extension: Encourage the more able children to imagine what Mango Jango thought about the day. Ask, *What do you think he liked/didn't like?* Model his diary on the board, taking the suggestions of children and leave out key words for children who are not yet ready to write on their own.

C. Who ate what at the party? Remember to use commas.

Accept these in any order. You may find it helpful to draw a table on the board like this for the children to tick before they do this exercise.

	cake	pancakes	sweets	mango ice cream
Mummy	✓	✓	✓	✓
Daddy	✓	✓	✓	✓
Sara	✓	✓	✓	✓
Ali		✓	✓	✓
Fiza			✓	✓
Tom and his sister	✓	✓	✓	✓

Explain that the children should put commas after each word in the list, but not before *and*.

- C.**
1. Mummy, Daddy, Sara, Ali, Tom and his sister ate pancakes.
 2. Mummy, Daddy, Sara, Ali, Fiza, Tom and his sister ate sweets.
 3. Mummy, Daddy, Sara, Ali, Fiza, Tom and his sister ate mango ice cream.

D. Keep a weather diary. Write a sentence about today, yesterday and tomorrow. Draw a picture too.

D. Open answers are acceptable.

a_e cake

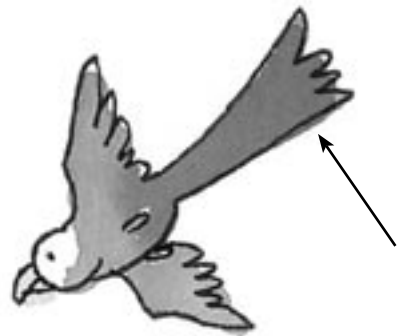
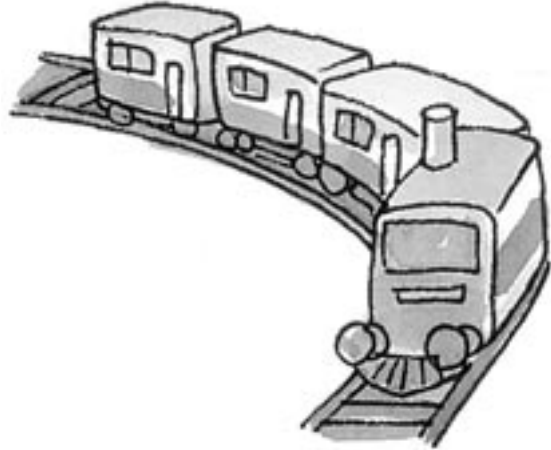
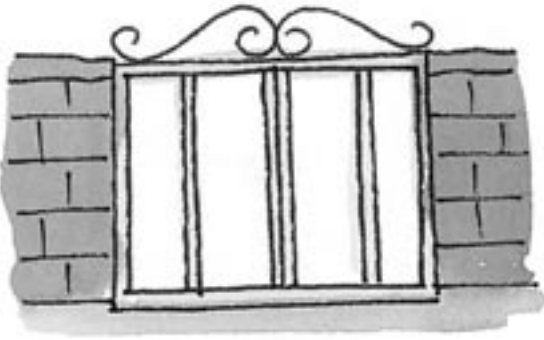
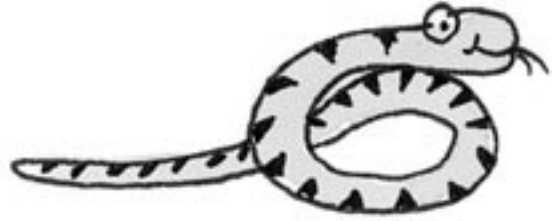
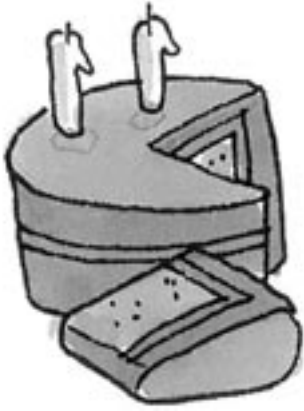
snake

gate

ai train

rainy

tail



Note: For detailed teaching procedures, see suggestions for Unit 1.

Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

UNIT 15 LESSON 1

Aims

1. To develop speaking and listening skills, especially polite language at parties (A)
2. To introduce the topic of parties (A and B)
3. To sing a song with correct rhythm and stress (See TG page 93 for **Teddy's having a party**)

Preparation and materials

You may wish to use puppets for the dialogues. If possible, bring a CD player or tape recorder with the CD/cassette of the songs.

Suggestions and answers

A. It's party time! Read this dialogue in pairs.

Explain that Teddy and Rabbit are speaking on the phone. First model a conversation in front of the class with a bright child, or with the help of puppets. Then get them to practise in pairs, miming holding a phone.

B. Look at the pictures of Teddy's birthday party. Match the right dialogues for each picture.

Ask the children to look at the picture sequence and tell you what they think is happening at Teddy's party. First get the children to match Teddy's words to the pictures. Then help them to match Rabbit's replies with a line. For the teacher, they are shown here in chronological order:

Picture	Teddy's openers	Rabbit's replies
1.	f. Hi! Do come in.	Hello! Happy birthday.
2.	e. Thanks a lot for the present.	That's all right.
3.	d. Would you like some cake?	Yes please.
4.	c. Would you like milk, juice or cola?	I'd like juice please.
5.	b. Oops! Sorry!	Do not worry about it.
6.	a. Goodbye! Great to see you.	Bye! Thanks for having me.

