

Beehive

Teacher's Guide

with Digital Pack

1



- **Classroom Presentation Tools**
(Student Book, Workbook and Phonics & Literacy)
- **Online Practice**
- **Teacher's Resources**
- **Assessment**

Tamzin Thompson



Beehive

Teacher's Guide

1

Syllabus	2	Unit 5	75
Course overview	4	Unit 6	85
Introduction and methodology	6	Extensive reading 3	95
Assessment for learning	12	Unit 7	96
Professional development	14	Unit 8	106
Supplementary resources	15	Extensive reading 4	116
Tour of a unit	16	Unit 9	117
Starter Unit	30	Unit 10	127
Unit 1	33	Extensive reading 5	137
Unit 2	43	Workbook <i>Grammar check</i>	
Extensive reading 1	53	answer key	138
Unit 3	54	Ideas bank	141
Unit 4	64	<i>Beehive</i> posters	145
Extensive reading 2	74	Video transcripts	147
		Key vocabulary	150
		Letter to parents	151

Tamzin Thompson

OXFORD
UNIVERSITY PRESS

Syllabus

Starter Hello! page 4	What's your name? ♦ I'm ... / My name's ... ♦ The alphabet ♦ Numbers 1-10 ♦ How old are you? I'm ...
---------------------------------	---

	Lesson 1 Words	Lesson 2 Grammar	Lesson 3 Words and Grammar
1 At school page 6	Classroom objects Functional language Show me the ... It's here!	What is it? It's a ...	Colours What colour is it/the ... ? It's/The desk is ...
2 My things page 18	Toys Functional language What's your favourite toy? It's a ...	I've got a ... I haven't got a ...	School things This is my ... This is your ...

Extensive reading Colours page 30 A school magazine article ♦ A picture story

3 Fun with friends page 32	Activities Functional language Let's ... OK! No, thanks.	I can ... I can't ...	Actions Can you ... ? Yes, I can./No, I can't.
4 Outdoors page 44	Animals Functional language Can it/Can a ... ? Yes, it can./No, it can't.	Is it a ... ? Yes, it is./No, it isn't.	Nature There's ... There are ...

Extensive reading Outdoors page 56 An information text ♦ A poem

5 My body page 58	Body and face Functional language Touch your ... !	This is my ... These are my ...	Animals' bodies and faces It's got ...
6 My family page 70	Family Functional language Who's in your family?	Who's he/she? He's/She's my ...	Feelings Are you ... ? Yes, I am./No, I'm not.

Extensive reading Family page 82 A playscript ♦ A scrapbook page

7 My clothes page 84	Clothes Functional language Put on your ... !	This is his/her ... These are his/her ...	Adjectives That (cap) is ... Those (trousers) are ...
8 Food page 96	Fruit Functional language How many ... ?	I like ... I don't like ...	Food Can I have some ..., please? Yes, here you are./No, sorry!

Extensive reading Food page 108 Recipes ♦ A story in verse

9 At home page 110	Places at home Functional language Where's the ... ? It's upstairs/downstairs.	Is he/she in the ... ? Yes, he/she is. No, he/she isn't.	Furniture and home Where's ... ? It's in/on/under ... It isn't in/on/under ...
10 At the farm page 122	Farm animals Functional language Do you like ... ? Yes, I do./No, I don't.	Are they ... ? Yes, they are./No, they aren't.	Adjectives It's a .../They're (adjective + noun)

Extensive reading At the castle page 134 A letter to a pen pal ♦ A story

click here for more books <https://t.me/EnglishZoneTextBooks>

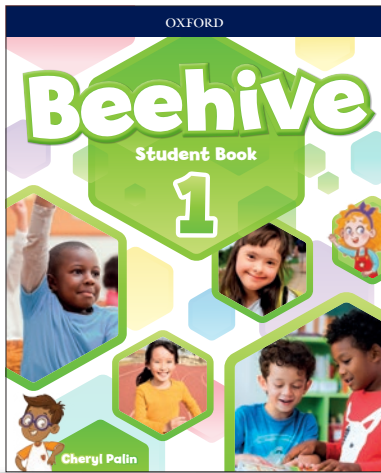
◆ Shapes (poster) ◆ Numbers 11-20 (poster)

Lesson 4 Story	Lesson 5 Skills and Culture	Project and Review
Billy's painting Emotional wellbeing Being resourceful	School A poster Writing focus Counting words in a sentence	Make and play a board game.
Anjali's skipping rope Emotional wellbeing Being generous	Toys and games A pen pal letter Writing focus Dividing sentences into words	Make a block chart of favourite toys.
Let's catch the moon! Emotional wellbeing Being perseverant	Free time activities An email Writing focus Identifying full sentences	Make a trophy for your friend.
Coconuts for everyone! Emotional wellbeing Being part of a team	Nature A postcard Writing focus Capital letters and full stops	Make and write a postcard.
Two little ducklings Emotional wellbeing Being able to assess risk	Pets A diary entry Writing focus Capital letters at the start of names	Imagine and design a new animal.
Moody monkey Emotional wellbeing Managing your emotions	Family An email Writing focus Using <i>a</i> and <i>an</i>	Make a group book.
The shoemaker Emotional wellbeing Being helpful	Clothes A blog post Writing focus Plural endings	Make a paper chain of girls and boys.
Fox and Stork Emotional wellbeing Being considerate	Breakfast food A personal account Writing focus Contractions (<i>don't</i>)	Do a shopping role play.
Albie's surprise Emotional wellbeing Managing worry	Homes A diary entry Writing focus Full stops and question marks	Make a model room.
Henrietta Emotional wellbeing Being proud of yourself	Farms A blog post Writing focus Adjectives and nouns	Make a poster about your country.

click here for more books <https://t.me/EnglishZoneTextBooks>

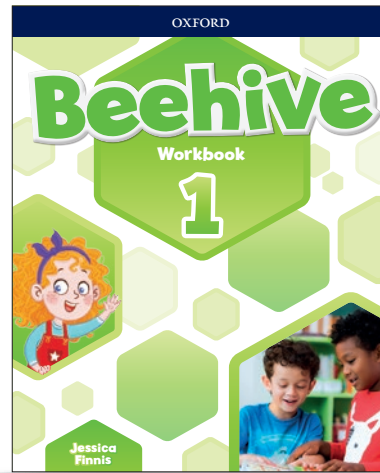
Print components

FOR STUDENTS



Student Book

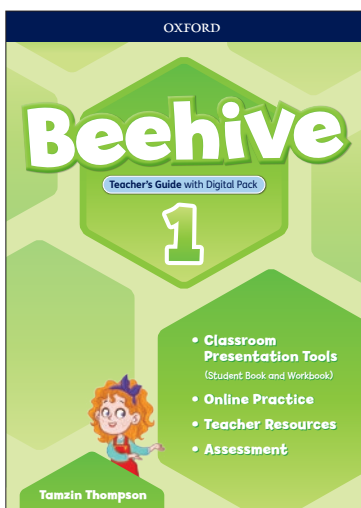
- A two-page Starter spread
- 10 units of five lessons
- 10 end-of-unit projects
- 10 end-of-unit reviews
- Extensive reading texts, both fiction and non-fiction, after every second unit



Workbook

- 10 pages of activities for each unit
- 10 end-of-unit review spreads
- Grammar section for reference and extra practice
- Wordlist containing all key vocabulary

FOR TEACHERS



Teacher's Guide

- An overview of the course and its methodology
- A tour of a unit outlining the function of each lesson, resources available, and teaching steps
- Detailed lesson plans with notes, answer keys, and audio and video scripts
- An Ideas bank with extra games and activities
- A letter to parents
- Access code for Oxford English Hub

Classroom Resources Pack

- Flashcards to present key vocabulary
- One vocabulary poster per unit, plus two extra posters in Levels 1, 3 and 5, and one extra poster in Levels 2, 4 and 6



Digital components on Oxford English Hub

The digital materials and resources for this course can all be found at [oxfordenglishhub.com](https://www.oxfordenglishhub.com)

FOR STUDENTS

Student e-book

- A digital version of the Student Book, with audio, video and interactive activities

Workbook e-book

- A digital version of the Workbook with interactive activities

Student Online Practice

- Extra interactive homework practice with activities to practise all four skills, grammar and vocabulary

Student resources

- Course audio and video to view or download



FOR TEACHERS

Teacher's Guide

- Colour PDF version

Teacher resources

- Course audio and video
- Downloadable flashcards and *Team Up* worksheets

Classroom Presentation Tools

Student Book

- Student Book on screen with audio, video and answer keys
- Extra vocabulary and grammar presentations
- Interactive games
- Toggles between Student Book and Workbook

Workbook

- Workbook on screen with answer keys
- Toggle function to the Student Book

Course assessment

- Downloadable tests: entry test, unit tests, progress tests, and end-of-year test
- Downloadable assessment for learning worksheets

Teacher Online Practice

- Extra homework practice to assign to your students, enabling them to carry on learning outside the classroom

Phonics and literacy material

- Three levels of optional, standalone phonics and literacy material
- Presentation material with audio
- Downloadable worksheets, flashcards and cut-outs

Professional development

- Methodology support, bite-sized training and more to maximize your teaching

About *Beehive*

Introduction

Beehive is a 7-level course for lower to upper primary school students, aimed at children who are learning English for the first time. The course is teacher-led, but student-focused, with a strong emphasis on vocabulary and grammar to build a solid foundation for students' success. The practice activities are rooted in a 'real world' context, to ensure that students can immediately use the language that they are learning to talk about themselves and their daily lives. *Beehive* creates a strong theme of community, inclusivity and togetherness. With colourful photos and illustrations, lively songs and chants, stories, real-world texts, and plenty of crafts and group tasks, *Beehive* is an engaging and entertaining course for young learners.

The course characters are a diverse group of six children who live near *Beehive Park*. They are brother and sister Nina and Hector, along with Tang, Omar, Emma and May. The characters are a friendly team of children who accompany the students' learning journey throughout the series. The "team characters" tell students what they're going to learn about at the start of each lesson, they present the new grammar structures in humorous cartoons, and they feature in the *Team Up!* tasks which foster global skills and teamwork.

Beehive enables you to:

- build a solid foundation in English to prepare your students for exam success, with a carefully staged grammar and vocabulary syllabus based on the Oxford English Learning Framework (OxELF)
- develop your students' global skills so they become empowered 21st century learners
- help your students to achieve their goals by applying *Assessment for learning* principles
- make learning meaningful by inspiring your students to learn about the world with international culture texts, stories and videos
- support your students' social and emotional wellbeing, through the *Think, feel, grow* feature which accompanies the stories
- foster collaboration through *Team Up!* tasks and project work
- save preparation time with an easy-to-teach approach
- find support through comprehensive teaching notes and suggestions that help you make the most of the materials
- feel confident that materials developed by Oxford University Press are underpinned by research and best practice.

Methodology

Syllabus

Oxford English Learning Framework

The *Oxford English Learning Framework* (OxELF) provides guidance to course developers on the principles that underpin language learning so that we can ensure we maximize the outcomes of our learners. OxELF was developed in consultation with our expert panel and it represents Oxford University Press's view of the best way to learn a language; it is used as the starting point for all our courses.

OxELF is composed of a range of resources that are designed to ensure that Oxford University Press's English language courses:

- are consistently levelled to the CEFR
- are informed by evidence-based theories of language learning
- support learners in meeting CEFR learning objectives in the most effective way possible.

Cambridge English Qualifications

The *Beehive* syllabus aligns with the *Cambridge English Qualifications for Schools*. Students should be ready to sit the Cambridge exams at the following points of the course:

- **Pre A1 Starters** by the end of *Beehive 2* (preparation for A1 Movers starts in *Beehive 2*)
- **A1 Movers** by the end of *Beehive 4* (preparation for A2 Flyers starts in level 4)
- **A2 Key for Schools** by the end of *Beehive 5*
- **B1 Preliminary for Schools** by the end of *Beehive 6*.

Vocabulary

As a high-level English course, *Beehive* presents, practises and recycles plenty of vocabulary in each unit. The items are topic-related and have been selected for their frequency, usefulness and relevance to the age group. In Levels 1, 2 and 3, eight new core items of vocabulary are presented in Lesson 1 of each unit, with a further six core items taught in Lesson 3, and a further four core items related to the culture topic taught in Lesson 5. In Levels 4, 5 and 6, ten new core items of vocabulary are presented in Lesson 1, with a further eight items in Lesson 3, and a further four core items related to the culture topic in Lesson 5. Photo flashcards are available for each of these vocabulary sets, which allow you to present, review and practise vocabulary as required. For the Lesson 1 vocabulary, there is also an interactive presentation on the Classroom Presentation Tool, which includes hotspots that launch a photo of the vocabulary item followed by a short video clip.

Each set of vocabulary is extensively practised through a range of listening, speaking, reading and writing activities in the Student Book and reading and writing activities in the Workbook.

The Wordlist at the back of the Workbook provides a reference for students, allowing them to check the spelling of each new vocabulary item and write notes or translations to help them remember the meaning of each word.

In addition, in the Classroom Resources Pack, you will find ten *Vocabulary* posters featuring the vocabulary presented in each Lesson 1. You can display these posters in the classroom and use the posters to practise or review vocabulary at any time. Please see page 146 for suggestions on how best to exploit the *Vocabulary* posters.

Grammar

Beehive is a high-level English course and therefore incorporates an extensive amount of grammar presentation and practice. Each unit of **Beehive** presents and practises new grammar in Lessons 2 and 3. The new structures are presented through fun cartoons featuring the team characters, which clearly demonstrate the meaning of the new language in a humorous context. In levels 2–6, the grammar presentation also includes clear, concise grammar overview boxes. Students practise the new structures in a range of carefully supported listening, speaking and writing activities. Each lesson includes opportunities for students to experience and produce the language in a 'real-world' communicative context.

The Workbook provides further activities to practise the new grammar. For consolidation, additional grammar practice for each unit is provided in Levels 1–4 in the *Grammar check* section at the end of the Workbook. In Levels 5 and 6 there is a useful *Grammar reference* for students at the end of the Workbook.

Functional language

Teaching functional language enables students to communicate effectively in real-world settings and gives them a motivating context for their language learning. Being able to apply what they have learned to a real-world situation gives students a sense of achievement and shows them how their learning can be used in their own lives.

The functional language practice in **Beehive** provides students with the opportunity to use colloquial, idiomatic words or phrases in order to find out information or complete a task (e.g. expressing an opinion, making a suggestion, etc.). In Lesson 1 of each unit, students are taught a useful exchange related to the vocabulary topic. They hear a model exchange, then use the new functional language to practise an everyday conversation.

Global skills

Global skills prepare students for lifelong learning and success, not only academically and professionally, but also personally. Developing these skills prepares students to become successful, fulfilled, and responsible participants in 21st century society. Global skills are desirable outcomes of learning and an enriching part of the learning process.

Oxford University Press has identified skills that are especially relevant to the context of the language classroom and has grouped them into five clusters of complementary skills:

1 Communication and collaboration

Being able to collaborate requires effective communication skills, and communication is enhanced when a person is aware

of how they can contribute to the interaction for the benefit of others. **Beehive** develops these skills in particular through:

- pairwork speaking activities
- *Team Up!* tasks and projects
- acting out of stories.

2 Creativity and critical thinking

Creativity involves thinking flexibly, generating new ideas and solutions to problems. Critical thinking requires a creative mindset to look at things differently, analyse information and draw on problem-solving skills to form a balanced judgement.

Beehive develops these skills in particular through:

- activities which encourage students to evaluate and interpret
- *Team Up!* tasks and projects.

3 Intercultural competence and citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship typically addresses both the local and the global, focusing on social responsibility. **Beehive** develops these competences in particular through:

- learning about the lives of children from other countries in Lesson 5
- reading stories with diverse settings and characters.

4 Emotional self-regulation and wellbeing

Focusing on students' emotional well-being helps to promote learner autonomy, enhance students' sense of self-belief, and develop positive learner attitudes. Opportunities for this in **Beehive** are:

- the *Think, feel, grow* feature in Lesson 4
- the vocabulary presented on the *How do you feel?* poster (for notes about how best to use this poster, please see page 145).

5 Digital literacies

Digital literacies include the ability to use a range of digital technologies in socially appropriate ways across a range of cultural contexts. Learners also learn how to derive information from online data and to communicate safely and effectively.

Beehive promotes digital literacy through:

- facsimiles of webpages, online forums, blog posts, emails, online messages, etc.
- Oxford Online Practice activities and games.

You might also like to consider sharing photos of project outcomes on a class blog or website.

Skills

Listening

Beehive offers plenty of opportunities for students to listen to English for gist and for specific information. A variety of listening activities feature in Lessons 2, 3 and 5, allowing students to practise listening to the language they have learned in these lessons.

All new language is presented with clear models on the audio recordings available on the Classroom Presentation Tool or on Oxford English Hub. Listening to the recordings of the grammar cartoons in Lessons 1 and 3, the stories in Lesson 4, and the reading texts in Lesson 5, also helps the students internalize the language and exposes them to native speaker pronunciation and intonation.

The listening scripts are carefully graded, starting with short, simple scripts and gradually increasing in length and complexity throughout each level and across the series.

Speaking

Throughout the course, students are encouraged to speak English individually, in pairs and in groups as much as possible, in order to give them the confidence to communicate orally in a variety of different situations.

Through carefully staged and supported tasks, students have the opportunity to speak in every lesson of **Beehive**. In Lesson 1 students activate the new vocabulary in an engaging pairwork activity and they practise functional language by modelling an everyday conversation. In Lessons 2 and 3 there are contextualized speaking activities to activate the unit grammar. In Lesson 4 the students learn to express their feelings and opinions through the emotional well-being feature. In Lesson 5, students contrast their experiences with children in other countries in a simple dialogue, which is modelled in the video and on the Student Book page. Finally, the *Team Up!* tasks accompanying Lessons 1–4 and the end-of-unit projects are designed to encourage students to collaborate in pairs and groups. The teaching notes also contain suggestions for optional or extension activities to provide students with even more speaking practice.