When the children have practised the chunks of polite language, get a few children to act out the party in class.

Singing: If you have the CD/cassette, sing **Teddy's having a party**. Photocopy the words or ask the children to copy them from the board into their notebooks. For the words and actions, see page 93 of this book. If you do not have the CD/cassette, sing *Happy birthday*.

UNIT 15 LESSON 2

Aims

1. To learn the phonic patterns *i_e* as in *white* and *aw* as in *straw* (A – C)
2. To recognize sight words connected to the story (D)

Preparation and materials

You will need matching picture and word flashcards for the following words: *kite, smile, five, straw, paw, jaw*

Suggestions and answers

A. Read the words with the ‘magic e’ and ‘aw’ sounds. Match the pictures to the words.

For detailed suggestions, see Unit 1, Lesson 2 A.

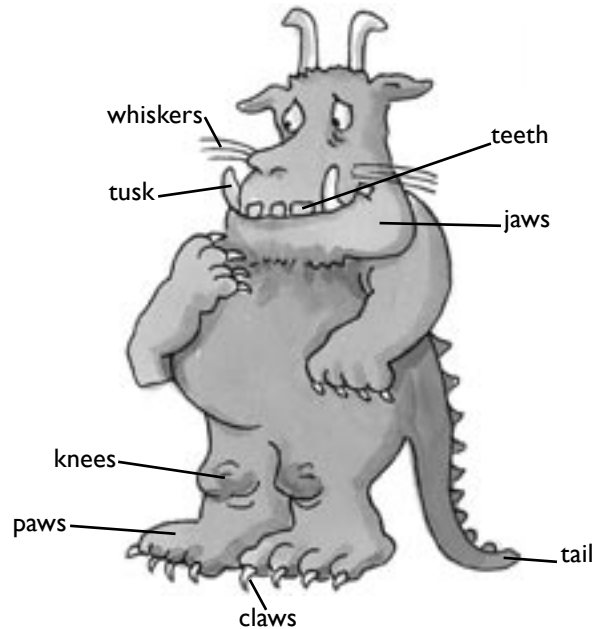
B. Read the ‘magic e’ words in Ex. A with and without the ‘e’. Notice how the sound of ‘i’ changes after ‘e’ is added at the end.

Ask the children to hold a ruler or a book over the e at the end of the ‘magic e’ words. Get them to read the words aloud e.g. *whit*, *kit*. As for magic e words with *a*, they do not make sense, but if you add an e, magically, they change their sound and make sense. This is why we call the silent e magic.

C. Complete these sentences about the monster with the ‘magic e’ and ‘aw’ words from Ex. A.

C. 2. straw 3. white 4. kites

D. Use the words in the box to label the monster.



UNIT 15 LESSON 3

Aims

1. To read and discuss a modern classic, an abridged version of *The Gruffalo* by Julia Donaldson (A)
2. To teach the vocabulary of the story (B and C)
3. To identify rhyming words (D)
4. To check comprehension (E)

Suggestions and answers

A. Listen as you read the story. Then answer the question.

As you read the story to the children for the first time, make the fox sound first scary, then curious, then frightened. The mouse should sound small and clever!

B. Match the numbers and letters.

B. 1. b 2. d 3. f 4. h 5. g 6. c 7. a 8. e

C. Match the words in column A to their meanings in column B.

C. terrible: big and bad roasted: cooked sped: ran

D. Read the story again. Find words that rhyme.

D. mouse-house no-gruffalo gruffalo-know claws-jaws rocks-fox said-spud

E. Choose the right end to each sentence.

Before the children do this, make it clear that both the fox and the mouse are telling lies! The word *really* shows that what they say is different from their real feelings.

E. 1. b 2. a 3. a 4. b

UNIT 15 LESSON 4

Aims

To practise the language structures:

1. *first, second, third* (A)
2. Question starters: *Who, What, When, How, Why, Where* (B)
3. *My/My friend's favourite ...is* (C and D)

Suggestions and answers

A. There was a race at Teddy's party. Look at the picture and say who came first, second and third.

A. 1. first 2. second 3. third

B. Choose the right question words from the box. Then copy the questions and answers in your notebook.

B. 2. What 3. Why 4. Who 5. Where 6. How

C. What is your favourite? Choose the one you like best.

C. Answers depend on the children.

D. Write about your friend's favourite food, present and colour.

D. Open answers are acceptable.

UNIT 15 LESSON 5

Aims

1. To put words into alphabetical order (A)
2. To distinguish between the true, the false and what we do not know (B)
3. To write about an animal or bird in own words (C and D)

Suggestions and answers

A. Put these animals in alphabetical order. Find them in the picture dictionary and draw them.

A. 2. camel 3. frog 4. goat 5. kangaroo 6. tiger

B. Read the sentences about the elephant in the picture. Write (T) for true, (F) for false or (?) for 'I don't know'.

B. 1. F 2. T 3. ? (I don't know) 4. F
5. T 6. ? (I don't know) 7. ? (I don't know.)

C. Write at least five more true sentences about the elephant.

C. Open answers are acceptable.

Sample answers

It has two eyes. It has big ears. It is grey. It has a long tail and a long trunk. It is very big.

D. Write at least five true sentences about this bird.

D. Open answers are acceptable.

Sample answers

It has very long legs. It has a very long neck and a short tail. It is pink. It has a white egg. It has a black beak.

UNIT 15 LESSON 6

Aims

1. To read and discuss the end of the classic story and make predictions (A)
2. To check comprehension (B)

Suggestions and answers

A. Read the end of *The Gruffalo*. The mouse sees a real gruffalo! What do you think is going to happen?

At the end of the passage, ask what will happen. Elicit that the fox runs away because he is afraid of the gruffalo, while the gruffalo *thinks* it runs away because it is afraid of the mouse.

B. Answer the questions.

1. No, it was afraid of the Gruffalo.
2. Yes, it did.
3. and
4. Open answers are acceptable: Encourage the children to have their own ideas.

UNIT 15 LESSON 7

Aims

1. To guess an animal or object from its description (A)
2. To describe an animal or object and make it into a riddle (B)
3. To develop listening skills (C)
4. To revise vocabulary connected to the school (D)

Suggestions and answers

A. Riddles: What is it?

1. It is a snake
2. It is a cow.
3. It is an elephant.
4. It is a car.
5. It is a cycle.

B. Now make up some riddles of your own. Ask a friend to guess.

The children write their own descriptions. The rest guess.

C. Listen to your teacher. Who gave these presents to Sara for her birthday?

2. a
3. d
4. b
5. c
6. e

D. Where can you find these things? The clues are in the pictures.

As the children complete the clues, they should have written **SCHOOL** vertically. For the rules of the game, **Guess what it is**, see page 98 of this book.

i_e kite

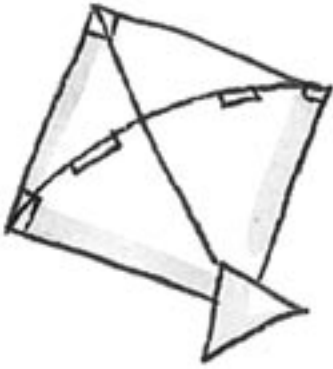
smile

five

aw straw

paw

jaw



5



Teaching suggestions can be found at the bottom of each page in the Student's Book. All answers are highlighted in grey.

Aims

1. To revise the previous three units
2. To test how well the children have understood them
3. To help the children who have not attained the expected learning outcomes
4. To give feedback to parents

Preparation and materials

You will need to:

- photocopy the check-up test on pages 105-106 of this book to give to your pupils after you complete the unit.
- photocopy the Record of Assessments on the inside back cover of this book to record the results of the tests. If there are more than 30 children in your class, photocopy the number of sheets required.

Revision

Revise the previous three units as you did in Unit 4 (page 30 of this book).

Suggestions and answers

A. Listen to your teacher and tick what Ali is going to do tomorrow.

Read aloud the text on page 91 of the Student's Book.

- A.** 1. The children should tick pictures 1 (school), 2 (TV), 3, (bath), 5 (bed at 8 o'clock) – not picture 4 as Fiza, not Ali, is going to help Mummy make a cake.

B. Listen to what Fiza did yesterday. Number the sentences.

Read aloud the instructions on page 91 of the Student's Book.

- B.** The correct order is:
5. Mummy dropped the plate.
 3. Mummy put the cake on a plate.
 1. First Fiza went into the kitchen.
 6. 'Oh dear!' she said.
 2. Fiza and Mummy made a cake.
 4. Mango Jango flew into the kitchen.

C. Match the sounds.

- C.** piano - plonk plonk cat - meow meow drum - boom boom

D. Complete the words with the letters in the box.

- D.** 2. claws 3. five 4. rain 5. cake 6. cow 7. gate 8. cloud

E. The animals are hiding! Can you see them?

- E.**
2. There are some elephants behind (or under) the trees.
 3. There are some parrots over the trees.
 4. There are some tigers under (or behind) the trees.
 5. There are some crocodiles in the middle of the water.
 6. There are some frogs beside the water.

F. Complete the sentences with 'bigger' or 'smaller'.

- F.**
2. The tigers are smaller than the elephants.
 3. The bears are bigger than the parrots.
 4. The crocodiles are smaller than the elephants.

G. Complete the sentences about the day and weather.

G. Open answers are acceptable.

REVISION TEST

Preparation and materials

1. Each child will need a photocopied sheet of the test (double sided) on pages 105-106 of this book.
2. You will need a copy of the Record of Assessments from the inside back cover of this book.

How to give the test

1. Explain that the children must not look at each other's work or talk to each other during the test.
2. Read aloud each question and explain what the children have to do, if necessary in a language the children understand.
3. Reassure them that you will not be angry if they make mistakes. It is to help you to help them learn well.

REVISION TEST ANSWER KEY

A. Circle a, b or c.

Read aloud the following listening exercise twice. Read slowly, giving the children time to tick the correct boxes.

Hi! My name's Mr Majid. I have a music shop. Yesterday I went out of town on a big train. I went to sleep in a big field and it was lovely, but it was *too* quiet. I went back to my shop and there were lots of people in it. They were all playing music, so I did too. I played the trumpet because that's my favourite instrument.

A. 1. c 2. a 3. b 4. c 5. a

Total marks for listening: 5 (1 for each correctly circled word)

B. Look at the pictures. Write the words.

B. 1. house 2. town 3. cake 4. train 5. nine

Total marks for word work: 5 (1 for each correctly spelt word)

C. Circle the correct word.

C. 1. mother 2. worried 3. five 4. taller 5. beside (5 marks)

D. Complete the questions and answers.

- D. 1. Did you go to sleep yesterday? Yes, I did.
2. Was it sunny yesterday? Either: Yes, it was. or No, it was not.
3. What is your name? My name is _____

(Child completes his/her name with a capital letter at the beginning. 3 marks: 1 for each correctly completed question and answer.)