Many of the speaking activities in the Student Book are modelled in the audio recordings. This gives students the opportunity to practise repeating example sentences in order to gain confidence before they form their own sentences in English.

Reading

Reading practice in **Beehive** is carefully graded. The activities in each lesson increase steadily in level of difficulty. When new vocabulary is presented, students begin by reading at word level, they progress to reading at sentence level and finally they read short texts. The reading texts are also graded, and increase in length and difficulty throughout each level as students' reading skills improve.

Beehive features a variety of text types, including cartoon stories, articles, blog or diary entries, webpages, poems, etc. Students develop their literacy skills by becoming familiar with the style and features of the different genres and the many ways in which information can be presented. They begin to learn the rules of language, how to acquire and use information, and how to construct meaning from different text types by reading for both gist and specific information.

The *Extensive reading* sections follow after every two core units of the course. Each section consists of one fiction text and one non-fiction text. These texts are longer than the texts in the core unit, motivating students to read for pleasure and become better, more confident readers. Each section reviews grammar and vocabulary from the preceding two units. The follow up activities check students' general understanding of the texts,

and there are suggestions on how to exploit the texts further in the teaching notes.

All reading texts are accompanied by audio recordings, as well as appealing photos or illustrations to provide visual clues to the context of the text.

Writing

In **Beehive 1** students are still at an early stage of learning to write in their own language and therefore need a lot of support to write in English. Wordpools and model answers help them to become more confident as they progress. Activities increase in challenge gradually. Students are first asked to write at word level, then phrase level, and finally at full sentence level.

In Lesson 5 of each unit, students follow a carefully-staged series of activities in the Workbook to develop their writing skills. Students start by writing discrete sentences in Level 1 and progress over the course of the series, steadily increasing their writing output so that they are able to write complete texts by the end of Level 6. First, they read a text describing an aspect of life in a different country. Through reading these texts, students become familiar with the language and structures they will need to prepare them for their own writing. Each unit includes a writing skills section, focusing on English punctuation, parts of speech, sentence structure and other writing skills. Finally, students adapt a short model text with their own ideas. The model gives them the necessary support and guidance to write a few sentences which will allow them to produce their own personalized version. In Levels 4–6, a whole lesson in every unit is devoted to developing writing skills.

Phonics & Literacy

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

A comprehensive offer of phonics and literacy practice for **Beehive** Starter, 1 and 2 is available from the Teacher's resources on Oxford English Hub. Fun phonics songs support the key sounds taught in the level and there are entertaining stories featuring the characters Tim and Tom (two cats) to engage students. Audio recordings are also provided for the accompanying phonics worksheets.

Stories and emotional well-being

Lesson 4 of every unit in **Beehive** features an engaging and thoughtful story, which provides a fun and motivating context to review the new language taught in Lessons 1–3. In Levels 1–3, animated versions of these stories are supplied on the Classroom Presentation Tool and the Student resources on Oxford English Hub. These can be used flexibly alongside the Student Book. After reading or watching the story and completing the comprehension activities, students work in groups to act out the story.

The stories in **Beehive** give students an insight into other cultures and traditions, as many of them are set in different countries around the world, or are based on traditional world stories, adapted for the modern classroom. Each story is beautifully illustrated and features a different, diverse set of

characters in a range of settings, from urban to rural, science fiction to fantasy.

Each story centres on a theme which presents opportunities to foster personal growth and emotional well-being. They focus on aspects such as persevering, accepting others, respecting differences, apologizing and making amends, using your strengths, etc. In the stories, the fictional characters learn from everyday situations to strengthen their emotional well-being, just as real children do in their own lives. With this aim in mind, each story is accompanied by a *Think, feel, grow* feature which promotes self-awareness, helps students to manage their feelings, and teaches students empathy and social skills. They reflect on the story and explore a particular aspect of emotional well-being further by relating it to their own lives and sharing their thoughts and experiences. In Level 1, students communicate in their own language, but as the students grow older and their English skills improve, more English can be used in the conversation. The teacher's notes make suggestions to guide and support the conversation.

The *Emotions* posters present useful language to support the conversation. Please see also page 145 for notes on how best to make use of the posters.

Songs

Every unit in *Beehive* contains a song at the end of Lesson 3 for students to practise the new language. Melody and rhythm are an essential aid to memory. By singing, students are able to address fears and shyness and practise the language together in a joyful way. They are also fun and motivating and provide a good opportunity to add movement to the lessons, which is of great benefit for kinesthetic learners. The songs follow a pattern of a chorus with two verses. The second verse repeats the first verse, with a number of highlighted words which students substitute. Each song is followed by a karaoke track.

All songs in *Beehive 1* and *2* have an animated version which can be found on the Classroom Presentation Tool and on Oxford English Hub.

In *Beehive 1* and *2*, there is also a vocabulary chant in Lesson 1 of each unit.

Team Up!

Beehive promotes inclusivity and collaboration through the *Team Up!* tasks which can be found at the end of lessons 1–4. All *Team Up!* tasks encourage students to work together to use the language they have learned in the lesson. They activate global skills such as creativity, critical thinking, communication and collaboration.

Each *Team Up!* task is supported with a downloadable worksheet or cut-out available on the Teacher's resources on Oxford English Hub, along with comprehensive teaching notes. As well as procedural notes and instructions, the teaching notes offer alternative approaches so that printing or photocopying can be kept to a minimum.

Although the *Team Up!* tasks are designed to be fully integrated into the lesson, they offer flexibility for different classroom situations, so they can be skipped if time is short. The teaching notes provide suggestions for extending the activities, if more time is available.

As the *Team Up!* tasks are designed to be carried out in pairs or small groups, they offer an ideal opportunity for differentiated learning. The teaching notes give tips on how to provide extra

support or additional challenge to adapt them for the needs of different learners.

Projects

Project work gives students the opportunity to personalize the language they have learned and apply it to a real-life task. It is motivating, as it offers students the chance to find out about interesting topics, to be creative and to talk about themselves. By working together, they learn to communicate and coordinate with others, to share responsibility and to work as a team. The benefits of project work go beyond language learning. It gives students a sense of purpose and achievement and provides a bridge to independent learning as students investigate information, make their own choices, and present information in their own way.

In a mixed ability classroom, project work has the additional advantage of being flexible for different levels, abilities and learning styles, as the output can be adapted to suit different learners, and individual students can take on different roles with varying degrees of challenge.

Beehive provides a project at the end of each core unit in the *Team Up! 5* task. Students create something, such as a poster, a time capsule, a cartoon story, a dream house, etc., and then they present it to the class as a group. Each Project lesson in the Student Book features a step-by-step guide showing students how to complete the project. A downloadable worksheet is provided for extra support or where time is short. When students have made the item, they watch a video which shows children interacting with a finished project of their own. Students listen to the model exchange, then practise talking about or playing with their own projects, following the model. The video and audio support ensure that students are prepared and have the language tools necessary to speak confidently.

Review

In a high-level course, with a challenging syllabus, recycling and review of language are essential. At the end of each core unit in the *Beehive* Student Book, there is a *Review* section featuring a choice board. The choice board contains six different activities, including speaking, writing, and creative tasks. Students develop learner autonomy by choosing two activities to complete, giving them the opportunity to consolidate the language they have learned.

At the end of each core unit in the Workbook, there is a two-page *Review* section with vocabulary and grammar activities for students to complete. To encourage students to reflect on their own learning, there is a self-evaluation feature which students can use to assess their own progress. The review pages can be used as a progress test to check that students have remembered what they have learned.

Culture

Intercultural education is an essential part of language learning. It is important for students to understand and consider the similarities and differences between their own culture and other cultures.

Each Lesson 5 consists of two pages dedicated to exploring a culture topic, whilst also developing reading, listening, speaking and writing skills. The culture topics help students to understand that they are part of a global community by encouraging them to develop an awareness of people from other countries and gain an insight into their culture. Through

videos and texts students are transported to another part of the world. They see how life in other countries can be different or similar to their own lives.

The video and listening scripts expose students to a balance of both familiar and new language. Four new vocabulary items are presented at the beginning of the lesson, and these words are practised through a listening activity. Students then watch a video about an aspect of life in another country, often presented by a child of the students' own age. They complete a comprehension activity, then carry out a speaking task reflecting on the video. These speaking tasks have a fluency focus, as students are encouraged to discuss their opinions about the video, compare the experiences in the video with their own experiences, or relate what they have seen in the video to their own lives. The dialogue increases in length and complexity as children progress through the series.

On the second page of the lesson in the Student Book students read a text describing the same topic in a different country.

Real world focus

Rooting the context of learning in the everyday world helps to make it relevant and engaging for young learners. **Beehive** contains lots of photos in the Student Book and also on the flashcards, which give the material a 'real world' feel. There are also lots of facsimilies such as recipes, adverts, websites, diaries calendars, weather charts, meal planners and timetables throughout the course, which are designed to replicate the materials that students might encounter in their own environment. The wealth of video content also helps to make the content engaging and relevant to students' lives.

Beehive also aims to relate its content to the students' school life. Content Language Integrated Learning (CLIL) uses a cross-curricular framework to allow students to link what they learn in their English classes to other school subjects such as maths, science, art, social studies, and health. **Beehive** transfers useful, practical English language to a range of different areas of the curriculum (maths, science, art, geography, etc.) wherever they are relevant. For example, maths activities are included in lessons teaching numbers, or activities about animal diets in a lesson about wild animals.

Course assessment

Beehive offers a seamless learning and assessment experience, built on the principles of assessment for learning. (Please see pages 12 and 13 for more detailed information.) With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning.

Each lesson in **Beehive** is introduced by a team character, who sets out in simple language the learning objective of the lesson. You can discuss this with students so they are prepared for what they are about to learn. In order to meet the objectives, students need to be aware of the success criteria which demonstrate they have achieved the objective. You can help students to understand the success criteria for a lesson by reading the model texts and listening to the model dialogues provided for activities in **Beehive**. This will show students what they are expected to produce by the end of the lesson.

The self-evaluation sections at the end of each Review in the Workbook encourage students to look back through each unit and decide how well they think they met each lesson objective. Self-evaluation is useful to develop learner autonomy, and in

addition students' answers will also enable you to provide extra support or reinforcement where necessary.

There are also two self-assessment worksheets per unit that support assessment for learning in **Beehive**. Students can complete a record sheet for each unit and for each project to reflect on their learning. These are available on Oxford English Hub.

Within the assessment for learning framework, students' progress can also be evaluated through formal testing.

The following tests are available for **Beehive**, and can all be accessed on Oxford English Hub. All test items are written to the specific learning objectives covered in the course, informed by the *Oxford English Language Framework* and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

Entry test

This short test is useful if you are unsure which is the best level for your students to begin at.

Unit tests

There is a test for each unit in **Beehive**. The tests enable you to identify where learning has been successful in a specific unit and where remedial work is required. The content in the test reflects the language objectives within that particular unit.

Progress tests

There are three Progress tests in **Beehive**. These enable you to assess the progress made by students in relation to a specific group of units. Progress test 1 covers Units 1–4; Progress test 2 covers Units 5–8; and Progress test 3 covers Units 9 and 10. The content in the test reflects the language areas covered in those specific units. They are used to measure the learning that has taken place in the course of study so far.

End-of-year test

Beehive also has one cumulative End-of-year test containing 10 activities. The End-of-year test is used to summarize what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress of a course level.

Practice for Cambridge English Qualifications for Schools

In addition to the tests outlined above, specific extra practice for the Cambridge exams is available on Oxford English Hub.

Inclusive practices

Inclusive practices allow all learners to participate fully and achieve success, including learners with special education needs. Inclusive practices can be implemented at a general level, providing an accessible learning environment, and at an individual level, recognizing and embracing the individual differences that occur in any group. **Beehive** aims to include all learners by:

- providing a range of interactive and participatory activities and projects
- including activities and projects which allow students to demonstrate their learning in different formats
- the *Think, feel, grow* feature in Lesson 4 encourages students to accept and understand difference
- offering a variety of multisensory activities, enabling students to learn through seeing, hearing, doing, and touching
- providing clear and explicit instructions for all activities.

Parental involvement

Being able to share their learning with family members is hugely motivating to young learners, and support from parents is vital for students' progress. The *Letter to parents* on page 151 can be photocopied and sent to all parents or guardians at the beginning of the school year to explain how they can help with their child's English learning. Encourage students to do extra practice at home, using the Workbook or Oxford Online Practice. You can also encourage students to sing the Lesson 3 songs and read the Lesson 4 stories to their families at home, and to show their families their completed *Team Up!* tasks where suitable.

School blogs can be an effective way to keep parents up-to-date, as well as highly motivating for students. If your school does not have a blog or website, you can send a regular newsletter home with students, detailing what the class has learned and what they are learning about now. If possible, you can organize a concert or parents' afternoon where the students can perform the unit stories and the songs they have learned throughout the term. Students can make posters and tickets for this event and take them home to their families. This will give students a sense of achievement and show parents how far they have progressed in their English learning.

Assessment for learning

What is assessment for learning?

Assessment for learning is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

Assessment for learning relies on a constant flow of information between you and your students. Students demonstrate their knowledge, understanding, and skills as they learn. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

In an assessment for learning approach, it is not only the teacher who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like.

While grades and scores inform assessment for learning, you are encouraged to collect evidence from other less formal activities. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Assessment for learning shouldn't focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. One way of doing this is to focus feedback on 'stars' and 'wishes' – what students have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can 'close the gap' between their current performance and their desired performance.

Why is assessment for learning useful?

For students:

- **It improves performance.** Receiving effective feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning, but also why they are learning it and what success looks like.
- **It is motivating.** Assessment for learning emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements, and develop positive attitudes to learning.
- **It prepares students for lifelong learning.** By making students more responsible and self-aware, it equips them to learn independently and proactively in the future.

For teachers:

- **It informs teaching decisions.** Assessment for learning provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.
- **It develops skills and confidence.** Assessment for learning can give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively.** By providing more tailored support to individual students, you can feel more confident that no one is being left behind.

How can I implement assessment for learning in my teaching?



Assessment for learning is based around three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next), and success criteria (what success looks like).

Diagnostics

To be able to provide effective feedback, you need to find out what students already know. Gathering insight during the lesson allows you to see what students have learned, and also to see where they are struggling. This allows you to provide extra support, as necessary, to enable students to succeed.

You can gather this evidence in a variety of ways – not just through the formal tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment. After teaching a new piece of language, check students' understanding. Ask, e.g., *Time for feedback! How do you feel about (the new words we have learned)?* Below are a couple of suggestions for diagnostic tools you could try.

Traffic light cards: each child has a red, amber and green card. Red means they don't understand, amber means it's not totally clear or they feel a bit unsure about it, green means they fully understand. Ask students to hold up the card which best shows how they feel about their learning.

Thumbs up: Children can use their thumbs to show their level of understanding.  means that students have a good understanding.  means that students are not confident. Holding their hand flat, facing down, and wagging it from side to side means they feel a bit insecure about it.

It's important to emphasize that the students are not doing anything wrong if they don't understand something. In some instances, children might feel embarrassed to say they don't know something. Creating a culture in the classroom where children feel comfortable saying that they do not understand is critical for the success of assessment for learning.

Thinking time: It is important to build thinking time into standard classroom practice. Always give students time to think of their answers before you continue, or before providing the correct answer yourself. You could use a timer to ensure that you give enough space for children to think.

During thinking time, encourage all of the students to consider their answer. You could allow them to work in pairs, or you could ask them to write their answer down. If your students have mini-whiteboards, they can write their answer on their whiteboard

and then hold them up. This is a good way to establish how many children have not understood. If necessary, you can then supply extra practice or work through the teaching point again.

No hands up: To ensure that all of the students use their thinking time constructively, it is useful to employ a 'no hands up' approach in the classroom. By nominating a student at random to answer the question, the teacher can ensure that all of the students are encouraged to share their ideas. There are various methods you could try to make this fun. For example, at the start of the year, students could make a name card or decorate a lollipop stick with their names on it. Choose a child to answer at random by pulling out a name card or lollipop stick.

Alongside this, there needs to be a culture of tolerance for incorrect answers. Use incorrect answers as informal feedback and try to understand what might have caused the mistake. If someone gives an incorrect answer, ask other students for an answer, then check the answer with the rest of the class.

Students should be encouraged to talk to their partners as a way of self-assessing. They can work with a partner to discuss what they have learned and whether they have any areas they don't feel confident about. They could refer to their partners in thinking time, discussing what they think the answer is. Working together could help students to come up with more answers. Pairwork can also be used to check instructions. They could discuss the instructions with their partner, and then come back to the teacher with any queries.

Learning objectives

Students will learn better if they have a clear idea of what they are going to learn. Establish a classroom routine, where the learning objective is introduced at the beginning of the lesson in simple, easy-to-understand language. Write the objective on the board, e.g., *Today, we are learning about food.* Encourage the students to engage with the objective so that they are aware of what they are learning and why. How you do this will depend on the age of the students. For higher levels, you could ask students to write down the objective in their notebooks. For lower levels, you could ask students to read it out, or talk to their partner about it. With very young learners, you may choose to discuss the objective in the students' own language.

At the end of the lesson, remind students of the learning objective. Ask them to self-assess their progress with reference to the learning objective. You could ask them to decide with their partner if they have achieved the objective. Use the record sheet for each unit so that students can quickly and easily self-assess their work. You might like to provide a folder for each student to keep their record sheets in, as well as any extra worksheets or handouts. Over the course of the year, these folders will be great evidence of the students' progress.

Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas on how to focus on success criteria.