E. Write this sentence with capital letters and a full stop.

E. Mango Jango came to Sara's birthday party on Tuesday.
(2 marks, ½ for each capital letter and ½ for the full stop)

Total marks for sentence work: 10



Songs

Play the CD/cassette of the songs before the children sing it but encourage them to mime the actions with you. When they have heard it once, they can sing along with it, following the words of the first verse in the book or doing the actions as you wish. When the children know the song by heart, they can sing it without the CD/cassette. All songs should be sung again (with actions) after you have taught them and revised regularly throughout the year.

If you do not have the CD/cassette, say the songs as rhymes with actions and a strong beat.

UNIT 1 LESSON 1 C: *Teddy says*

Words	Actions
<p>Teddy says, Stand up. Teddy says, Sit down. Teddy says, Stand up. Teddy says, Turn around. Turn around, turn around, turn around. Turn, turn, turn around. Teddy says, Point up. Teddy says, Point down. Teddy says, Point up. Teddy says, Turn around. Turn around, turn around, turn around. Turn, turn, turn around. Teddy says, Point up. Teddy says, Sit down. Teddy says, Stand up. Teddy says, Turn around. Turn around, turn around, turn around. Turn around, turn around, turn around. Teddy says, Stop. Teddy says ... Hooray!</p>	<p>Perform the actions as Teddy says them.</p> <p>Freeze. Fling arms into the air.</p>

UNIT 2 LESSON 1 D: *Ten in the bed*

Words	Actions
<p>There are ten in the bed And the little one says, 'Roll over! Roll over!' So they all roll over And one falls out. There are nine in the bed And the little one says, 'Roll over! Roll over!' So they all roll over And one falls out. <i>[Continue taking one away each time until:</i> There is one in the bed And the little one says ... 'Goodnight!'</p>	<p>Hold up ten fingers.</p> <p>Roll hands over each other.</p> <p>Throw one hand downwards. Hold up nine fingers.</p> <p>Roll hands over each other.</p> <p>Throw one hand downwards. Hold up the correct number of fingers. Hold up one finger.</p> <p>Put hands under side of head and shut eyes.</p>

UNIT 5 LESSON 1 D: Dance for your daddy

Sing it slowly and quietly for the first time. Sing faster the second time.

Words Dance for your daddy, my little laddy. Dance for your daddy, my little lad. You shall have a fishy in your little dishy. You shall have a fishy when the boat comes in.	Actions 'Dance' with hands. Mime bouncing a baby on the knee. 'Dance' with hands. Mime bouncing a baby on the knee. Point at friend. Point finger in palm of other hand. Point at friend. Mime waves of sea.
--	---

UNIT 6 LESSON 2 D: Hey diddle diddle

Words Hey diddle diddle, The cat and the fiddle, The cow jumped over the moon. The little dog laughed To see such sport And the dish ran away with the spoon.	Actions Dance to a 'rock' beat. Mime playing a violin. Jump, with two fingers above head as horns. Laugh while singing. Point while doubling up with laughter. Mime round dish and 'run' with two fingers.
--	---

UNIT 7 LESSON 1 C: Oh how lovely

When the children know this song very well, they can sing it as a round. Divide the class into two halves. Choose some good singers for each group. One half of the class sing the first verse on their own. When they move on to the second verse, the second half of the class join in with the first verse, singing it while the other group sing the second verse. The children sing the song through two or three times.

Words Oh how lovely is the evening, is the evening! When the bells are sweetly ringing, sweetly ringing. Ding dong! Ding dong! Oh how lovely is the evening, is the evening! When the birds are sweetly singing, sweetly singing. Ding dong! Ding dong!	Actions (optional) Shut eyes peacefully. Mime swinging bells. Pull 'bell ropes' downwards. Shut eyes peacefully. Flap 'wings'. Mime birds singing.
--	---

UNIT 9 LESSON 1 B: Here we go Looby loo

<p>Words</p> <p>Chorus</p> <p>Here we go looby loo. Here we go looby light. Here we go looby loo. All on a Saturday night.</p> <ol style="list-style-type: none">Put your right foot in. Put your right foot out. Shake it a little, a little, And turn yourself about. Sing chorusPut your left foot in ...Put your right hand in ...Put your left hand in ...Put your whole self in ...	<p>Actions</p> <p>All the class hold hands in a circle and dance round. It is best to do this outside or in a hall where there is plenty of space.</p> <p>Stand still and put right foot into centre of circle. Put right foot behind the body. Shake right foot. Turn round.</p> <p>As for verse 1 with left foot. As for verse 1 with right hand. As for verse 1 with left hand. As for verse 1 with whole body.</p>
---	---

UNIT 10 LESSON 1 D: Today is Monday

<p>Words</p> <ol style="list-style-type: none"><u>Today</u> is <u>Monday</u>. <u>Monday</u> is cereal. Is <u>everybody</u> <u>happy</u>? Yes, of course we <u>are</u>.<u>Today</u> is <u>Tuesday</u>. <u>Tuesday</u> is <u>bread</u> and jam. Is <u>everybody</u> <u>happy</u>? Yes, of course we <u>are</u>.<u>Wednesday</u> is <u>eggs</u>.<u>Thursday</u> is <u>fish</u>.<u>Friday</u> is <u>cheese</u>.<u>Saturday</u> is <u>beans</u>.<u>Sunday</u> is <u>fruit</u>.	<p>Actions</p> <p>Clap to the rhythm of the music at the underlined syllables.</p>
--	---