One useful approach is to discuss and agree success criteria with your students. For instance, if they are learning to write an email, you could elicit the key features of a successful email. You can then add in any key ideas they have missed. Similarly, if they

are giving a verbal presentation of a project, you could elicit the elements they should include, and also elicit suggestions for best practice in delivery (e.g. making eye contact with their audience, speaking slowly and clearly, using varied intonation). Create a checklist and ask students to assess whether they have successfully achieved all the points listed and to note where they could improve. This assessment is best achieved using peer assessment as well as self-assessment, so that students can check their own impression of their performance against their classmates' opinions.

Giving feedback

Feedback from teachers to learners can have a significant impact on teaching and learning. Providing high-quality, focused feedback and allowing learners the time and opportunity to act upon it are essential. Effective feedback needs to be specific and clear. It should provide strategies, rather than just supplying the correct answers. Focus on one change that will improve your students' performance and relate this to the success criteria.

Encourage your students to reflect on and evaluate their own performance. Students are more likely to learn if they are encouraged to correct their own mistakes. It is therefore a good idea to underline mistakes when marking work, but not supply the correct answers. In order to get real value from homework and other written activities, allow time for students to go back and correct their mistakes. At higher levels and in longer pieces of work, give suggestions for how to improve and allow time for students to implement these. Students should be encouraged to use a special colour pen for corrections, so they can see where they have responded to feedback.

Is assessment for learning a new approach?

In many ways, assessment for learning reflects what most teachers have always done in the classroom. However, in an assessment for learning approach, the teacher consistently ensures a cycle of goal setting, reviewing success criteria, gathering information, and providing constructive supportive feedback with time for reflection.

In what contexts can I use assessment for learning?

Assessment for learning can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that assessment for learning can also be beneficial in exam-oriented contexts. Students are likely to perform better in exam tasks if they understand which skills that task is assessing, why those skills are being assessed, and what a successful task response looks like.

More information

Download our position paper ***Effective Feedback: the Key to Successful Assessment for Learning*** from www.oup.com/elt/expert

Professional development

Methodology support

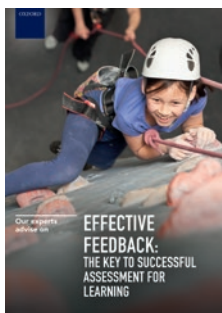
Beehive is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning. Relevant to the course methodology, the *Beehive* team have selected the following topics to help you teach with confidence:

- Assessment for learning and effective feedback
- Global skills for the language classroom
- Supporting parents

Find out more: oxfordenglishhub.com

Position papers

This course-specific selection includes some of our influential papers. Built on research and classroom practice, our *position papers* offer practical guidance on the major issues shaping language education today. Our shorter *focus papers* offer insights and tips on specific topics for the classroom.



Professional development modules

The modules consist of short introductions to topics relevant to *Beehive*, as well as practical ideas on how to implement them into your teaching. Each module is no more than 30 minutes long.



Explore further

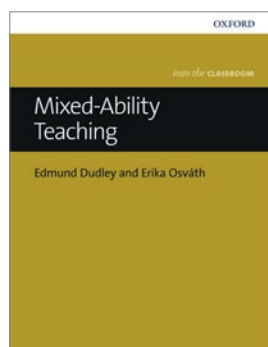
If you would like to develop your skills and knowledge beyond the professional development content offered with this course, we offer a range of materials from further reading to live professional development events.

Find out more: www.oup.com/elt/professionaldevelopmentonline

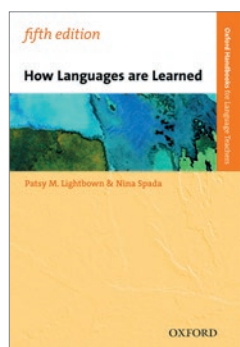
Professional development books

Keep up with the latest insights into English language teaching through our professional development books.

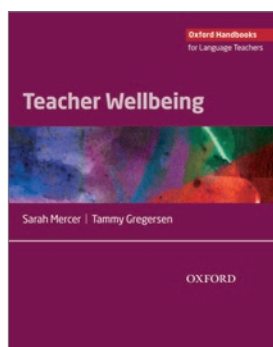
Find out more: www.oup.com/elt



ISBN: 978-0-19-420038-7



ISBN: 978-0-19-440629-1



ISBN: 978-0-19-440563-8

Supplementary resources

Graded Readers

Here you will find additional resources for your students which best complement *Beehive*.

Classic Tales

Bring the magic of *Classic Tales* to your classroom. This award-winning series builds language skills and introduces young students to the joy of reading.

- Develop creativity and imagination through reading, writing and drama activities
- Support reading with picture dictionaries, glossaries and illustrations
- Engage all your learners with an Activity Book and Play for every story.

Find out more: www.oup.com/elt/gradedreading



Oxford Read and Imagine and Oxford Read and Discover

Enter a world of discovery and adventure – improve your English through fact and fiction.

Oxford Read and Imagine invites young readers into an exciting world of great stories. Follow Rosie, Ben, Grandpa and his robot Clunk on their adventures in Grandpa's fantastic van. This series provides a motivating way to increase contact time with English, both in and out of class.

Oxford Read and Discover is perfect for CLIL. Cross-curricular topics and colour photos bring excitement to learning English through other subjects.

- Stories connect to non-fiction readers
- Picture dictionaries and glossaries help build vocabulary
- Projects develop critical thinking skills
- Activities support Cambridge Young Learners English tests
- Audio in American and British English.

Find out more: www.oup.com/elt/gradedreading



Oxford Reading Club

Oxford Reading Club is a digital library from Oxford University Press that offers a smart way to read digital Graded Readers.

Students can:

- Choose from hundreds of titles covering all levels
- Use an interactive 5-step reading process that helps improve all areas of learning including listening, speaking, reading and writing
- Use a variety of interactive features and activities including word cards, audio with adjustable speed and voice recording
- Look up Oxford Dictionary definitions for vocabulary development
- Track their progress in a monthly report and get study badges the more they read.

Teachers can:

- Create classes for learners depending on their level of English and schedule reading assignments for them using the Learning Management System
- Track individual student activity and progress with; the 5-step reading process; number of books read; total words read; time spent reading
- Download a report providing a summary of each learner's reading activities.

Find out more: oxfordreadingclub.com

Readers on Oxford Learner's Bookshelf

Over 400 e-books to choose from:

- Slow down audio for easier listening
- Record your voice to practise pronunciation
- Make notes and highlight on screen
- Synchronize across devices.

Oxford Readers Collections

Collections of 25 graded readers available on the Oxford Learner's Bookshelf

- Available at 4 Levels from A1–B2
- Track reading progress in the reading diary.

Reading Diary

Measure reading progress and award certificates to students. Track the number of books read, words read, and time spent reading.

Find out more: www.oup.com/elt/gradedreading

Tour of a unit

Lesson 1 Words

Student Book

Lesson 1 introduces eight new vocabulary items through a colourful illustration in the context of the unit topic. It provides vocabulary practice, as well as a critical thinking task and presentation and practice of functional language.

An interactive activity on the Classroom Presentation Tool presents the new vocabulary with short video clips.

Understanding the lesson objective is an important principle of assessment for learning. See pages 12–13.

Students use the new vocabulary to complete a critical thinking task, such as ordering, sequencing, categorizing, ranking, identifying, etc.

A reading activity consolidates recognition of the written form.

2 My things
Lesson 1 Words

Let's talk about toys.

1 kite
2 teddy
3 boat
4 robot
5 board game
6 skipping rope
7 plane
8 ball

1 Look, share, learn.
2 Listen, point and repeat. ⏮ 030
3 Say the chant. ⏮ 031

4 Play the Colours game.
It's blue and white. The plane!

18 Words Toys

2

5 Look and draw 😊 or ☹️. Then say the toys.

6 Read and number.

1 2 3 4 5 6 7 8

skipping rope 4 boat teddy ball
board game robot plane kite

7 Listen and repeat. ⏮ 032 Then ask and answer.

What's your favourite toy? It's a board game.

Team Up! 1
Make a collage of your favourite toys. 📄

Functional language What's your favourite toy? It's a ... 19

Students practise the new vocabulary by repeating a chant.

A big illustration presents the eight new vocabulary items in an engaging context.

A functional language exchange is presented and practised.

Students complete a pair or group task to review the functional language and the new vocabulary.

Students practise the new vocabulary in a speaking activity.

Workbook

The vocabulary is reviewed at sentence level.

Students practise reading and writing the new vocabulary.

Students practise writing the functional language from the Student Book.

Please note: The Classroom Presentation Tool can be used to display the Student Book and Workbook with interactive answers.

A wordlist provides a record of all key vocabulary from lessons 1, 3 and 5.

Unit 1	Unit 2	Unit 3	Unit 4
Lesson 1 bin board chair clock cupboard desk door window	Lesson 1 ball board game boat kite plane robot skipping rope teddy	Lesson 3 climb dance draw play basketball play football play tennis read sing	Lesson 1 bee cat dog duck fish frog snake spider
Lesson 3 black blue brown green grey orange pink purple red white yellow	Lesson 3 bag book pen pencil rubber ruler	Lesson 3 catch fly jump run swim talk	Lesson 3 beach flower lake plant shell tree
Lesson 5 baseball bat scooter skateboard	Lesson 5 ice skate make a snowman ski sledge	Lesson 5 sand sandcastle sea sun	

Warm-up

- A warm-up activity is suggested in the teaching notes.

Lead-in

- Introduce the lesson objective. Tell the class **Today we are learning about toys**. Write **Toys** on the board. Show some of the unit flashcards and invite students to guess the meaning of **Toys**.

Student Book

- **Activity 1:** Students look at the picture in the Student Book or on the Classroom Presentation Tool. They share their knowledge by naming some of the things they can see in English. Every Lesson 1 illustration includes a selection of review vocabulary.
- **Activity 2:** Students learn eight new words, which are presented in an interactive activity on the Classroom Presentation Tool. Alternatively, you can use the flashcards or **Vocabulary** posters from the Classroom Resources Pack.
- Students say the new words and point to the items in the illustration and say the number.
- Students listen to the audio and repeat the new vocabulary.
- **Activity 3:** Students listen to the vocabulary chant and join in.
- **Activity 4:** Demonstrate the speaking activity with a volunteer. Students then play the game in pairs.
- **Activity 5:** Focus students' attention on the critical

thinking activity. Here students rank the toys they like into three categories, like, dislike and neutral. Do the example with the class, then allow students time to complete the activity.

- **Activity 6:** Students complete a reading activity to practise the eight new vocabulary items.
- **Activity 7:** Play the audio for students to listen and repeat the exchange. Then they practise the new language in pairs.
- **Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet. Tips about how to do the task without printing or photocopying are suggested in the teaching notes on Oxford English Hub. The teaching notes also suggest ways to provide extra support or additional challenge for differentiated learning.

Workbook

- **Activities 1–2:** Students complete reading and writing activities to practise the eight new vocabulary items.
- **Activity 3:** Students complete the writing activity to practise the new vocabulary at sentence level.
- **Activity 4:** Students complete the functional language activity.
- The **Workbook** activities can be done in class if you have extra time, or they can be set as homework. The answers can be checked as a class in the next lesson. Please see page 12–13 for tips on how to apply assessment for learning principles when checking students' work.

Tour of a unit

Lesson 2 Grammar

Student Book

Lesson 2 presents a new grammar structure through a humorous cartoon featuring the team characters. The new structure is then practised through listening, speaking, reading and writing activities.

The new grammar structure is presented in a fun cartoon featuring the team characters.

The new grammar is consolidated in reading and writing activities.

2 Lesson 2 Grammar

1 Listen and follow. 033 Then act.

Let's talk about toys we have and haven't got.

Hey! I know!

I've got a boat!

I haven't got a boat.

haven't = have not

2 Listen and number. Then listen and repeat. 034

3 Look at 2. Say and point.

I haven't got a teddy. I've got a robot.

You're number four!

20 Grammar I've got a ... I haven't got a ...

4 Read and number.

- I've got a ball.
- I haven't got a board game.
- I haven't got a kite.
- I've got a skipping rope.

5 What have you got? Tick or cross .

6 Write. I've got I haven't got

- _____ a ball.
- _____ a teddy.
- _____ a board game.
- _____ a kite.
- _____ a robot.
- _____ a skipping rope.

Team Up! 2
Make a True or False quiz.

Grammar I've got ... I haven't got ... 21

The new grammar structure is practised through a listening activity.

Students develop their communication skills using the new grammar structure.

The *Team up!* activity fosters collaborative skills through pair or group work.

A game on the Classroom Presentation Tool provides further language practice.

Workbook

The activities increase in difficulty, with more cognitive challenge.

Students complete reading and writing activities to practise the new grammar structure.

By the end of the lesson, students write the new grammar structure at sentence level.

Grammar check

The grammar structure is presented clearly for students to use as a reference.

Simple activities provide useful practice.

Warm-up

- Begin the lesson by playing the Lesson 1 chant.

Lead-in

- Write the word **Toys** on the board and ask students if they remember what it means.
- Introduce the lesson objective. Tell the class, in their own language, that today they will learn how to talk about toys they have or haven't got. For the complete lead-in notes, please see page 44.

Student Book

- Activity 1:** Students listen to the audio and follow the grammar cartoon story. They point to the speech bubbles as they hear them. Check students have understood. Then play the recording a second time. Model each phrase for the students to repeat as a class. They then act out the cartoon. See teaching notes on page 44.
- Activity 2:** Students listen to the example. Then they listen to the rest of the recording and complete the activity. Check answers with the class.

- Activity 3:** Read out the example exchange and model the activity with a volunteer. Students then complete the speaking activity in pairs.
- Activities 4–6:** Do the examples with the class, then students complete the reading and writing activities individually or in pairs.
- Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- Activities 1–5:** Ask students to do the reading and writing activities to practise the new grammar structure from the Student Book.

Grammar check

- Students turn to the **Grammar check** section. Students can use the example grammar structures to help them complete the activities.
- The **Grammar check** activities can be used for reinforcement in class, or they can be set as homework, and the answers can be checked as a class in the next lesson.

Tour of a unit

Lesson 3 Words and Grammar

Student Book

Lesson 3 presents six new vocabulary items with colour photos. The vocabulary is practised through a speaking activity using a recycled grammar structure. Lesson 3 also presents the unit's second new grammar structure in a humorous cartoon, and practises the structure through a writing activity and a song.

The new vocabulary items are presented with colour photos.

The new grammar structure is presented in another engaging cartoon featuring the team characters.

The new grammar structure is practised through a writing activity.

2 Lesson 3 Words and Grammar

Let's talk about my and your school things.

- Listen, point and repeat. 🎧 035
- Listen and say the school things. 🎧 036

3 Look, listen and follow. 🎧 037 Play the game.

I've got a pen.
I've got a rubber.
I've got a pencil.
I haven't got a bag.

You're Charlie!

22 Words School things

4 Listen and follow. 🎧 038 Then act.

5 Write. my your

1 This is my book. 3 This is _____ ruler. 5 This is _____ pencil.
2 This is _____ bag. 4 This is _____ pen. This is _____ rubber.

6 Listen and follow. Then sing. 🎧 039-040

This Is My Bag

This is my bag. This is **my** pencil. **your**
It's red and blue. This is **my** book. **your**
I've got a pen, This is **my** rubber. **your**
And a ruler, too. Look! Look!

Team Up! 3
Make and play a feely bag game.

Grammar This is my ... This is your ... 23

Students play a speaking game to practise the new vocabulary.

Students develop their communication skills using the new grammar structure. The dialogue is recorded as a model for students.

Students sing a song to practise the new vocabulary and grammar structure. A karaoke track is also available.

An animated version of the song can be found on the Classroom Presentation Tool and on Oxford English Hub.

Students complete a pair or group work task to review the Lesson 3 vocabulary and grammar.

A game on the Classroom Presentation Tool provides further language practice.

Workbook

The activities increase in difficulty, with more cognitive challenge.

Reading and writing activities enable students to practise the new vocabulary items.

2 Lesson 3 Words and Grammar

1 Find and circle.

1 2 3 4 5 6

rupenker barulerod adbooker

opencilus etrubberes ruybagit

2 Write. I've got I haven't got bag book pen pencil rubber ruler

1 I haven't got a pen. _____

2 _____

3 _____

4 _____

5 _____

6 _____

3 Read and write the letter.

1 This is your book. r f b

2 This is your bag. r b g

3 This is my ruler. r u l

4 This is your ruler. r u l

5 This is my book. b o o

6 This is my bag. b a g

4 Write Maria's sentences. This is my This is your

1 This is your _____ pen _____

2 _____

3 _____

4 _____

5 _____

6 _____

20 Words School things Go to Grammar check page 225 Grammar This is my... This is your... 21

Students complete reading and writing activities to practise the new grammar structure.

Grammar check

The grammar structure is presented clearly for students to use as a reference.

Grammar check 2

I've got a kite. I haven't got a plane.

1 Write. I've got I haven't got

1 ✓ I've got _____ a robot.

2 ✗ _____ a boat.

3 ✓ _____ a board game.

4 ✗ _____ a skipping rope.

2 Order the words.

1 I've kite, a, got. _____
I've _____

2 haven't plane, I, a, got. _____

This is my robot. This is your boat.

3 Write. my your

1 This is your pencil.

2 This is _____ book.

3 This is _____ bag.

Grammar check 225

The grammar structure is practised through a simple activity.

Warm-up

- Play a flashcard game. There are suggestions in the teaching notes and in the *Ideas bank* on page 141.

Lead-in

- Introduce the lesson objective. Tell the class *Today we are learning about school things*. Write *School things* on the board. Show some of the lesson flashcards and invite students to guess the meaning of *School things*.
- Ask the class a simple question about the lesson topic, e.g., *What school things have you got?* Elicit answers around the class and recast in English, if necessary.

Student Book

- **Activity 1:** Students listen, point to the photos and repeat the new vocabulary items.
- **Activity 2:** Students listen and say the correct words from the new vocabulary set.
- **Activity 3:** Demonstrate the speaking activity with a volunteer. Students then do the activity in pairs.
- **Activity 4:** Students listen to the audio recording and follow the grammar cartoon story. They point to the speech bubbles as they hear them. Check students have understood. Play the recording a second time. Model each phrase for the students to repeat as a class. They then act out the cartoon.

- **Activity 5:** Do the example with the class. Then students complete the writing activity individually or in pairs.
- **Activity 6:** Students listen and follow the words of the song in their books. Play the song again, as many times as necessary, for students to join in as much as they can. There is also a karaoke track to sing along to once they are confident. For *Beehive 1* and *2*, a song animation is included on the Classroom Presentation Tool.
- **Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- **Activities 1–2:** Students complete the reading and writing activities to practise the new vocabulary items from the Student Book.
- **Activities 3–4:** Students complete the reading and writing activities to practise the new grammar structure from the Student Book.

Grammar check

- Students turn to the *Grammar check* section. Students can use the example grammar structures to help them complete the activities.

Tour of a unit

Lesson 4 Story

Student Book

Lesson 4 consists of a cartoon story which recycles the vocabulary and grammar from the unit. Each story features an emotional well-being theme. Students complete a comprehension activity, discuss the emotional well-being theme, then act out the story in groups.

Students say what they can see in the story pictures, reviewing language from the course so far.

An animated version of the story is available on the Classroom Presentation Tool and Oxford English Hub.

A comprehension activity checks students' understanding of the story.

2 Lesson 4 Story

Let's read about a day in the park.

1 Talk about the pictures. 2 Listen and read. 04:1

Nisha's skipping rope

1 This is Nisha. This is her favourite toy.

I've got a skipping rope.

2 Look! It's my boat.

Don't worry, Adnan!

3 Thank you!

Now I haven't got a skipping rope.

Oh dear!

4 I've got a ball. Here!

Thanks.

5 Look! It's my kite.

Don't worry, Zara!

6 Thank you!

Now I haven't got a ball.

Oh dear!

24 Story Vocabulary and grammar review

7 Here's Zara's mum. What's in her bag?

I've got a skipping rope.

Oh! Thank you!

8 Hurray!

It's my favourite toy!

3 Who says it? Match and say.

a

b

c

1 Look! It's my kite!

2 I've got a ball. Here!

3 It's my favourite toy!

4 Now I haven't got a ball.

5 Now I haven't got a skipping rope.

6 Look! It's my boat!

Think, feel, grow

Can you help your friends? What can you do? Share your ideas.

4 Act out the story.

5 Home-school Read the story at home.

Team Up! 4

Make a group story book.

25 Story Comprehension and discussion

An eight-frame cartoon story reviews the language from the unit in an entertaining way.

Students review the new grammar structure in context.

Acting out the story in groups or pairs develops students' collaboration skills and allows them to be creative.

Varied pair or group work tasks keep students motivated.

Students discuss the emotional well-being theme featured in the story.

Reading the story with parents or guardians enable students to share their learning.

A new six-frame cartoon story reviews the vocabulary from the unit.

The new story features the same emotional well-being theme as the story in the Student Book.

Lesson 4 Story

1 Look at the pictures. What school things can you see?
2 Read the story.

Serena and Yuma's school things

1 Serena and Yuma are at school.
Oh no! I haven't got my bag!
Here it is.
Here's your pen.

2 I haven't got my pen!
Here's your pen.
I haven't got my book!
Here, I've got my book.
I haven't got my pencil!
This is your pencil.
Thank you.

3 Serena and Yuma are in the playground.
This is my teddy.
I haven't got a toy.
Here, Yuma, I've got a robot.
Thank you, Serena. It's my favourite toy!

3 Read again and number.

1 I haven't got my bag! 2 Here, I've got my book. 3 This is your pencil.
4 This is my teddy. 5 Here, Yuma, I've got a robot.

4 Order the words.

1 my, haven't, I, book, got
I haven't _____
2 toy, got, I, haven't, a

3 favourite, toy, it's, my

5 Circle, tick ✓ and colour.

1 Circle. My favourite part of the story is
1 2 3
A 5 6

2 Tick ✓. My favourite character is
[Character 1] [Character 2]

3 Colour. How many stars for the story?
[5 stars]

Comprehension activities check students' understanding of the story.

Students evaluate the story. Evaluating what they have read encourages students to form opinions and develop critical thinking.

Warm-up

- Begin the lesson by playing the Lesson 3 song.

Lead-in

- Introduce the lesson objective. Students look at the Student Book and say what they think they will be doing in this lesson (reading a story). Write the word **Story** on the board. Students look at the pictures and guess what the story is about. Tell the class that they're going to read a story about children in a park and their toys.

Student Book

- **Activity 1:** Introduce the story. Ask the class in their own language if they like going to the park, and what things they like to do there. Invite students to make predictions about the story. Ask students to say English words for the toys they can see.
- **Activity 2:** Students watch the video or listen to the recording and follow the story. If you are using the recording, students can point to the speech bubbles in the story as they hear them.
- **Activity 3:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.
- The **Think, feel, grow** feature develops the global skill of emotional self-regulation and wellbeing. Elicit ideas and opinions around the class. In lower levels, these discussions will be in the students' own language, but as students progress through the course, they can use more English to share their ideas. See also page 145 for notes about how to use the **How do you feel?** poster.

- **Activity 4:** Students practise acting out the story in groups. You can invite confident groups to perform the story for the class. The teaching notes contain suggestions on how to provide more support or more challenge for groups of different abilities.
- **Activity 5:** Students share the story at home to review the lesson and show their progress.
- **Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- **Activity 1:** Students find vocabulary items from the unit in the story pictures.
- **Activities 2–4:** Students read the story, then complete the comprehension activities.
- **Activity 5:** Students evaluate the story, choosing their favourite story frame and their favourite character. They decide how many stars to colour to show how much they enjoyed the story.

Tour of a unit

Lesson 5 Skills and Culture

Student Book

Lesson 5 presents an aspect of life in two different countries through a video and a reading text. Students complete comprehension activities and a writing skills task in preparation for the Workbook writing task.

Four new vocabulary items are presented in their cultural context with colour photos.

A location photo presents the context of the listening activities and the culture video.

A reading text presents the same culture topic in a different country. Text types vary from unit to unit.

2 Lesson 5 Skills and Culture

Let's learn about toys and games in the USA and Madagascar.

Listening and Speaking

- Listen, point and repeat. ⏮ 042
- Listen and say the number. ⏮ 043



1 baseball



2 bat



3 skateboard



4 scooter



USA

Reading and Writing

6 Look and say the toys. Then listen and read. ⏮ 046

Dear Benito,

I'm Cedric. I'm from Madagascar. What toys have you got? I've got a boat. It's red and brown. I've got a ball, too. It's green. I haven't got a skateboard, and I haven't got a scooter.

My favourite toy is my board game. What's your favourite toy?

From,
Cedric



MADAGASCAR

- Listen to Harper's friend. Tick ✓ or cross X. ⏮ 044 ✓ = have got X = haven't got



1



2



3



4



5



6

- Watch the video. ▶
- Listen and follow. ⏮ 045 Then talk about your toys.



I've got a skateboard.



I've got a skateboard, too.

26 Listening and Speaking Toys and games

Reading and Writing A pen pal letter 27

The new vocabulary items are practised through a listening activity.

The culture video raises awareness about an aspect of life in another country.

Students check their understanding of the text through a comprehension activity.

A writing skills task prepares students to produce their own piece of writing.

A speaking task with a fluency focus encourages students to compare what they have seen in the video with their own experiences.

Students practise the new vocabulary from the Student Book.

Students read a text on the same culture topic as in the Student Book. The reading text provides a model for the students' own writing.

2 Lesson 5 Skills and Culture

Reading

1 Write. skateboard bat baseball scooter

2 Read and tick ✓ picture 1, 2 or 3.

Dear Harper,
This is my toy box.
In my toy box I've got a bat. I've got a baseball.
I've got a skipping rope, too.
I haven't got a scooter. I haven't got a skateboard.
This is my favourite toy. It's my robot.
What's your favourite toy?
From,
Ethan

Writing

3 Circle the words.

1 (t) (v) (a) (b) (e) (a) (d).

2 I've got a skipping rope, too.

3 I haven't got a scooter.

4 This is my favourite toy.

4 Tick ✓ or cross X your things. I've got = ✓ I haven't got = X

plane	<input type="checkbox"/>	robot	<input type="checkbox"/>	kite	<input type="checkbox"/>	skipping rope	<input type="checkbox"/>
boat	<input type="checkbox"/>	baseball	<input type="checkbox"/>	ball	<input type="checkbox"/>	skateboard	<input type="checkbox"/>
scooter	<input type="checkbox"/>	bat	<input type="checkbox"/>	teddy	<input type="checkbox"/>	board game	<input type="checkbox"/>

5 Read. Then write for you and draw.

I've got a skateboard.
I've got a scooter, too.
I haven't got a plane.
I haven't got a robot.
My favourite toy is my kite.
I've got _____

Students review the writing skill presented in the Student Book.

Students prepare their ideas for the writing task.

Students follow the example answer to produce a piece of writing about themselves.

Warm-up

- A warm-up activity is suggested in the teaching notes.

Lead-in

- Introduce the lesson objective. Students look at the photos and guess which countries they will be learning about. Recast correct guesses in English. Write **USA** and **Madagascar** on the board. If there is a map in the classroom, students can find the two countries on it.
- Tell students that they will be learning about some children's toys in these countries.

Student Book

- Ask children if they know the toys in the photos. Recast their answers in English.
- **Activity 1:** Students listen, point to the photos and repeat the new vocabulary items.
- **Activity 2:** Students listen, point to the correct photos and say the numbers.
- **Activity 3:** Do the example with the class. Then students listen to the rest of the recording and complete the activity.
- **Activity 4:** Indicate the photos of the child and their country and explain to students that they are going to watch a video about this country. Students watch the video.
- **Activity 5:** Play the audio example. Model further examples with volunteers, using known toys, and explain any new language (e.g. **too**). Students then complete the speaking activity in pairs.

- **Activity 6:** Students look and say what toys they can see in the photos. Then they listen and follow the reading text.
- **Activity 7:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.
- **Activity 8:** Present the writing tip to the class. Do the example with the class, then students complete the rest of the activity individually or in pairs.

Workbook

- **Activity 1:** Students complete the vocabulary activity.
- **Activity 2:** Students read the text and complete the comprehension activity.
- **Activity 3:** Students complete the writing skills activity.
- **Activities 4 and 5:** Students produce a piece of writing about themselves consisting of several sentences. They can write true information or use their imaginations.

Tour of a unit

Project and Review

Student Book

The unit project allows students to review the vocabulary and grammar from the unit in a collaborative and creative way. The project is followed by a vocabulary review and a choice board. Students choose activities from the choice board to review the language they have learned in the unit.

A photo of the finished project shows students what they are going to create.

Students test themselves on a selection of key vocabulary items (12 of 18) to see how much of the unit vocabulary they remember. This boosts their confidence about vocabulary remembered and allows them to reflect on vocabulary they do not yet feel confident about.

Pictures and instructions show students how to do the project.

Students watch a video showing children presenting their finished project. This models the language and motivates them to use English in a meaningful way.

2 Project

Team Up! 5

Make a block chart of favourite toys.

- 1 Listen and read. Learn how to do the project. 047
- 2 Watch the video. What's Jack's favourite toy?
- 3 Listen and follow. 048 Present your block chart to the class.
- 4 Make your block chart.
- 5 Practise your presentation.

28 Project Favourite toys block chart

My progress Go to your Workbook page 27

29 Unit 2 Review

2 Review

1 Test yourself! How many words can you remember? Write.

Toys

School things

2 Choose and do two activities.

- 1 Say the words in order.
 - 1 I've / ball / a / got
 - 2 kite / got / I / a / haven't
 - 3 my / This / pencil / is
- 2 Say which toys you have and haven't got.

scooter	teddy
baseball	robot
skateboard	bat
- 3 Play a mime game.

It's a kite!
- 4 Talk about your school things.

This is my book.

This is your pen.
- 5 What colour are the toys in the story? Say.

What's your favourite board game?

It's ...
- 6 Find out the favourite board game in your class.

Teachers who can't play the video can use this activity as a model for children to follow.

Allowing students to choose the activities they want to do is motivating and encourages learner autonomy.

A game on the Classroom Presentation Tool provides further language practice.

A variety of activity types check students' understanding of the unit vocabulary.

2 Review

1 Find, circle and write.

1 boat

2 robot

3 kite

g	p	l	a	n	e	b
b	t	f	m	u	q	j
o	r	o	b	a	t	k
a	v	r	w	y	s	i
t	e	d	d	y	b	t
b	l	k	c	f	j	e
p	e	n	c	i	l	r

4 plane

5 pencil

6 robot

2 Read. Then circle the odd one out.

1 pen pencil robot rubber 4 pen scooter rubber ruler

2 robot ruler teddy ball 5 kite pencil board game boat

3 scooter bat baseball bag 6 teddy pen ruler rubber

3 Read and number.

1 I've got a book. I haven't got a kite. 3 I haven't got a book. I've got a kite.

2 I've got a skateboard. I haven't got a skipping rope. 4 I haven't got a skateboard. I've got a skipping rope.

4 1

4 Write. ✓ = I've got ✗ = I haven't got

1 I've got a ruler. ✓

2 _____ ✓

3 _____ ✗

4 _____ ✗

5 _____ ✗

6 _____ ✓

5 Write. my your

1 This is _____ skipping rope.

2 This is _____ teddy.

3 This is _____ bat.

Unit 2 My progress ✓

I can talk about toys. ✓
 I can use I've got and I haven't got. ✓
 I can talk about my and your school things. ✓
 I can read a story. ✓
 I can write about my toys and games. ✓
 I can make a block chart of my favourite toys. ✓

My effort Excellent! 33

Unit 2 Review 27

The unit grammar is reviewed through reading and writing activities.

Students assess their progress throughout the unit. See *Assessment for learning* pages 12–13 about the role of self-evaluation.

Project

Warm-up

- A warm-up activity is suggested in the teaching notes.

Lead-in

- Students look at the photo of the finished project at the top of the page. Ask them to share their ideas about what the project is about and what they will make.
- Confirm correct ideas and write **Project: favourite toys** on the board.

Student Book

- **Activity 1:** Students listen and follow the instructions and complete the project. Hand out craft materials as required.
- **Note:** You can support and speed up the process by using the optional downloadable worksheets supplied on Oxford English Hub.
- **Activity 2:** Students watch the video for a model of the speaking activity related to the project.
- **Activity 3:** Students listen to the model exchange and then present their own projects.

Review

Warm-up

- Begin the lesson with a flashcard game. There are suggestions in the teaching notes and in the **Ideas bank**.

Lead-in

- Write **Review** on the board. Tell students they are going to try to remember what they have learned in the unit.
- Ask the class to tell you the topics from the unit (**toys** and **school things**). Ask them to tell you as many English words for toys and school things as they can.

Student Book

- **Activity 1:** Students look at the pictures and write the words they can remember. Students can compare their answers in pairs, then in groups.
- Please see **Assessment for learning** pages 12–13 for strategies to check how confident students feel about the vocabulary.

- **Activity 2:** Students work in pairs. Each student chooses two activities from the choice board to review the language they have learned in the unit (i.e. four activities per pair).

Workbook

- **Activities 1 and 2:** Students complete the vocabulary activities to review the new words they have learned.
- **Activities 3–5:** Students complete the grammar activities to review the new structures they have learned.
- Students complete the self-assessment section. They can turn back to their Student Books to check and decide how well they think they can do each of the tasks listed in the **My progress** chart. You can use students' answers as informal assessment and provide extra support if needed.

Tour of a unit

Extensive reading

Student Book

There are five Extensive reading spreads in each level of *Beehive*. Each spread relates to the topic of one of the preceding two main units and features one fiction text and one non-fiction text. These spreads aim to encourage students to read for pleasure. They help them to understand how the language they have learned can be used in different contexts. They also help students to become familiar with different text types.

The vocabulary and grammar from the previous two units are recycled in a non-fiction text, of several text types, e.g., an online forum, an article, a webpage, an article, etc. The audio recording of the text supports students as they read.

Students read a fiction text, of several text types, e.g., a story, a cartoon, a play, a poem, etc. The text recycles the vocabulary and grammar from the two previous units.

Students complete a comprehension activity to check their understanding of the text.

A comprehension activity checks students' understanding of the text.

Team Up! worksheets

There are five *Team Up!* tasks in each main unit of *Beehive*. In Lessons 1–4 of each unit, students complete pair or group work tasks to review the vocabulary and grammar of the lesson. In Lesson 5, students complete a project which reviews the language from the unit.

- Each *Team Up!* task is supported with a one or two page downloadable worksheet.
- The *Team Up!* tasks cover a wide range of activities, such as cut-outs, quizzes, guessing games, illustrations for making collages, surveys, card games, etc.
- The teaching notes on Oxford English Hub contain detailed instructions on how to complete the tasks. Where suitable, the teaching notes also provide suggestions on how to adapt the tasks if printing or photocopying isn't available.

Flashcards and Posters

Each unit is accompanied by flashcards and posters providing attractive visual materials for presentation and practice.