UNIT 13 LESSON 1 D: *Oh we can play*

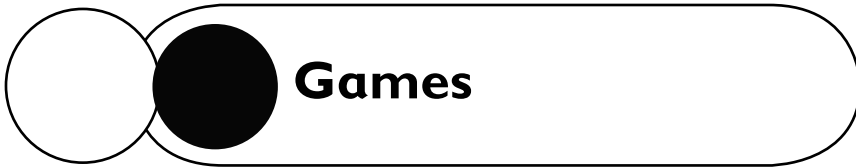
Words	Actions
1. Oh we can play the big bass drum And this is the music to it. Boom boom boom! goes the big bass drum And that's the way we do it.	The children mime banging a drum.
2. Oh we can play the big trumpet ... Toot toot toot! ...	The children mime playing a trumpet.
3. Oh we can play the big cymbals ... Crash crash crash! ...	The children mime banging cymbals.
4. Oh we can play the big piano ... Plonk plonk plonk!	The children mime playing the piano.

UNIT 14 LESSON 1 D: *It's raining, it's pouring*

Words	Actions
It's raining, it's pouring. The old man is snoring. He goes to bed to rest his head And he does not get up in the morning.	Mime rain with fingers. Close eyes. Put hands under head. Snore after last line.

UNIT 15 LESSON 1 A: *Teddy's having a party*

Words	Actions
Teddy's having a party, We're off to Teddy's for tea. Teddy's having a party, A party for you and me. Pizza, orange juice, ice cream, Yum, yum, yum. A party for you and me. Stand still when the music stops. Dance when the music starts again. Stand still when the music stops. Dance when the music starts again. Let's dance.	Mime getting dressed. Mime walking on the spot. Mime getting dressed. Point to a friend and point to self. Mime eating. Pat stomachs. Point to a friend and point to self. Freeze. (Stand absolutely still.) Dance. Freeze. Dance.



Games

UNIT 1 LESSON 2 *Phonic Bingo*

Purpose: To teach phonic patterns; it can be used to teach new phonic patterns throughout the year.

Materials: Blackboard/whiteboard, paper, pencils

Time: 15-20 minutes

1. Focus on a particular regular sound for a few minutes each lesson. Ask the children to think of other phonically regular words that follow the same pattern. Encourage the use of words that you can match to a picture.
2. Line up three or four sets of words on the board so that the repeated sounds make a ladder. Possible patterns are:

cat bat rat	pet hen leg	bin zip tin	dog pot box	jug cup sun
shorts shoes shirt	cow now brown	tea bean meat	thumb thank three	ball wall small

1. When you have written 9-12 words on the board, ask the children to copy down any six only. Revise the words orally first. Then, in the mother tongue, explain that the children should copy any six of the words from the board in their notebooks. They should write no more than six and they should copy and write only the words on the board.
2. While the children are writing the words, go round the class and check their spellings.
3. When they have all written six words, dictate the words in any order. The children should cross the words you have said.
4. Note down every word you dictate, so that you can later check that the children have crossed the correct words.
5. When a child has crossed all the words drawn, s/he should shout, "Bingo!"
6. Check with your list that you have said all the words that have been crossed.
7. Then go on with the game until someone gets the second place and then the third place.
8. The children clap the winners.

UNIT 2 LESSON 1 *Simon says*

Purpose: To practise responding physically to commands.

Time: 5-10 minutes

1. Tell all the children in the class to stand up and explain the game.
2. If you say, "Simon says" before a command, your pupils should do it.
3. If you do not say, "Simon says," they should NOT do the action.
4. If they do, they are out and have to sit down.

Use the game to practise:

- feelings (e.g. *Look angry/thirsty/happy.*)
- parts of the body (e.g. *Touch your nose/mouth/head.*)
- singular and plural (e.g. *Touch your eye/ear. / Touch your eyes/ears.*)
- three word commands (e.g. *Brush your teeth. Sweep the floor. Read your books.*)

Variation: Note that you can also use it to practise the use of *please*. The children only do what you tell them if you say please. The children can then practise it in pairs.

UNIT 3 LESSON 2 *The Blindfold Game*

Purpose: To learn the names of different foods and adjectives to describe tastes (sweet, salty)

Materials: an opaque bag, at least six kinds of food, some salty, some sweet. Suitable foods are: crisps, salted peanuts, a salty biscuit, a chocolate, a banana, a sweet biscuit

Time: 10-15 minutes

1. Put a few familiar items of food in a bag – some salty, some sweet.
2. One by one, call children to the front of the class.
3. Blindfold them or hold your hands over their eyes.
4. They should guess something that is in the bag by feeling it, from the **outside** of the bag, using the question, ***Is it ...?***
5. Look inside the bag and respond either ***Yes, it is.*** or ***No, it isn't.***
6. Take the object out and let them touch and smell it (still blindfold). Ask them to guess again.
7. The rest of the class (who can now see it), respond either ***Yes, it is.*** or ***No, it isn't.***
8. The child eats the food and says, 'It's and it's salty/sweet.'
9. Choose another child to come and guess the food.

Extension: If the children are able, add some foods that are sour (e.g. lime) or spicy (e.g. chilly flavoured chips).

UNIT 3 LESSON 4 *Guess who?*

Purpose: To use *who* as a question word, adjectives and verbs in the present continuous.