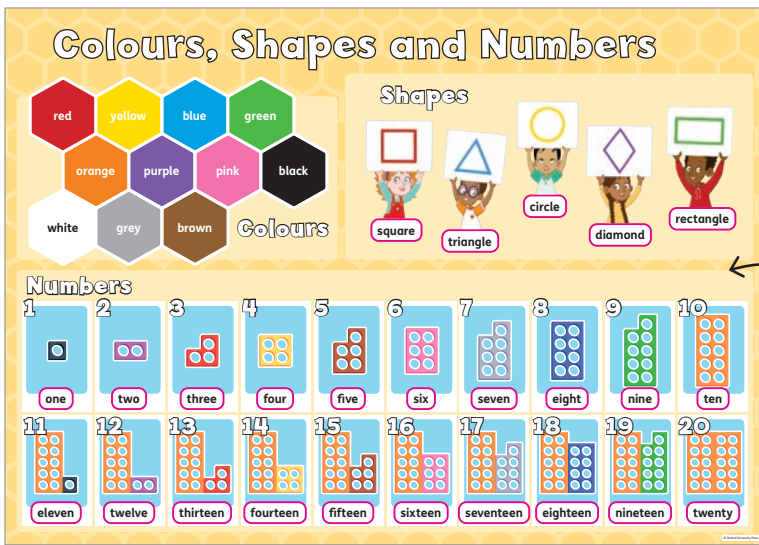


The flashcards show all key vocabulary presented in lessons 1, 3 and 5. The *Ideas bank* on page 141 provides an array of engaging flashcard games for consolidation and revision.

Vocabulary posters present lesson 1 vocabulary with attractive photographs and stimulate students' interest in the unit topic.



This poster presents high-frequency vocabulary providing on-going support throughout the year.



Fostering emotional well-being is an important part of children's education. The *How do you feel?* poster and accompanying notes on page 145 support conversations around social and personal development which underpin emotional well-being.



Starter Hello!

Learning objectives

Students will learn the names of the team characters.

Students will be able to introduce themselves and ask and answer questions about their names.

Students will be able to say the alphabet.

Students will be able to count from 1–10.

Students will be able to ask and answer questions about how old they are.

Language

Team characters: *Nina, Hector, May, Emma, Omar, Tang*

Alphabet: *a–z*

Numbers: *1–10*

Functional language: *Hello. I'm (Tim). What's your name? I'm ... / My name's (Anna). / How old are you? I'm (six).*

Warm up

- Greet students as they come into the classroom. Say *Hello!* and encourage students to say *Hello!* to you in return. Give each student a blank sticky label and ask them to write their name. Ask students to hold up their labels and say their names. Students can then wear their name labels.
- Arrange students in a circle. Hold up a soft ball or beanbag. Point to a student and say *Hello (student's name)*. Gently toss the ball or beanbag to the student. Encourage the student to greet another student and to throw the ball or beanbag to them. Repeat until all students have had a chance to greet someone.

Lead-in

- Tell the class, in the students' own language, *Today, we are meeting some new people and learning letters and numbers in English*. Write *alphabet* on the board. Say the alphabet in English and ask students what they think the word *alphabet* means. Ask students if they know any letters of the alphabet in English.
- Write *numbers* on the board. Count to ten in English, holding up the correct number of fingers as you do so. Ask students what they think *numbers* means. Ask students if they know any numbers in English.

Assessment for learning

By preparing students for what they are going to learn in each lesson, you set clear objectives. These objectives are also called learning intentions. Knowing what the learning intention of each lesson is helps students to feel more confident about what they are going to learn.

Student Book pages 4–5

1 Listen and point. Then listen and repeat. 🎧 001

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture on page 4 in their Student Book.
- Tell students that they are now going to meet the team characters. The team characters are six children who play together in the Beehive Park. Students will meet these characters in every unit throughout the series.
- If you are using the Classroom Presentation Tool, present the characters using the interactive activity.
- Play the recording for students to listen and point to the children in the picture. Ask *Can you see (Tang)?* Repeat the question in the students' language so that they understand the meaning, and then ask the question about the children in the picture. Model the team characters' names for students to repeat chorally. Students point to the correct character as they say the names.
- Play the recording again for students to repeat the names.
- Point to each of the characters and ask *Who's this?* Encourage students to say the names.

Audio transcript

- 1 **Nina** I'm Nina.
- 2 **Hector** I'm Hector.
- 3 **May** I'm May.
- 4 **Emma** I'm Emma.
- 5 **Omar** I'm Omar.
- 6 **Tang** I'm Tang.

2 Listen and repeat. 🎧 002 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model exchanges with volunteers.
- Students move around the classroom introducing themselves to one another and asking for their classmates' names.
- Walk around the classroom, helping where necessary.

3 Listen and point. Then sing. 🎧 003–004

- Focus attention on the alphabet letters. Tell students that they are going to hear the letters. Play the recording for students to listen and point to the letters in their books. Play the recording again, pausing after each letter and encouraging students to repeat.
- Play the recording of *The Alphabet Song* for students to listen. Then play it a few more times and encourage students to join in as much as they can.
- Chant the alphabet as a class.
- Say a few letters of the alphabet, then invite a student to continue with a few more letters. Carry on in this way around the class, as many times as necessary, for all students to have a turn to say some of the letters.

Audio transcript

a, b, c, d
e, f, g
h, i, j, k,
l, m, n, o, p
q, r, s
t, u, v
w, x, y, z!
You can sing the alphabet.

4 Look at 3. Listen and say the next letter. 🎧 005

- Play the first item on the recording. Encourage students to point to the alphabet letters in their Student Book as they hear them. Pause after the first set of letters and encourage students to say the next letter in the sequence.
- Play the rest of the recording, pausing after each set of letters for students to say the next letters in the sequence.
- Divide the class into two teams and ask each team, in turn, to say part of the alphabet for the other team. Then, pause and ask the other team *What's next?* Students from the other team call out the next letter. Award one point for each correct answer. Alternatively, students play the game in pairs.

Audio transcript

- a, b, c, d, e, f What's next?
- a, b, c, d, e, f, g, h, i, j What's next?
- a, b, c, d, e, f, g, h, i, j, k, l, m, n
- a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r
- a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v
- a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y

ANSWERS

g, k, o, s, w, z

5 Listen, point and repeat. 🎧 006

- Focus attention on the numbers. Tell students that they are going to hear the numbers. Play the recording for students to listen and point to the numbers.
- Play the recording again, pausing after each number and encouraging students to repeat the numbers.

6 What's missing? Listen and say. 🎧 007

- Tell students that they are going to hear recordings of the numbers from exercise 5.
- Play the recording for students to listen and point to the numbers as they are mentioned. Pause after each set of numbers for students to say which number is missing.

Audio transcript

- 1, 2, 3, 4, 5, 6, 7, 8, 9
- 1, 2, 4, 5, 6, 7, 8, 9, 10
- 1, 2, 3, 4, 6, 7, 8, 9, 10
- 1, 2, 3, 4, 5, 6, 8, 9, 10
- 1, 2, 3, 5, 6, 7, 8, 9, 10
- 1, 2, 3, 4, 5, 6, 7, 8, 10

ANSWERS

10, 3, 5, 7, 4, 9

7 Listen and write the number. 🎧 008

- Focus on the pictures of the children. Tell the class that they are going to hear the children saying how old they are. Play the first item on the recording, then pause and

ask students to say the number 10. Show students the example number 10 in the box next to the first picture.

- Play the rest of the recording, pausing after each item for students to write the numbers.
- Play the recording again for students to check their answers and again for students to repeat.

Audio transcript

Girl 1 I'm ten.

Boy 1 I'm five.

Girl 2 I'm six.

Boy 2 I'm nine.

Girl 3 I'm eight.

Boy 3 I'm seven.

ANSWERS

a 10 b 5 c 6 d 9 e 8 f 7

8 Listen and repeat. 🎧 009 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model exchanges with volunteers.
- Students take turns to ask and answer the question in pairs, and then form new pairs to repeat the task.
- Walk around the classroom, helping where necessary.

Assessment for learning

- Time for feedback! Ask the class, in their own language, *How do you feel about the letters of the alphabet and numbers?* Using your usual feedback routine, e.g. traffic light cards (see *Assessment for learning* page 12), ask students to show you whether they understand the new language or whether they need more help. Make sure students know that it is OK not to understand something – they are here to learn.
- If necessary, play some games to practise the alphabet and numbers, e.g. *Bingo!* (see *Ideas bank* page 142).

Workbook pages 2–3

1 Complete the names.

- Students look at the pictures and write the missing letters.

ANSWERS

1 May 2 Omar 3 Tang 4 Hector 5 Nina 6 Emma

2 Write.

- Students write the words to complete the conversations.

ANSWERS

1 Hello / What's 2 I'm / your / Nina

3 What's missing? Write.

- Students write the missing letters.

ANSWERS

c, f, h, j, m, p, r, s, w, y, z

4 Write the number.

- Students read the words and write the matching numbers.

ANSWERS

1, 7, 3, 10, 5, 6, 2, 8, 9, 4

5 Write the missing numbers.

- Students write the missing number words.

ANSWERS

1 four 2 two 3 nine 4 five, six 5 one, three
6 seven, eight

6 Write.

- Students look at the pictures and complete the conversations.

ANSWERS

1 How old are you? I'm five. 2 How old are you? I'm four.
3 How old are you? I'm ten.

Assessment for learning

Write the words *letters* and *numbers* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can say the alphabet letters and numbers now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 1: Words

Learning objective

Students will be able to talk about the classroom.

Language

Classroom objects: *clock, door, board, window, desk, bin, cupboard, chair*

Functional language: *Show me the (cupboard). It's here!*

Warm up

- Play a game of *Bingo!* (see *Ideas bank* page 142) with the class to review numbers 1–10.
- Play the game again using the letters of the alphabet.

Lead-in

- Tell the class *Today we are learning about the classroom.* Write *classroom objects* on the board. Show the unit flashcards and invite students to guess the meaning of *classroom objects*.
- In the students' own language, ask the class a simple question about the topic, e.g. *What's in your classroom?* Elicit answers from different students. Repeat their answers in English.
- Choose a few students to mime a classroom object for the class to guess.

Assessment for learning

Assign each student a partner. Encourage students to discuss ideas with their partners when they are thinking of an answer or an idea, trying to understand the instructions for an activity or assessing what they have learned. Having a partner to discuss things with makes students feel more confident and allows them to support each other in their learning.

Student Book pages 6–7

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in the Student Book. Encourage students to share their knowledge by naming the objects they can see in English. Prompt students, if necessary, by asking *Can you see ... ?*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the unit flashcards to present the new words.

SUGGESTED ANSWERS

Students can see letters a–z and numbers 1–12.

2 Listen, point and repeat. 010

- Play the recording for students to listen and point to the objects in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play a game of *Stop the cards* using the flashcards (see *Ideas bank* page 141).

3 Say the chant. 011

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Student Book as they listen.
- Play the recording a few more times for students to join in as much as possible.

Audio transcript

clock, clock door, door board, board
window, window desk, desk bin, bin
cupboard, cupboard chair, chair

4 Play the Numbers game.

- Read the conversation aloud. Explain that in the game, one person chooses an object from exercise 2 and says the number of the object. The other person finds the object and says the word.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to say *Number (two)!* for their partner to find and name the object (door!).

5 Look and draw. Then say the sequences.

- Tell students to look at the outline pictures and to name the objects. Draw attention to the sequence in item 1. Ask students to say what they think comes next in the sequence (board).
- Students draw outlines of the next object to complete each sequence. They then work in pairs, taking turns to point to the objects in each sequence and to say the words.
- Choose students at random to say the sequences for the class.

ANSWERS

1 board 2 bin 3 desk 4 cupboard

Global skills: creativity and critical thinking

Puzzles like the one in exercise 5 help students to develop their problem-solving skills. Asking students what they need to do to solve the puzzle, rather than simply giving them instructions, encourages them to think laterally and engage better with the task.

Mixed ability

- Weaker students can work with a partner to decide which object comes next in each sequence. They can then join with another pair to check the answers as a group, before taking turns to point to and say the objects in each sequence.
- Stronger students who finish the task quickly can draw their own sequence of objects from exercise 5. They swap sequences and complete their partner's sequences. Then they point to and say the objects in the sequence.

6 Read and number.

- Point to the pictures and ask students to say which classroom object each picture shows.
- Read the word *clock* aloud. Tell students to find the matching picture and say the number. Show the class the example number 4.
- Students then number the remaining words to match the pictures.

ANSWERS

clock 4 window 6 chair 3 board 5 door 2 cupboard 8 desk 7 bin 1

Assessment for learning

The *No hands up* method (see *Assessment for learning* page 12) ensures that every student thinks of the answer. You may like to use name cards or coloured lollipop sticks to select a student at random. Choose a name card or a coloured lollipop stick whenever you need an answer from the class so that students are chosen at random.

7 Listen and repeat. 012 Look at 6. Say and point.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Choose classroom objects from exercise 2 and model exchanges with volunteers.
- Students work in pairs. They take turns to ask their partner to show them a classroom object, using the conversation in their Student Book as a model. Students can point to objects in their own classroom or to the pictures in their Student Book.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Assessment for learning

- Time for feedback! Ask the class, in their own language, *How do you feel about the new words for classroom objects?* Using your usual feedback routine (see *Assessment for learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play more flashcard games (see *Ideas bank* page 142) to provide further practice of the new words. Repeat the feedback routine after students have practised.

Team Up! 1 DOWNLOAD

- Students use the worksheet to practise the new language. They cut out and share the classroom objects from Template 1, then colour them and stick them onto Template 2 to make their collage. They then stand in front of the class (or work in groups). The other students say *Show me the (board)!* The students with the completed Template 1 point to the correct object and say *It's here!*

Workbook pages 4–5

1 Read and circle.

- Students look at the pictures and circle the correct words.

ANSWERS

1 board 2 window 3 desk 4 chair 5 cupboard
6 door 7 clock 8 bin

2 Write.

- Students look at the numbered objects in the picture and write the words.

ANSWERS

1 door 2 clock 3 window 4 desk 5 board
6 chair 7 bin 8 cupboard

3 Write the letters. Then tick ✓ or cross X.

- Students use the key to write the letters for the corresponding numbers. They then tick the words that match the pictures and cross the words that do not match the pictures.

ANSWERS

1 X 2 ✓ 3 X 4 ✓ 5 X 6 X

4 Read and number.

- Students read the sentences, look at the pictures and find / write the correct numbers. If they need help with the functional language, they can use the conversation in exercise 7 on page 7 of their Student Book to help them.

ANSWERS

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

Assessment for learning

Write the phrase *classroom objects* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about classroom objects. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to ask about classroom objects.

Language

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

Warm up

- Play a game of *Find the cards* (see *Ideas bank* page 142) with the unit flashcards to review the classroom objects vocabulary from lesson 1.

Assessment for learning

When you have set Workbook activities for homework, take students' Workbooks in and check their work. Circle or mark their mistakes, but don't correct them. Allow some correction time in class for students to look over their work to try to correct their own mistakes. Students can work in pairs to do this, but make sure they are kind when helping their partner to correct their mistakes.

Lead-in

- Write the phrase *classroom objects* on the board and ask students if they remember what it means. Tell students to point to and name some classroom objects. Say *Show me the (board)!* Ask students to point to the correct object in the classroom and say *It's here!*
- Tell the class, in their own language, that today they will learn how to ask about classroom objects.
- Slowly start to draw a classroom object from lesson 1 on the board. As you draw, ask *What is it?* and point to your picture. Encourage students to call out the name of the classroom object as soon as they can tell what it is. Repeat students' answers using the lesson grammar, e.g. *Yes! It's a (desk)*. Repeat with other known classroom objects.

Assessment for learning

Allow "thinking time" for students to think of their answers. During "thinking time," encourage all students to think of the answer. You can use an egg timer or count silently to 20. To make sure all students are thinking of the answer, you can ask them to write the answer down or talk with their partner. Alternatively, students can just think quietly. Make sure students know that you will call on them randomly to answer the question.

Student Book pages 8–9

1 Listen and follow. 🎧 013 Then act.

- Focus on the pictures in the grammar story. Choose students to identify the characters (Emma, Tang, Hector and Nina) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Point to the picture of the window in the story and ask *What is it?* Elicit the answer *It's a window*.
- Play the recording again for students to follow.
- Students work in pairs to act out the grammar cartoon. In each pair, the student who plays Emma can also play Hector and Nina, saying *Hello, Tang!*
- Students act out the story in pairs. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

2 Listen and number. Then listen and repeat. 🎧 014

- Tell students to look at the picture. Point to each classroom object and ask *What is it?* Choose a different student to answer each time, using name cards or coloured lollipop sticks. Encourage students to answer using *It's a ...*
- Play the first item on the recording. Ask students to point to the correct object. Show the class example number 1.
- Play the rest of the recording for students to number the classroom objects in the picture.
- Play the recording again, pausing for students to repeat the questions and answers.

Audio transcript

- 1 What is it?
It's a cupboard.

- 2 What is it?
It's a door.
3 What is it?
It's a clock.
4 What is it?
It's a desk.
5 What is it?
It's a chair.
6 What is it?
It's a bin.

ANSWERS

- 1 cupboard 2 door 3 clock 4 desk 5 chair 6 bin

3 Look at 2 and point. Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Students work in pairs. They take turns to point to a classroom object from the picture in exercise 2 and ask *What is it?* Their partner answers *It's a (cupboard)*. The first student then says the number of the object in the picture.

Optional activity

For further practice of the grammar, stick the unit flashcards on the board. Point to each one and ask *What is it?* Encourage students to answer *It's a (desk)*. If a student makes a mistake, praise their efforts and ask a different student the question.

4 Read and tick ✓ or cross X.

- Point to the pictures and ask different students to name the classroom objects.
- Read the questions and answers aloud. Then, ask students if the answers are correct. Show the class the example tick symbol for number 1. Explain that if the answer is correct, they should tick the box, but if the answer is incorrect, they should draw a cross in the box.
- Students read the remaining questions and answers, and tick or cross. Check the answers as a class.

ANSWERS

- 1 ✓ 2 X 3 X 4 ✓

Assessment for learning

Use incorrect answers as informal feedback. Try to understand what may have caused the mistake and provide further practice or support in that area.

5 Look and write.

- Students work in pairs to complete the exercise. They decide what each photo shows, then choose the correct word from the box and complete / write sentences, questions and answers.
- Invite students to read their sentences, questions and answers to the class.

ANSWERS

- 1 board
2 bin
3 a clock
4 What is it? It's a window.
5 What is it? It's a cupboard.
6 What is it? It's a door.

Team Up! 2 DOWNLOAD

Students can work together to complete the worksheet. Tell them to complete the sentences on the cards on the left so that they match the classroom objects to the cards on the right. They then cut out the cards and use them to play *Memory game* (see *Ideas bank* page 142).

Workbook pages 6–7

1 Order the words. Then look and write the letter.

- Students write the jumbled words in the correct order to make sentences. They then look at the pictures and write the correct letters to match their sentences.

ANSWERS

- It's a board. e
- It's a bin. a
- It's a chair. c
- It's a clock. b
- It's a desk. d

2 Colour and write.

- Students colour the sections of the puzzles with dots in them to find the classroom objects. They then complete the questions and answers for each picture.

ANSWERS

- What is it? It's a door.
- What is it? It's a window.
- What is it? It's a cupboard.

3 Read and number.

- Students read the sentences and number the classroom objects in the picture.

ANSWERS

(clockwise) 1, 8, 4, 2, 5, 3, 6, 7

4 Write.

- Students look at the pictures and write questions and answers about the classroom objects.

ANSWERS

- What is it? It's a chair.
- What is it? It's a bin.
- What is it? It's a board.
- What is it? It's a desk.
- What is it? It's a clock.
- What is it? It's a door.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask students to turn to page 124 of their Workbooks and complete the *Grammar check* exercises. Repeat the feedback routine after students have had some further practice.

Lesson 3: Words and Grammar

Learning objective

Students will be able to ask what colour things are.

Language

Colours: green, red, orange, yellow, grey, brown, purple, pink, blue, white, black

Grammar: What colour is the (desk)? It's (brown). The (desk) is (brown).

Warm up

- Play *Memory game* (see *Ideas bank* page 142) with the unit flashcards to review classroom objects.

Lead-in

- Tell the class *Today we are learning about colours*. Write the word *colours* on the board. Show the flashcards for this lesson and invite students to guess the meaning of the word *colours*.
- Ask the class a simple question about the topic, e.g. *What colours can you see in the classroom?* Elicit answers from different students. If necessary, prompt students by asking *Can you see (red / blue / green)?*

Student Book pages 10–11

1 Listen, point and repeat. 015

- Focus attention on the photos. Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording again for students to point to the photos and repeat the words.

2 What's next? Listen and say. 016

- Tell students that they are going to hear recordings of the colour words. They must look at the photos and say which colour comes next in the sequence.
- Play the recording for students to listen and say which colour comes next in each sequence. Pause after each item for students to say the next colour word.

Audio transcript

- green, red, orange, yellow, grey, brown, purple, pink, blue, white ... What's next?
- green, red, orange, yellow, grey, brown, purple, pink ... What's next?
- green, red, orange, yellow, grey, brown ... What's next?
- green, red, orange, yellow ... What's next?
- green, red, orange ... What's next?
- green, red ... What's next?

ANSWERS

black, blue, purple, grey, yellow, orange

Optional activity

Use the *Colours, Shapes and Numbers* poster to review the colours as a class. Then play a game of *Stop and say* (see *Ideas bank* page 144) using the unit flashcards and the karaoke version of *The Alphabet Song* from the Starter unit.

3 Look, listen and follow. 🎧 017 Play the game.

- Point to the pictures and ask students to say the colours in the first paint palette, first chorally, then individually.
- Tell students that they are going to hear a recording of people playing a game. They must listen and follow the conversation in their Student Books.
- Play the recording for students to listen and follow. Ask them to point to the correct picture.
- Students then play the game in pairs, taking turns to choose a picture and say the colours. Their partner finds the correct picture and says the number.
- Walk around the classroom, helping where necessary. Make a note of any problems to address as a class.

4 Listen and follow. 🎧 018 Then act.

- Focus on the pictures in the grammar story. Choose students to identify the characters (Nina and Tang) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each sentence / phrase for students to repeat chorally.
- Choose different students and ask *What colour is the desk in picture 1 / picture 3?*
- Play the recording again for students to follow.
- Students work in pairs to act out the grammar story. In each pair, one student takes the part of Nina, and the other takes the part of Tang.
- Walk around the classroom as students practise, helping with pronunciation where necessary. Since one role has more lines than the other, students can swap roles and practise acting out the story again.
- Invite different pairs to act out the story for the class.

5 Write.

- Students look at the pictures and say what colours they see.
- Read the example aloud. Make sure students understand that they should choose the correct words from the box to complete the questions and answers.
- Students complete the questions and answers.
- Students check the answers in pairs, then take turns to read the questions and answers aloud.

ANSWERS

1 is 2 It's 3 is 4 It's 5 is 6 It's

Assessment for learning

- Ask the class *Do you know the colours?* Using your chosen feedback routine (see *Assessment for learning* page 12), ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the colours, you can repeat the vocabulary presentation using the Classroom Presentation Tool or play the recording of the song again, holding up the colour flashcards as each colour is mentioned to reinforce the new words.
- If only a few students need extra practice, ask them to work in pairs to test each other. They take turns to hold up a coloured pen / pencil (or point to one of the colour photos in exercise 2). Their partner tries to remember and says the word.
- Repeat the feedback routine after students have had some further practice.

6 Listen and follow. Then sing 🎧 019–020 🎵

- Ask students to look at the *What Colour Is It?* song. Remind them of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 DOWNLOAD

Students work in groups to complete the colour puzzle using different colours, e.g. *The door is blue*. They then swap puzzles with another group, read each other's sentences and colour the picture accordingly.

Optional activity

Play a game of *Have you got ... ?* (see *Ideas bank* page 143) with the colours flashcards. Students from each team (in turn) ask the other team *Have you got (blue)?* If a student from the other team has the flashcard, they must answer *Yes, I have.* and hold up the card or stick it on the board.

Workbook pages 8–9

1 Read and colour.

- Students read the words and colour the pens.

ANSWERS

1 black 2 pink 3 brown 4 red 5 green 6 orange

2 Choose colours. Then colour and write.

- Students choose one colour word from the box for each number and then colour the numbers.
- Students then write about the numbers they have coloured, e.g. *Number five = white*.

ANSWERS

Students' own answers

3 Write.

- Students look at the pictures and complete the questions and answers using the words in the boxes.

ANSWERS

1 What colour is it? It's black.
2 What colour is it? It's white.
3 What colour is it? It's grey.

4 Choose colours. Then colour and write.

- Students colour the classroom objects in the picture using their own choice of colours from exercise 2 in the Student Book. They then complete / write the questions and answers.

ANSWERS

1 What colour is the door?
2 What colour is the clock?
3 What colour is the bin?
4 What colour is the chair?
5 What colour is the board?
6 What colour is the cupboard?
(Students' own answers for each question.)

Assessment for learning

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson. If extra practice of the new grammar is needed, ask them to turn to page 124 of their Workbooks and complete the *Grammar check* exercises. Repeat the feedback routine after students have had some further practice.

Lesson 4: Story

Learning objective

Students will be able to read about a painting class.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play the *What Colour Is It?* song again and encourage the students to join in as much as possible.
- Ask students to think about other words they could use in place of the colour words (*red, white* and *blue*). As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at Student Book pages 12 and 13 and say what they think they will be doing in this lesson (reading a story). Ask students, in their own language, to look at the pictures and guess what the story is about (children painting pictures in a painting class). Write the word *story* on the board. Tell the class, in their own language, that they're going to read a story about a painting class.

Student Book pages 12–13

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the people in the story are (children and a teacher).
- Ask students to say English words for the classroom objects (chair, desk, board, cupboard, door, window) and colours (red, yellow, green, blue, brown, white, black, grey, purple, orange, pink) they can see in the story pictures.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 021

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and invite different students to predict what the story is about.
- Play the video or the recording for students to follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

3 Listen and number. 022 Then find and say.

- Tell students to look at the pictures. Choose students at random to find the pictures in the story frames. Point to the relevant character in the story frame and read their speech bubble aloud, e.g. *What is it?* (Frame 2)
- Play the first item on the recording, then pause for students to point to the correct picture. Show the class the example number 1.
- Play the rest of the recording for students to number the pictures. Check the answers by asking students at random *What's number (1)?* Students point to the picture and say the correct letter.
- Choose different students to point to the pictures in the story frames and say the lines from the story.

Audio transcript

- 1 **Rahul** What is it?
- 2 **Teacher** Let's paint!
- 3 **Billy** It's a door. It's red.
- 4 **Girl 1** It's a desk!
- 5 **Girl 2** No! It's a chair.
- 6 **Billy** Look! It's a window.
- 7 **Ava** It's a cupboard. It's yellow.
- 8 **Ava** Oh no! I'm sorry, Billy!

ANSWERS

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

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question. Establish that Ava is sad because she has got paint on Billy's painting. Choose a student to answer the second question and establish that Billy is OK because he has an idea to make the yellow paint into a sun.
- Ask, in the students' own language, how they feel when things go wrong. Ask students if they think it is better to feel sad about things that go wrong or to try to make things better. Invite different students to share their opinions with the class. If necessary, prompt with questions in the students' own language, such as *What things can go wrong at school / home? How can we make things better?*

Global skills: emotional self-regulation and well-being

- Discussing the emotional well-being features in the story helps students to express their own thoughts and feelings and to share their opinions and beliefs with others. Each of the stories has a positive message that students can apply to their own lives, which will help them to develop a positive attitude and important social skills.
- Learning how to cope when things go wrong is an important aspect of emotional well-being. Encourage students to think of ways in which they can turn a bad event into a good one. As a follow-up activity, ask students to make a paint splodge on a sheet of paper. Students then swap paint splodges with a partner and try to turn their partner's paint splodge into a picture using their own creativity and imagination.

4 Act out the story.

- Students work in groups of seven, with one student for each of the following parts: Narrator, Teacher, Rahul, Girl 1, Girl 2, Ava and Billy. As a group, students decide who should take each part. Allow students in groups of fewer than seven to take more than one part, e.g. Rahul and Girl 2 can be played by the same student.
- Ask students to act out the story. Walk around the classroom, checking pronunciation and helping with any problems.
- Invite different groups to act out the story for the class.

Global skills: communication and collaboration

Working together to act out the story requires the participation of every member of the group. This gives students responsibility, not only for performing the play but for planning it (e.g. deciding who should play each part and which parts can be played by the same person, if necessary). It is also an opportunity for collaboration, while building a sense of independence.

Team Up! 4 DOWNLOAD

- Students colour and cut out the pictures in Template 2 and stick them onto Template 1 of the worksheet, to illustrate the book cover. They then trace over the title and author name.
- To help students develop literacy skills, focus on the parts of a cover (title, illustration, author name). Explain that these are important features of a book cover. The title tells us the name of the story, the author name tells us who wrote the story and the illustration gives us an idea of what the story is about.
- As an extension activity, ask students to design book covers for their favourite stories and to present them to the class.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook pages 10–11

1 Look at the pictures. What classroom objects can you see?

- Students look at the story pictures and answer the question.

ANSWERS

desk, chair, cupboard

2 Read the story.

- Students read the story to themselves.

3 Read again and write.

- Students read the story again and then write answers to the questions.

ANSWERS

1 It's red. 2 It's white. 3 It's grey.

4 Write the letter.

- Students match the story sentences to the pictures.

ANSWERS

1 a 2 b

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about school in the UK and Cuba.

Language

School: student, classroom, teacher, playground

Warm up

- Play *Odd one out* (see *Ideas bank* page 143) to review classroom objects and colours.
- Point to objects in the classroom and ask students at random *What is it? What colour is the (board)?*

Lead-in

- Ask students to look at the photos on Student Book pages 14 and 15 to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *UK* and *Cuba* on the board.
- If there is a map or a globe in the classroom, show students the two countries on it.
- Tell students, in their own language, that today, they will be learning about school in these countries.

Student Book pages 14–15

1 Listen, point and repeat. 023

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

2 Listen and say the number. 024

- Focus on the photo of Evie and the UK. Ask *Which country is Evie from?* (the UK) in the students' own language.
- Tell students that they are going to hear Evie talking about school in her country. They must listen and say the number of the photo when Evie talks about it.
- Play the recording, pausing each time that Evie talks about the photos, for students to call out the number.

Audio transcript

- This is my teacher. She's in the classroom.
- I'm Evie. I'm a student. This is my school.
- This is my classroom. The chairs are blue. The desks are brown. The cupboard is white.
- This is the playground. Look! 1, 2, 3 students! Let's play!

ANSWERS

3, 1, 2, 4

3 Listen to Evie. Tick ✓ the correct picture. 025

- Tell students that they are going to hear a recording of Evie talking about things in her classroom. They must listen and tick the pictures that Evie describes.
- Play the recording, pausing for students to tick the correct pictures. Check the answers as a class.

Audio transcript

- 1 It's a window. It's white.
- 2 It's a board. It's black.
- 3 It's a clock. It's yellow and white.
- 4 It's a cupboard. It's brown.
- 5 It's a bin. It's pink and purple.
- 6 It's the teacher's desk. It's green and brown.

ANSWERS

- 1 first picture 2 first picture 3 first picture
4 second picture 5 first picture 6 second picture

Optional activity

Ask students to work in pairs. They take turns to make sentences about Evie's classroom for their partner to say true or false, e.g. *The window is white. / The board is red.* Demonstrate the game with the class before the students play it in pairs.

4 Watch the video. 026

- Play the video for students.
- Ask students *What classroom objects can you see?* Play the video again, pausing after each known classroom object, and elicit the word from the class (*cupboard, desk, chair*).
- Play the video again, pausing to point at the teacher, classroom, playground and students. Ask different students to say the words.

Video transcript see page 147.

Optional activity

Stick the unit flashcards on the board. Play the video again for students to write down the words they see and hear. Students then compare their lists in groups before sharing with the class.

5 Listen and follow. 026 Then talk about your classroom.

- Play the conversation for students to listen and follow.
- Students work in pairs, taking turns to ask and answer about their classroom.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation for the class.

6 Talk about the photos. Then listen and read.

027

- Focus on the photo of Benito. Ask *Which country is Benito from?* (Cuba)
- Tell students to look at the remaining photos and name the things they can see in English. Elicit answers from different students.

- Ask students to name the classroom objects and the colours they see in the photos. Say *Show me the teacher / classroom / playground.*
- Play the recording for students to follow the text in Benito's poster.

7 Read again. Write T (true) or F (false).

- Read the first sentence aloud. Ask students to read the poster again to find out whether the sentence is true or false.
- Students complete the rest of the exercise in their books.

ANSWERS

1 T 2 F 3 F 4 T

8 Count the words. Then write the number.

- Ask students to look at the first sentence, count the words and write the number of words there are. Show students how the numbers are written under the words. Tell them that they can write numbers under the words to help them to count.
- Students complete the exercise in their books. Check the answers as a class.
- Students read Benito's poster again and count the words in each sentence.

ANSWERS

1 4 2 3 3 6 4 4

Assessment for learning

- Using your usual feedback routine (see *Assessment for learning* page 12), ask students to show you how confident they are about counting words in sentences.
- If extra practice is needed, ask students to complete exercise 3 on page 13 of their Workbooks.
- Repeat the feedback routine after students have had some further practice.

9 Write about school in your country. Go to your Workbook page 13.

- Tell students to turn to page 13 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 12–13

1 Write.

- Students write the words from the box under the correct pictures.

ANSWERS

1 playground 2 teacher 3 classroom 4 student

2 Look, read and number.

- Students read the sentences on the poster and number the matching pictures.

ANSWERS

(from left to right) 2, 4, 3, 1

3 Count the words. Then write the numbers.

- Students count the words in each sentence, then write the number of words in the boxes.

ANSWERS

1 4 2 7 3 3 4 6

4 Write your ideas.

- Students complete the notes with colours for each of the classroom objects.

ANSWERS

Students' own answers

5 Read. Then write for you and draw.

- Read the example answer aloud as students follow in their Workbooks. Establish that this is what a piece of writing about your school looks like.
- Ask students to look at the ideas they wrote in exercise 4. They use this information and the example answer to write about their school. Students can illustrate their writing with a drawing.
- Invite students to read out their pieces of writing to the class.

ANSWERS

Students' own answers

Assessment for learning

- When you mark students' writing, underline their mistakes instead of correcting them. Encourage students to think about their mistakes and to correct these themselves. This helps students to develop learner autonomy.
- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Learning objective

Students will make and play a board game.

Language

Grammar and vocabulary from the unit

Materials

A large sheet of plain paper or card, coloured pens and pencils, scissors, glue

Warm up

- Play *Slow reveal* (see *Ideas bank* page 142) with the flashcards from this unit.

Lead-in

- Tell students to look at the photo of the finished project at the top of Student Book page 16. Ask the class what they think they're going to make.
- Confirm with students, in their own language, that they will be making a board game. Write *Project: board game* on the board.

- Ask students, in their own language, to say whether they have ever played board games and which board games they like to play.

Student Book page 16

1 Listen and read. Learn how to do the project.

028

- Ask the class to look at the pictures and say what colours and classroom objects they can see.
- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in groups. Hand out large sheets of paper or card and make sure the students have coloured pens / pencils, scissors and glue.
- Students follow the instructions to make their board game. They can cut out classroom objects and colour spots and then stick them on a large sheet of card or paper to make their board game. Alternatively, they can draw colours and classroom objects directly onto their board game. You may need to help students to draw the classroom objects.
- Walk around the classroom as students work, helping where necessary.

Team Up! 5 DOWNLOAD

- Students can use the worksheets as templates for their project. They colour, complete and cut out the shapes in Template 2, then stick them onto the board game in Template 1.

2 Watch the video. Who is the winner?

- Play the video for students.
- Ask students to discuss the question with their partners. Then invite different students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript see page 147.

ANSWERS

Poppy is the winner.