Time: 5-10 minutes

1. Tell the class, 'I'm going to tell you about someone in the class. Who is it?'
2. Describe one child, stopping at the end of each clue for the children to guess, for example, 'She's wearing a white suit. [Pause for children to guess. Encourage them to use the correct question form: *Is it ...?*] She has a red pencil box. [Pause for children to guess.] She has short hair. [Pause for children to guess.] She's sitting next to Nida.' [Pause for children to guess.]
3. Start with quite general descriptions and give more detailed clues if the children cannot guess who it is.
4. The child who guesses correctly has the next turn to think of someone and give clues while the rest of the class guess who it is.

UNIT 5 LESSON 2 *Run and match*

1. Ask 12 children to come to the front of the class. Alternatively, take the children out into the playground if there is more space.
2. Ask six children to stand in a line on one side, holding up the word flashcards for the unit. Six to stand on the other side, facing them and holding up the picture flash cards for the unit.
3. At the count of three, ask them to run to hold hands with the child with the matching card. Praise the two winners.
4. Play the game again with different children and use it whenever you teach the key phonic words of a unit.

UNIT 6 LESSON 4 *Where is it?*

Purpose: To practise prepositions and the question form *Is it ...?*

Time: 10-15 minutes

This game teaches the children to speak as well as to listen. You can control it easily because only one child at a time asks the questions. All the children can respond together.

1. Ask one child (an able one at first) to go outside the classroom.
2. Hide an object like a piece of chalk somewhere in the classroom and quietly show the class where it is. Practise the prepositions *in, on, behind* and *under*.
3. Call the child back in. In the mother tongue, tell her/him that he/she must find out where the chalk is in only ten questions. The class are only allowed to say, *Yes, it is.* or *No, it isn't.*

4. The game might go like this:

Child A: It is on the table?

Teacher: Is it on the table?

Child A: Is it on the table?

Class: No, it isn't.

Child A: Is it under the book?

Class: No, it isn't.

UNIT 7 LESSON 4 What are they doing?

Purpose: To practise the use of *his*, *her* and *their*

Materials: Prepared slips of paper. See point no. 1 below.

Time: 10-15 minutes

1. Before the lesson, write some commands using *your* such as these on small slips of paper and put them in a cup or box.
Touch your eyes. Touch your ears.
Touch your head. Touch your legs.
Comb your hair. Brush your teeth.
Read your book. Open your mouth.
2. Divide the class into two teams.
3. Call a member of one team to come to the front, pick a slip of paper, read it silently and mime it.
4. Another member of the same team should say in correct English what he/she is doing e.g. *He is touching his head*. Give one mark for the correct mime and one mark for a correct sentence. Give only half a mark if the child confuses *his* and *her*.
5. Keep a record of the marks on the board and total them in English at the end of the game.
6. Clap the winning team.
7. When the children have played this several times make it more difficult: Ask **two** children to read and mime. The guess will generate sentences like this: *They are touching their heads*.

UNIT 9 LESSON 4 I went to the market

Purpose: To practise using shopping vocabulary and the past tense of *go* and *buy*

Time: 10-15 minutes

1. Explain that the children have to imagine that they go to the market and buy different things.
2. All the children stand up. Each child repeats the same sentence beginning and what the previous children said, in the same order, adding one more.
3. Any child who forgets what the previous children said within a count of five, or gets the list in the wrong order, has to sit down.
4. The last child standing is the winner.
5. The game might go like this:
Child A: I went to the market and I bought some eggs.
Child B: I went to the market and I bought some eggs and some mangoes.
Child C: I went to the market and I bought some eggs, some mangoes and some pots.
Child D: I went to the market and I bought some eggs, some mangoes, some pots and some knives.
Child E: I went to the market and I bought some eggs, some mangoes, some knives ...
Teacher: OUT! You missed something. Sit down please. Next one!
Child F: I went to the market and I bought some eggs, some mangoes, er ... er
Teacher: One, two, three, four, five. OUT! Sit down please. Next one! [And so on.]
6. **Extension:** After you have done page 51 A, you can ask the children to write a list of what was said in the game, using commas.

UNIT 10 LESSON 1 *What's the time?*

Purpose: To learn to tell the time

Materials: A large clock with hands that you can turn

Time: 10-15 minutes

1. Divide the class into two teams – A and B.
2. Show them a large clock with hands that turn. Keep to timings on the hour at first.
3. Ask a member of each team, *What's the time?* The child gets a mark for his/her team for each correct response.
4. When the children have learnt to tell the time on the hour, teach them *half past*.
5. You can also extend the game by asking, *What do you do at ___ o'clock in the morning?*
6. The child gets a mark for his/her team if the response is in correct English with a reasonable answer. For example: *I brush my teeth at 7 o'clock in the morning.*
7. Total the marks at the end and clap the winning team.

UNIT 11 LESSON 5 *My aunty's cat*

Purpose of the game: To practise adjectives and alphabetical order, also *an* before vowels.