3 Listen and follow. 029 Play the board game.

- Play the recording for students to listen and follow.
- Make sure students understand how to play the game.
- Students play their board games in their groups. Move around the classroom, helping where necessary.

Global skills: communication and collaboration

- Playing a board game in a group encourages students to communicate in English. Invite students to swap board games with another group to give them further opportunity to develop their communication skills.
- Use the video to teach students phrases, such as *It's your turn!* / *Miss a turn!* / *Well done!* / *You're the winner!*, and encourage them to count as they move their counters along the board.

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

Student Book page 17

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases that they can remember for classroom objects and colours.

ANSWERS

Classroom objects: desk, board, clock, cupboard, door, window

Colours: blue, yellow, brown, orange, green, pink

Optional activity

Ask students if they can name more colours they have learned that are not included here. Write their answers on the board, e.g. red, grey, brown, purple, white, black.

Global skills: emotional self-regulation and well-being

Developing a growth mindset is vital for a happy, successful life. Students who have a growth mindset believe that they can get better at things with practice. Teach students that it doesn't matter if they can't remember all the words from the unit now. They can practise and they will get there.

2 Choose and do two activities.

- Allow time for students to read all of the activities and choose two that they want to do.
- Ask students to raise their hands if they chose activity 2, activity 5 or activity 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

ANSWERS

- Students' own answers
- Students' own answers
- 1 The door is red. 2 The bin is blue.
3 The board is white.
- Students' own answers
- Students act out their favourite frame from the story in pairs.
- Students' own answers

Workbook pages 14–15

1 Write.

- Students write the words in the box to complete the puzzles.

ANSWERS

- board 2 teacher 3 playground 4 desk
- chair 6 clock

2 Circle the odd one out. Then write.

- Students circle the odd word out in each set, then write the odd word on the line.

ANSWERS

- teacher 2 student 3 chair 4 classroom
- purple 6 nine

3 Write.

- Students complete the questions and answers about the objects.

ANSWERS

- What is it? It's a desk.
- What is it? It's a chair.
- What is it? It's a bin.
- What is it? It's a cupboard.

4 Read and circle. Then colour.

- Students read the sentences, circle the correct picture in each pair, then colour the circled pictures according to the sentences.

ANSWERS

- an orange door
- a brown cupboard
- a yellow clock
- a grey bin

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 1 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Unit test

- The students are now ready to do the Unit 1 test, downloadable from the Teacher's resources on Oxford English Hub.

Lesson 1: Words

Learning objective

Students will be able to talk about toys.

Language

Toys: kite, teddy, boat, robot, skipping rope, board game, plane, ball

Functional language: *What's your favourite toy? It's a board game.*

Warm up

- Play a game of *What have you got?* with the class to review toys and school things (see *Ideas bank* page 142).

Lead-in

- Tell the class *Today we are learning about toys.* Write *toys* on the board. Show the lesson flashcards and invite students to guess the meaning of *toys*.
- Ask the class a simple question about the topic, e.g. *What toys do you like?* Elicit answers from different students around the class. Repeat their answers in English.

Student Book pages 18–19

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in the Student Book. Encourage students to share their knowledge by naming the people and toys they can see in English. Prompt students, if necessary, by asking, e.g. *Can you see a (desk)? Can you see a (chair)?*

SUGGESTED ANSWERS

Students can see toys and can name the colours of the items in the picture.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the lesson flashcards to present the new words.

2 Listen, point and repeat. 🎧 030

- Play the recording for students to listen and point to the toys in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play a game of *What's missing?* using the flashcards (see *Ideas bank* page 142).

3 Say the chant. 🎧 031

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Student Book as they listen.
- Play the recording a few more times for students to join in as much as possible.

Audio transcript

kite, kite teddy, teddy boat, boat robot, robot
board game skipping rope, plane, plane ball, ball
board game skipping rope

Global skills: digital literacy

Encourage students to check their pronunciation of the new words by making audio or video recordings of themselves doing the vocabulary chants. They can play these recordings back to check how well they are saying the new words.

4 Play the Colours game.

- Read the conversation aloud. Explain that in the game, one person chooses a toy from exercise 2 and says what colour(s) it is. The other person finds the toy in the picture and says the word.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to describe toys for their partner to find and name.

5 Look and draw 😊 😐 or 😞. Then say the toys.

- Point to the toys in the picture and ask students to name them. Ask students to say which toys they like. Tell students that they should draw a 😊 for the toys they like, a 😐 for the toys they neither like nor dislike and a 😞 for the toys they don't like. Make sure students understand that there are no right or wrong answers. They are just giving their own opinions.
- Students work with their partners, taking turns to point to toys in the picture and to name them. They can compare answers to see which of their toys they and their partner both like / dislike / feel neutral about.

ANSWERS

Students' own answers

Global skills: creativity and critical thinking

Expressing their own likes and dislikes allows students to use the new vocabulary in a creative way, while applying it to a real-life situation. Students are more likely to remember new words when they have used them in an activity that is meaningful to them.

6 Read and number.

- Point to the silhouette pictures and ask students to say which toy each picture shows.
- Read the word *skipping rope* aloud. Tell students to find the matching picture and say the number. Show the class example number 4.
- Students number the remaining words to match the pictures.

ANSWERS

skipping rope 4 boat 6 teddy 5 ball 2
board game 7 robot 3 plane 8 kite 1

7 Listen and repeat. 032 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model exchanges with volunteers. Encourage the volunteers to choose different toys from exercise 2.
- Students work in pairs. They take turns to ask and answer questions about their favourite toys, using the conversation in their Student Book as a model.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Assessment for learning

- Time for feedback! Ask the class, in their own language, *How do you feel about the new words for toys?* Using your usual feedback routine (see *Assessment for learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- For further practice of new words, play more flashcard games (see *Ideas bank* page 142).

Team Up! 1 DOWNLOAD

- Students work in groups. They ask each other what their favourite toy is, then either each draw their favourite toy or cut out the corresponding toys from Template 1 of the worksheet. They stick their pictures on a piece of paper to make a collage. Students can give their collage a title and write labels for their toys. Students then hold up their collage, point to their pictures and say *My favourite toy is ...*. Note: Have extra copies of the template ready in case more than one child in a group has the same favourite toy.

Workbook pages 16–17

1 Read and number.

- Students read the words and number the matching toys in the picture.

ANSWERS

boat 1 kite 2 plane 3 teddy 4 robot 5
board game 6 skipping rope 7 ball 8

2 Write.

- Students look at the pictures and write the words.

ANSWERS

1 skipping rope 2 robot 3 teddy 4 boat
5 board game 6 plane 7 ball 8 kite

3 What is it? Write.

- Students look at the puzzle pieces and work out what toy each puzzle piece shows. They then write the sentences.

ANSWERS

1 It's a boat.
2 It's a kite.
3 It's a plane.
4 It's a ball.
5 It's a teddy.
6 It's a robot.

4 Write.

- Students read the questions, look at the pictures and write the answers. They can use exercise 7 on page 19 of their Student Book for help with the functional language.

ANSWERS

1 It's a board game.
2 It's a robot.
3 It's a kite.
4 It's a teddy.
5 It's a plane.
6 It's a skipping rope.

Assessment for learning

Write the word *toys* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about toys. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to talk about toys they have and haven't got.

Language

Affirmative and negative (*I've / I haven't*): *I've got a (boat). / I haven't got a (boat).*

Warm up

- Play a game of *Number words* (see *Ideas bank* page 142) with the lesson flashcards to review the toys vocabulary from lesson 1.

Lead-in

- Write the word *toys* on the board and ask students if they remember what it means.
- Tell the class, in their own language, that today they will learn how to talk about what toys they have and haven't got.
- Write *I've got ...* and a tick on one side of the board and *I haven't got ...* and a cross on the other side.
- Show the lesson flashcards one by one and elicit the words for the toys from the class. Repeat students' answers using the lesson grammar, e.g. *I've got a (ball).* or *I haven't got a (kite).*, referring to yourself. As you do so, stick each flashcard on the correct side of the board.

Student Book pages 20–21

1 Listen and follow. 033 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (May and Nina) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each sentence for students to repeat chorally.
- Choose students and ask *Who has got a boat? Who hasn't got a boat?*

- Play the recording again for students to follow.
- Students work in pairs to act out the grammar cartoon. In each pair, one student takes the part of Nina, and the other takes the part of May.
- Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

2 Listen and number. Then listen and repeat.

 034

- Tell students to look at the picture. Point to each toy and ask *What is it?* Choose a different student to answer each time.
- Play the first item on the recording. Ask students to point to the correct picture. Show the class example number 1.
- Play the rest of the recording for students to number the toys in the picture.
- Play the recording again, pausing for students to repeat the sentences.

Audio transcript

Girl 1 I haven't got a robot. I've got a teddy.

Girl 2 I haven't got a skipping rope. I've got a ball.

Boy 1 I haven't got a ball. I've got a skipping rope.

Boy 2 I haven't got a teddy. I've got a robot.

Girl 3 I haven't got a kite. I've got a plane.

Boy 3 I haven't got a plane. I've got a kite.

ANSWERS

(from left to right) 6, 5, 3, 2, 4, 1

3 Look at 2. Say and point.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Students work in pairs. They take turns to choose a person from the picture in exercise 2 and say two sentences about the person using *have got / haven't got*. Their partner points to the correct person in the picture and says *You're number (one)!*

4 Read and number.

- Point to the pictures and ask different students to name the toys.
- Read the first sentence aloud and ask students to point to the correct picture. Show the class example number 1.
- Students read the remaining sentences and number the matching pictures. Check the answers as a class.

ANSWERS

a 2 b 4 c 1 d 3

Mixed ability

- Weaker students can work with a partner. First, they decide which sentences are affirmative and which are negative. They then work together to match the sentences to the correct pictures.
- Fast finishers can write one affirmative and one negative sentence about themselves, e.g. *I've got a kite. I haven't got a doll.*

5 What have you got? Tick ✓ or cross X.

- Tell students to look at the photos and name the toys. Point to the first photo and say *I've got a ball*. Address a student and ask *What about you?* Encourage different students to make sentences about themselves. Repeat for the remaining photos.
- Students look at the photos and tick the toys they have got and cross the toys they haven't got. They can work in pairs to compare answers before reporting back to the class.

6 Write.

- Students write sentences about themselves in their books, using *I've got / I haven't got*.
- Invite students to read their sentences aloud to the class.

ANSWERS

Students' own answers

Mixed ability

Create ongoing individual projects for fast finishers to work on once they've completed the class activities, e.g. students could make their own picture dictionaries by drawing and labelling the new words from each unit in a notebook / the back of their regular English notebook.

Team Up! 2 DOWNLOAD

- Students choose four toys from the pictures and write a true or false sentence about each one. They then swap quizzes with a partner, who guesses if the sentences are true or false. The students then tell their partner whether or not their guesses were correct.

Workbook pages 18–19

1 Read and circle.

- Students look at the picture and circle the correct phrases in the sentences.

ANSWERS

- 1 I've got
- 2 I haven't got
- 3 I've got
- 4 I haven't got
- 5 I haven't got
- 6 I've got

2 Read and write A (Anna) or P (Peter).

- Students read the sentences, look at the pictures and write A or P to show who each sentence is about.

ANSWERS

1 A 2 P 3 A 4 P 5 P 6 A

3 Write.

- Students read the gapped sentences, look at the pictures and complete the sentences with *'ve got* or *haven't got*.

ANSWERS

- 1 haven't got
- 2 've got
- 3 haven't got

4 Read and write the names.

- Students read the sentences, look at the pictures and write the correct names.

ANSWERS

1 Aisha 2 Lea 3 Emma 4 Dina

5 Write.

- Students look at the pictures and write one sentence using *I've got* and one sentence using *I haven't got* for each picture.

ANSWERS

- 1 I've got a ball. I haven't got a plane.
- 2 I've got a teddy. I haven't got a skipping rope.
- 3 I've got a board game. I haven't got a robot.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 125 of their Workbooks and complete the *Grammar check* exercises.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about *my* and *your* school things.

Language

School objects: *book, pencil, rubber, pen, bag, ruler*

Possessive adjectives: *This is my book. This is your pen.*

Warm up

- Play a game of *Memory chain* (see *Ideas bank* page 141) with the toys from lesson 1. Start with the sentence *I've got a (ball)*.

Lead-in

- Tell the class *Today we are learning about school things*. Write *school things* on the board. Show the lesson flashcards and invite students to guess the meaning of *school things*.
- Ask the class a simple question about the topic, e.g. *What school things have you got?* Elicit answers from different students. Repeat their answers in English.

Student Book pages 22–23

1 Listen, point and repeat. 035

- Focus attention on the photos. Ask students at random to point to a photo and tell you what colours they can see, e.g. *I can see green*.
- Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording once more for students to point to the photos and say the words again.

2 Listen and say the school things. 036

- Tell students that they are going to hear recordings of the colours of the school things in the photos.

- Play the recording for students to listen and find the photo to match each recording. Pause after each one for students to say the word.

Audio transcript

- It's green.
- It's red.
- It's yellow.
- It's grey and white.
- It's blue.
- It's pink, green, blue, orange and white.

ANSWERS

It's green. – bag

It's red. – ruler

It's yellow. – pencil

It's grey and white. – rubber

It's blue. – pen

It's pink, green, blue, orange and white. – book

Optional activity

Play a game of *Word cloud* using the flashcards from the lesson (see *Ideas bank* page 143).

3 Look, listen and follow. 037 Play the game.

- Tell students to look at the pictures. Choose different students to name the school things.
- Tell students that they are going to hear a recording of people playing a game. They must listen and follow the conversation in their Student Books.
- Play the recording for students to listen and follow. Ask them to point to the correct picture.
- Students choose one of the pictures and say what the person has got. Their partner finds the correct picture and says the name of the person.
- Walk around the classroom, helping where necessary. Make a note of any problems to address as a class.

4 Listen and follow. 038 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Tang and Emma) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose students and ask *What colour is Tang's / Emma's pen?*
- Play the recording again for students to follow.
- Students work in pairs to act out the grammar cartoon. In each pair, one student takes the part of Tang, and the other takes the part of Emma.
- Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

5 Write.

- Ask students to look at the pictures and say what school things they can see.
- Read the example aloud. Make sure students understand that they should look carefully at the picture to see who the school things belong to.

- Students complete the sentences in their books.
- Students can check the answers in pairs, then work with their partner, taking turns to read the sentences aloud and pointing to the correct items in the pictures.

ANSWERS

1 my 2 my 3 your 4 your 5 my, your

Assessment for learning

- Ask the class *Do you know the new words?* Using your usual feedback routine (see *Assessment for learning* page 12), ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to hold up a known school thing and show it to their partner. Their partner tries to remember and say the word.

6 Listen and follow. Then sing 🎧 039–040 🎧

- Tell students to look at the *This Is My Bag* song words. Remind them of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 DOWNLOAD

- Students work in pairs. They both watch as they each put three items belonging to them into a cloth bag. The students then take turns to feel an item in the bag and say what it is, e.g. *It's your pen.* / *It's my rubber.* Students have three turns each. They complete the worksheet with their points, then find the total. You can encourage students to put items into the bag that are increasingly more difficult to guess.

Optional activity

Play a game of *Draw and guess* with the new vocabulary (see *Ideas bank* page 141).

Workbook pages 20–21

1 Find and circle.

- Students find and circle the words to match the pictures.

ANSWERS

1 pen 2 ruler 3 book 4 pencil 5 rubber 6 bag

2 Write.

- Students look at the picture and use the words from the boxes to write sentences.

ANSWERS

- 1 I haven't got a pen.
- 2 I haven't got a rubber.
- 3 I haven't got a book.
- 4 I've got a bag.

5 I've got a ruler.

6 I've got a pencil.

3 Read and write the letter.

- Students look at the pictures and write the letters in the boxes next to the matching sentences. Students need to look carefully at the pictures to see who each school thing belongs to.

ANSWERS

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

4 Write Maria's sentences.

- Students look at the picture and write sentences about who the items in the picture belong to.

ANSWERS

- 1 This is your pen.
- 2 This is your rubber.
- 3 This is my pencil.
- 4 This is your bag.
- 5 This is your book.
- 6 This is my ruler.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 125 of their Workbooks and complete the *Grammar check* exercises.

Lesson 4: Story

Learning objective

Students will be able to read about a day in the park.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song *This Is My Bag* again and encourage students to join in as much as possible.
- Ask students to think about other words they could use in place of some of the words for school things (bag, pen, ruler, pencil, rubber). Students can change the words for different school things or for toys. As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own song with the new words.

Lead-in

- Ask students to look at Student Book pages 24 and 25 and say what they think they will be doing in this lesson (reading a story). Ask students, in their own language, to look at the pictures and guess what the story is about (a day in the park). Write the word *story* on the board. Tell the class, in their own language, that they're going to read a story about some children in a park.

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, where the story takes place. Ask the class if they like going to the park and what things they like to do there.
- Ask students to say English words for the toys (skipping rope, boat, ball, kite) they can see in the story pictures.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 041

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and invite different students to predict what they think the story is about.
- Play the video or the recording for students to follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

3 Who says it? Match and say.

- Tell students to look at the pictures and say the names of the characters (Nisha, Adnan and Zara). Read the speech bubbles aloud one at a time. Choose different students around the class to find the speech bubbles in the story frames.
- Students draw lines to match the characters to the speech bubbles. They can look back at the story to help them complete the exercise.
- Invite different students to read the speech bubbles aloud and say which person says each one.

ANSWERS

1 c 2 b 3 a 4 a 5 a 6 b

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the questions. Establish that we can all help our friends in different ways.
- Ask, in students' own language, how they feel when they need help, and how they feel when someone helps them. Ask students why they think it is important to help our friends (because it is important to be kind, and we should treat other people the way we want to be treated).
- Invite different students to share their opinions with the class. If necessary, prompt with questions, such as *Who helps you? What do they do? Who can you help?*

Global skills: emotional self-regulation and well-being

Learning to be kind is an important aspect of emotional well-being. We feel good when we help others, and we feel good when others help us. Encourage students to be kind to each other and to help each other when needed. If you spot someone in class who needs help, you can ask another student to help and suggest what they can do.