Time: 10-15 minutes

1. Ask the children to say their alphabet or sing the Alphabet song (page 14 C of the Student's Book)
2. Then tell the children that your aunty has a cat and that they are going to describe it – if possible using a describing word with every letter of the alphabet.
3. Ask the children to stand. Go round the class and get each child to tell you the next letter of the alphabet. Anyone who cannot think of the next letter is out and has to sit down.
4. As each letter is said, help the class to suggest adjectives beginning with each letter to describe your auntie's cat. This will stretch the vocabulary of your most able pupils. For example, *My auntie's cat is an angry cat. My auntie's cat is a beautiful cat.*
5. When you have played this game two or three times, you can ask each child to supply the adjectives on their own and to sit down if they cannot think of one with the right letter or the one after it.
6. Here are some possible adjectives to describe my auntie's cat: **angry**, amazing; **bad**, big, black, brown, beautiful; **cold**, clever, cool, cute; **difficult**, dirty; **excellent**, expensive; **fat**, funny, fast, fine; **good**, greedy; **happy**, hot, hungry; **ill**, important, interesting; **jolly**, joyful; **kind**, kingly; **little**, long, loud, large, lazy, lucky; **mad**, magic, musical; **nice**, nasty, new, noisy; **old**, obedient; **poor**, proud; **quick**, quiet; **rich**, red, round; **sad**, small, short, strong, sweet; **tall**, thin, thirsty; **unhappy**, ugly, untidy, unlucky; **valuable**, violent; **white**, warm, wonderful, wild, wise; **young**, yellow. Hardly any adjectives begin with x or z!

UNIT 13 LESSON 3 *Making a frieze*

Purpose: To clarify the sequence of the story and give the children an opportunity to draw and write labels for display

Materials: 5 large sheets of paper, as many small sheets of paper as there are children in the class, paints and paintbrushes or crayons, scissors, glue

Time: one day

1. Make a frieze of the five episodes of the story. Explain that you need a picture for each stage of the story. One or two children can paint the background on each of the five large sheets of paper.
2. Everyone else will draw the details (e.g. a person with an instrument, a vehicle or an animal). When they have coloured their picture completely, they will cut it out.
3. Finally, you will stick the detailed pictures onto the finished background and display it in sequence on the wall of the classroom, a corridor or the entrance hall.
4. Get the children into five groups. Give each group a large piece of paper for the background and ask the rest to draw the details.

5. Make sure that Mr Majid is wearing the same clothes in each picture.
The music shop (a background of the inside of the music shop + small pictures of a woman and piano, a man and trumpet, a girl and cymbals, a boy and drums, Mr Majid)
The street (a background of shop fronts + small pictures of a car, a truck, a cycle, a motorcycle and Mr Majid),
The train, (a background of town turning into countryside + several carriages + Mr Majid),
The farm (a farmyard background + all the animals + Mr Majid)
The field (very simple background of grass and sky + Mr Majid on his back)
6. The children make large, neatly written labels for their pictures and stick them on the final picture.

UNIT 14 LESSON 1 *What's behind my back?*

Purpose: To ask questions

Time: 10-15 minutes

1. Give a child an object to hide behind his/her back e.g. a pencil, a flower, a leaf, a box, a bag, a pen, a rubber, a book, a handkerchief, an apple or a biscuit.
2. The class take it in turns to guess what it is like this: *Do you have a ___ behind your back?* The child replies, *Yes, I do.* or *No, I don't.*
3. Encourage the children to eliminate possibilities like this: *Is it red? Can you eat it? Is it long? Can you read it?*
4. The child who guesses the object has the next turn to hide something behind his/her back.
5. When the children have had plenty of practice in class, get them to play it in pairs.

UNIT 15 LESSON 7 *Guess what it is.*

Purpose: To ask and answer *Yes/No* questions.

Time: 10-15 minutes

1. Tell the children that you are going to think of something in the class. They have to guess what you are thinking of in less than ten questions.
2. In order to guess what you are thinking of, they must eliminate possibilities logically, not make wild guesses.
3. The child who guesses what you are thinking of, takes the next turn to answer the questions from the class.
4. For example, you might be thinking of the door:

Child A: Is it bigger than my hand?
Teacher: Yes, it is.

Child B: Is it on a table?
Teacher: No, it isn't.

Child C: Is it near me?
Teacher: Not very.

Child D: Is it near the window?
Teacher: Yes, it is.

Child E: Can you open it?
Teacher: Good question. Yes, you can.

Child F: Is it the door?
Teacher: Yes, it is. Your turn to think of something.

Revision Tests

REVISION TEST FOR UNIT 4

Listening

A. Listen, colour and draw.



Listening

5

Words

B. Complete the words in the sentences.

1. The monst_____ is happ_____.
2. It is _____ting a banana.
3. It is sitti_____ on a m_____t.

Words

5

C. Match the words to the pictures.



insect
snake
parrot
crocodile
cow



Sentences

Sentences

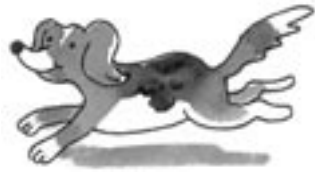
D. Circle the correct word.

1. are playing.

2. am kicking a ball.



10



3. is running.

4. It a long tail.

5. It has legs.

E. Choose the best answer. Circle a, b or c.

1. How many ears do you have?

- a. He has two ears.
- b. I has two ears.
- c. I have two ears.

2. Who is Fiza's brother?

- a. Tom is.
- b. Ali is.
- c. Sara is.

3. Why do you drink water?

- a. I drink water because I get hungry.
- b. I drinks water because I get thirsty.
- c. I drink water because I get thirsty.

F. Write these sentences with capital letters and full stops.

tom is ali's friend he likes pancakes.

Tom _____.

Total

20

REVISION TEST FOR UNIT 8

Listening

Listening

A. Circle a, b or c.

Example: Mango Jango goes to a a. hot b. funny c. sad school.

1. At school, Mango Jango learns to:
a. read. b. ride cycles. c. ride elephants.
2. He goes to school on
a. Sunday. b. Monday. c. Tuesday.
3. His teacher's name is
a. Mrs Bang. b. Mrs Bing. c. Mrs Bong.
4. She is funny because she
a. sings. b. runs in the classroom. c. jumps on the table.
5. She has
a. 2 eyes. b. 17 eyes. c. 19 eyes.

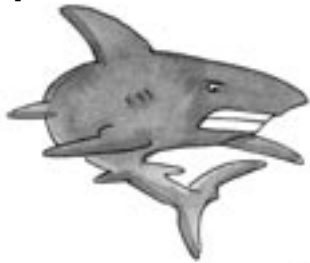
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Words

B. Look at the pictures. Write the words.

Example:

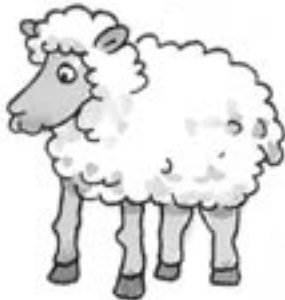
s h a r k



1. _____

2. _____

3. _____



4. _____

5. _____

Words

5

Sentences

C. **Circle** the correct word.

1. Parrots lives live have in trees.
2. They lives has have two wings.
3. It He They eat fruit.



Sentences

10



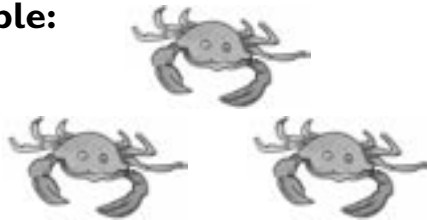
4. She is combing her his their hair.



5. They are reading my your their books.

D. Complete the questions and answers.

Example:



Are these turtles?
No, they are not.

1. _____ these turtles?
_____, they are.



2. _____ a computer?
No, it is not.

3. Is this a car?
_____, _____.

E. Write these sentences with capital letters and full stops.

mango jango has wings he can fly, but ali can't

Mango _____.

Total

20

REVISION TEST FOR UNIT 12

Listening

Listening

A. Circle a, b or c.

Example:

Mango Jango eats in the a. kitchen b. living room c. bedroom.

1. Mango Jango likes
a. cake. b. ice cream. c. flies.
2. He does not like
a. sweet food. b. flies. c. sharks.
3. He reads books in the
a. morning. b. afternoon. c. evening.
4. In the evening he wears
a. a green hat. b. a blue hat. c. a yellow hat.
5. His friend Polly
a. likes his songs. b. does not like his songs. c. sings songs.

5

Words

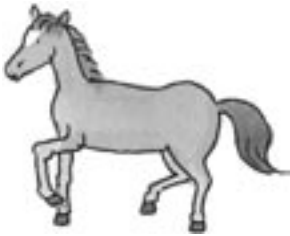
B. Look at the pictures. Write the words.

Example:

s o c k

Words

5



1. _____



2. _____



3. _____



4. _____



5. _____

Sentences

C. Circle the correct word.

1. This is a book bucket banana .
2. There is are have a hole in the bucket.
3. There is a some any water in the bucket too.
4. The water is sharp wet blunt .
5. Nancy wants to sharpen cut mend the bucket.



Sentences

10

D. Complete the questions and answers.

Example:

Does Sara eat flies?
No, she does not.

1. Does Sara go to school?

_____, _____ .

2. _____ does Sara get up?

She _____ up at 6 o'clock.

3. _____ is Sara's brother?

_____ brother is Ali.

E. Write this sentence with commas and capital letters.

She goes to school on monday tuesday wednesday and thursday.

Total

20

REVISION TEST FOR UNIT 16

Listening

5

Listening

A. Circle a, b or c.

Example:

Mr Majid has a a. sweet shop b. music shop c. cake shop .

1. Yesterday he went out of town on a
a. cycle. b. motorcycle. c. train.
2. He came to a field and went to
a. sleep. b. the shop. c. sea.
3. The field was too
a. noisy. b. quiet. c. cold.
4. He went back to his shop and there were lots of
a. animals. b. cars. c. people.
5. He played the
a. trumpet. b. drums. c. piano.

Words

B. Look at the pictures. Write the words.

Example:

s t r a w



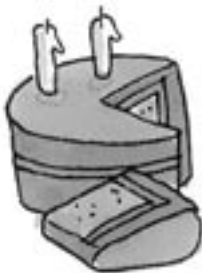
Words

5



1. _____

2. _____



3. _____

4. _____

5. _____

9

Sentences

Sentences

C. Circle the correct word.

1. Fiza and her father brother mother are in the garden.
2. Fiza is happy worried tired.
3. There are four five three mangoes on the tree.
4. Mummy is taller tall too tall than Fiza.
5. She is behind over beside Fiza.

10



D. Complete the questions and answers.

Example:

Did you fly yesterday?
No, I did not.

1. Did you go to sleep yesterday?

_____, _____.

2. _____ it sunny yesterday?

_____, _____.

3. What is _____ name?

My name is _____.

E. Write this sentence with capital letters and a full stop.

Mango jango came to sara's birthday party on tuesday

Total

20

Name of child	Test 1 Date:			Test 2 Date:			Test 3 Date:			Test 4 Date:		
	L	W	S	Total	L	W	S	Total	L	W	S	Total
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