4 Act out the story.

- Students work in groups of five, with one student for each of the following parts: Narrator, Nisha, Adnan, Zara, Zara's

mum. As a group, students decide who should take each part. Allow students in groups of fewer than five to take more than one part (e.g. Zara and Zara's mum can be played by the same student).

- Ask students to act out the story. Walk around the classroom, checking pronunciation.
- Invite different groups to act out the story for the class.

Optional activity

- Ask students to say what Nisha's favourite toy is (a skipping rope). Ask students to think about what their favourite toy is. Students discuss ideas in pairs, then share their ideas with the class.
- If you have time, you can ask students to draw and label pictures of their favourite toys and make a Favourite Toys collage to display in the classroom.

Team Up! 4 DOWNLOAD

- Students work in groups and use the worksheet to complete the missing text in the speech bubbles. They colour in the stars in the final frame to give their own rating of the story and then put the frames in order and staple or glue them together to make a group story book. Encourage groups to read their books to the class.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook pages 22–23**1 Look at the pictures. What school things can you see?**

- Students look at the story and answer the question.

ANSWERS

bag, pen, book, pencil

2 Read the story.

- Students read the story to themselves.

3 Read again and number.

- Students read the sentences from the story and number the matching pictures.

ANSWERS

1 c 2 e 3 a 4 b 5 d

4 Order the words.

- Students write the jumbled words in the correct order to make sentences from the story.

ANSWERS

- 1 I haven't got my book.
- 2 I haven't got a toy.
- 3 It's my favourite toy.

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and complete the record sheet to check the learning objective for this lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about toys and games in the USA and Madagascar.

Language

Toys and games: *baseball, bat, skateboard, scooter*

Warm up

- Play *Find the cards* (see *Ideas bank* page 142) to review toys and school things.
- Choose different students around the class and ask *What toys and games have you got / do you like?*

Lead-in

- Ask the class to look at the photos on Student Book pages 26 and 27 to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *USA* and *Madagascar* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that today, they will be learning about some toys and games in these two countries.

Student Book pages 26–27

1 Listen, point and repeat. 🎧 042

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

2 Listen and say the number. 🎧 043

- Focus on the photo of Harper. Ask *Which country is Harper from?* (the USA)
- Tell students that they are going to hear Harper talking about toys and games in her country. They must listen and say the number of the photo when Harper talks about it.
- Play the recording, pausing each time that Harper talks about one of the photos, for students to call out the number.

Audio transcript

- I'm Harper. I'm from the USA. I've got a skateboard. It's purple and red.
- This is my friend, Katy. Look! It's a scooter! It's green and black. I haven't got a scooter.
- I've got a baseball. It's red and white.
- This is my bat. It's red, grey and black.

ANSWERS

3, 4, 1, 2

3 Listen to Harper's friend. Tick ✓ or cross X. 🎧 044

- Tell students that they will now hear Harper's friend Katy talking about her toys. They must listen and tick the things that Katy has got and cross the things that Katy hasn't got.
- Play the recording, pausing for students to tick or cross the pictures to show what Katy has / hasn't got.

Audio transcript

- I'm Katy. I've got a scooter! It's green and black.
- I haven't got a baseball, and I haven't got a bat.
- But I've got a skateboard! It's blue, yellow and red.
- I haven't got a kite.
- But I've got a skipping rope! Let's play!

ANSWERS

1 ✓ 2 X 3 X 4 ✓ 5 X 6 ✓

4 Watch the video. ▶

- Play the video for students.
- Ask students *What toys and games can you see?* Play the video again, pausing after each known toy is mentioned or shown and eliciting the word from the class (baseball, bat, skateboard, scooter, plane).
- Ask different students *Have you got a (baseball / bat / skateboard / scooter / plane)?*

Video transcript see page 147.

5 Listen and follow. 🎧 045 Then talk about your toys.

- Play the conversation for students to listen and follow.
- Students work in pairs, taking turns to ask and answer questions about their toys.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation for the class.

6 Look and say the toys. Then listen and read. 🎧 046

- Focus on the photo of Cedric. Ask *Which country is Cedric from?* (Madagascar)
- Ask students to look at the rest of the photos and name what they can see in English. Elicit answers from different students.
- Ask students to name the toys in the photos.
- Play the recording for students to follow the text in Cedric's letter.

ANSWERS

boat, board game

7 Read again. Circle the correct words.

- Read the first sentence aloud. Ask students to read Cedric's letter again to find the information that gives them the answer. Show students the circled word in the sentence.
- Students look back through Cedric's letter and complete the rest of the exercise in their books.

ANSWERS

1 Madagascar 2 boat 3 ball 4 board game

Mixed ability

- Support weaker students by telling them which paragraphs have the answers to the questions (paragraph 1 has answers to questions 1–3, and paragraph 2 has the answer to question 4). Allow students to work in pairs to find and circle the correct word in each sentence.
- Fast finishers can write a question about Cedric, e.g. *What colour is Cedric's ball? What's Cedric's favourite toy?* They then swap with a partner and answer each other's questions.

8 Circle the words.

- Ask students how we can tell when a word starts and ends in a sentence (there is a space either side of the word or a punctuation mark at the end of the word if it is the last word in a sentence).
- Write a few sentences from the letter in exercise 6 on the board. Highlight the spaces between the words.
- Students circle the words in the sentences in exercise 8. Ask students to read the sentences aloud, holding up one finger for each word. Ask students to say how many words are in each sentence.

ANSWERS

- 1 I've got a boat.
- 2 It's red and brown.
- 3 I haven't got a skateboard.
- 4 What's your favourite toy?

Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about counting sentences.
- If further practice is needed, ask students to complete exercise 3 on page 25 of their Workbooks.

9 Write about toys in your country. Go to your Workbook page 25.

- Ask students to turn to page 25 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 24–25

1 Write.

- Students write the words in the box on the lines which match the numbers of the pictures.

ANSWERS

- 1 baseball 2 scooter 3 skateboard 4 bat

2 Read and tick ✓ picture 1, 2 or 3.

- Students read Ethan's pen pal letter and tick the picture which shows Ethan's toy box.

ANSWERS

picture 2

3 Circle the words.

- Students circle the words in each sentence.

ANSWERS

- 1 I've got a bat.
- 2 I've got a skipping rope, too.
- 3 I haven't got a scooter.
- 4 This is my favourite toy.

4 Tick ✓ or cross X your things.

- Students tick the things that they have got and cross the things that they haven't got.

ANSWERS

Students' own answers

5 Read. Then write for you and draw.

- Read the example answer aloud as students follow in their Workbooks. Establish that this is what a piece of writing about your toys looks like.
- Ask students to look at the things they ticked and crossed in exercise 4. They use this information and the example answer to write about their toys. Students can illustrate their writing with a drawing.
- Invite students to read their pieces of writing to the class.

ANSWERS

Students' own answers

Assessment for learning

When students are correcting their own writing, encourage them to use a special colour pen so they can always see where they have responded to feedback.

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Learning objective

Students will make a block chart of favourite toys.

Language

Grammar and vocabulary from the unit

Materials

A4 sheets of plain paper / card, coloured pens and pencils

Optional: Team Up! 5 worksheet

Warm up

- Play *Bingo!* (see *Ideas bank* page 142) with the lesson 1 flashcards. If you have time, play again with the lesson 3 flashcards.

Lead-in

- Tell the class to look at the photo of the finished project at the top of Student Book page 28. Ask students what they think they're going to make.
- Confirm with students, in their own language, that they will be making a block chart showing favourite toys. Write *Project: block chart* on the board.

Student Book page 28

1 Listen and read. Learn how to do the project. 047

- Ask different students around the class to tell you their favourite toys. Ask students to raise their hands if another student has the same favourite toy as them. Draw attention to the number of raised hands for each toy.

- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in pairs. Hand out sheets of paper or card and make sure the students have coloured pens / pencils.
- Students follow the instructions to make their block charts. You may need to help students to draw their block charts.
- Walk around the classroom as students work, helping where necessary.

Team Up! 5 DOWNLOAD

- Students can use the worksheets as templates for their project. They complete the survey worksheet with ticks to show their classmates' favourite toys. They then use coloured pencils to complete the block chart to show how many of their classmates have each favourite toy.

Global skills: communication and collaboration

Completing a survey gives students the chance to use the language they have learned to find out about other people and their opinions. You can encourage students to find out more about their classmates by asking them to think of another survey they could do (e.g. favourite colours / favourite school things). Students can carry out their new surveys in pairs or groups and then report their findings to the class.

2 Watch the video. What's Jack's favourite toy?

- Play the video for the students.
- Ask students to discuss the question with their partners. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.
- If you like, you can ask students about the other children one at a time, e.g. *What's (Tia's) favourite toy?* Play the video again for students to find the answers.

Video transcript see page 147.

ANSWERS

Jack's favourite toy is a ball.

3 Listen and follow. 048 Present your block chart to the class.

- Play the recording for students to listen and follow.
- Invite different students to present their block charts to the class and act out similar dialogues in their pairs.

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

Student Book page 29

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases that they can remember for toys and school things.

ANSWERS

Toys: ball, robot, teddy, plane, board game, kite

School things: bag, pencil, book, pen, ruler, rubber

Optional activity

Ask students if they can name more toys and school things they have learned that are not included here. Write their answers on the board, e.g. boat, skipping rope.

2 Choose and do two activities.

- Allow time for students to read all of the activities and choose two that they want to do.
- Ask students to put up their hands if they chose activity 3. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students if necessary. Students who chose activity 6 can move around the classroom as the other students work, asking their classmates questions (but not interrupting their classmates' activities!).
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

ANSWERS

1 1 I've got a ball. 2 I haven't got a kite.

3 This is my pencil.

2 Students' own answers

3 Students' own answers

4 Students' own answers

5 Anjali's skipping rope is red and black. The boat is blue, white, red and yellow. The ball is orange and black. The kite is green, black and white. Gini's skipping rope is yellow and pink.

6 Students' own answers

Workbook pages 26–27

1 Find, circle and write.

- Students find the words in the puzzle and write them under the correct pictures.

ANSWERS

g	p	l	a	n	e	b
b	t	f	m	u	q	j
o	r	o	b	o	t	k
a	v	r	w	y	s	i
t	e	d	d	y	b	t
b	l	k	c	f	j	e
p	e	n	c	i	l	r

1 boat 2 teddy 3 kite 4 plane 5 pencil 6 robot

2 Read. Then circle the odd one out.

- Students circle the odd word out in each set.

ANSWERS

1 robot 2 ruler 3 bag 4 scooter 5 pencil

6 teddy

3 Read and number.

- Students read the sentences and number the pictures that match.

ANSWERS

1 d 2 b 3 a 4 c

4 Write.

- Students look at the pictures and write sentences with *I've got* for the ticked pictures and sentences with *I haven't got* for the crossed pictures.

ANSWERS

- 1 I've got a ruler.
- 2 I've got a board game.
- 3 I haven't got a rubber.
- 4 I haven't got a pen.
- 5 I haven't got a bag.
- 6 I've got a book.

5 Write.

- Students look at the pictures and complete the sentences with *my* or *your*.

ANSWERS

1 your 2 my 3 my

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 2 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Unit test

- The students are now ready to do the Unit 2 test, downloadable from the Teacher's resources on Oxford English Hub.

Colours

Learning objective

Students will be able to read and understand a school magazine article and a picture story.

Language

Vocabulary and grammar from Units 1 and 2

Warm up

- Play a game of *Odd one out* with the flashcards from Units 1 and 2 (see *Ideas bank* page 143).

Lead-in

- Tell the class *Today we are going to read*. Ask students to look at the texts on Student Book pages 30 and 31 and say what kind of text they think each one is (a school magazine article and a picture story).
- Ask students what kinds of texts they read and what their favourite things to read are.

Student Book pages 30–31

1 Listen and read. 🎧 049 Then find and answer the two questions.

- Focus attention on the school magazine article. Ask different students to say what they can see in the photos (bag, rubber, pencil, skipping rope, basketball) and what colours the items are (red, blue and orange).
- Ask students to guess what the magazine article is about in their own language (children's favourite colours). Write the word *colours* on the board. Tell the class, in their own language, that they're going to read a school magazine article about favourite colours.
- Invite students to make predictions about what information they will read in the article using their own language.
- Play the recording for students to follow the article. Encourage students to point to the photos in their Student Books as they hear each item mentioned.
- Play the recording again for students to follow.
- Ask students to look at the article and find the two questions. Elicit the questions from students and write them on the board. Ask different students to answer the questions.
- Students work in pairs to practise asking and answering the questions.

ANSWERS

What's your name?

What's your favourite colour?

Students' own answers

2 Read again. Then colour.

- Point to the pictures and ask students to name the items. Point to the bag and ask *Who has got a bag?* (Ollie) Ask *What colour is Ollie's bag?* (red) Show the class the red bag.

- Students read the article again, find the colours of each of the items and colour them.
- Check the answers by asking different students questions, e.g. *What colour is the (scooter)?*

ANSWERS

- 1 The bag is red. 2 The scooter is blue.
3 The desk is green. 4 The pen is orange.

Optional activity

Play a game of *What's missing?* with the colours flashcards (see *Ideas bank* page 141).

3 Talk about the pictures. Then listen and read.

🎧 050

- Focus students' attention on the picture story. Ask them to say, in their own language, who the characters in the story are (a boy and some birds).
- Ask students to say English words for the known objects (window, bag, tree, plants, birds) and colours (red, orange, yellow, green, blue, purple, brown, black, white) they can see in the story. Use the pictures to teach the words *paints* and *rainbow*.
- Invite different students to make predictions about what happens in the story, using their own language.
- Tell the class that they are going to listen to the story.
- Play the recording for students to follow the story. Encourage students to point to the pictures in their Student Books as they listen and read.
- Play the recording again for students to follow. If you wish, play the story a final time for students to enjoy.

4 Read again. Tick ✓ or cross X.

- Read the first sentence aloud. Ask students to find out whether this sentence is true for Charlie. Students look back at the story to find the information that tells them whether the sentence is true or not. Show the class the example tick.
- Students read the story again. They tick the sentences that are true for Charlie and cross the sentences that are not true for Charlie.
- Check the answers by asking different students to read the sentences aloud and say whether each one is true or not.

ANSWERS

- 1 ✓ 2 X 3 ✓ 4 X

Optional activity

Play a game of *Pass the flashcards* with the flashcards from Units 1 and 2 (see *Ideas bank* page 142). Play the videos or the recordings of the songs from Units 1 and 2 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.

Lesson 1: Words

Learning objective

Students will be able to talk about free time activities.

Language

Free time activities: *play basketball, read, dance, climb, play football, play tennis, sing, draw*

Functional language: *Let's (read)! OK! / No, thanks.*

Warm up

- Play a game of *What have you got?* with the class to review toys and school items (see *Ideas bank* page 142).

Lead-in

- Tell the class *Today we are learning about free time activities.* Write the phrase *free time activities* on the board. Show the unit flashcards and invite students to guess the meaning of *free time activities*.
- Ask the class a simple question about the topic, e.g. *What free time activities do you like?* Elicit answers from different students around the class. Repeat their answers in English.
- Choose a few students to mime their favourite free time activity for the class to guess.

Student Book pages 32–33

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the pictures or ask students to look at the pictures in the Student Book. Encourage students to share their knowledge by naming the activities and items they can see, and the colours of these items, in English.

SUGGESTED ANSWERS

Students can see books, pencils and balls and can name the colours of the items in the picture.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the unit flashcards to present the new words.

2 Listen, point and repeat. 051

- Play the recording for students to listen and point to the free time activities in the pictures.
- Play the recording again for students to repeat the words and phrases.

Optional activity

Play a game of *Number words* using flashcards (see *Ideas bank* page 142).

3 Say the chant. 052

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Student Book as they listen.

- Play the recording a few more times for students to join in as much as possible.

Audio transcript

play basketball, play basketball read, read dance, dance
climb, climb play football, play football
play tennis, play tennis sing, sing draw, draw

4 Play the *Mime* game.

- Read the conversation aloud. Explain that in the game, one person mimes a free time activity from exercise 2 and the other person guesses the activity.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to mime and ask *What's this?* for their partner to guess.

5 Circle activities with a ball and activities without a ball. Then say.

- Tell students to look at the pictures on Student Book page 32. Draw attention to the basketball in picture 1. Ask students to find more balls in the other pictures.
- Tell students to look at the pictures in exercise 5. Point to each picture in turn and ask *Can you see a ball?* Students answer *Yes.* or *No.*
- Tell students to take out their coloured pens / pencils. Say *Show me green.* Students hold up their green pens / pencils. Say *Show me red.* Students hold up their red pens / pencils.
- Students look at exercise 5. They circle the free time activities played with a ball in green and the activities performed without a ball in red. Check the answers as a class.

ANSWERS

Circled in green: 2 play football 4 play basketball

7 play tennis

Circled in red: 1 read 3 dance 5 climb 6 sing 8 draw

Mixed ability

Allow weaker students to work in pairs or small groups to complete the activity. Stronger students can do the activity independently and then check their answers with a partner before you work through the answers as a class.

6 Read and number.

- Point to the pictures and ask students to say which free time activity each picture shows.
- Read the word *draw* aloud. Tell students to find the matching picture and say the number. Show the class example number 3.
- Students number the remaining words to match the correct pictures.

ANSWERS

draw 3 read 4 play basketball 1 play tennis 2
dance 8 sing 7 play football 5 climb 6

7 Listen and repeat. 053 Then make suggestions.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Choose activities from exercise 2 and model exchanges with volunteers.
- Ask students to work in pairs. They take turns to make suggestions about free time activities, using the conversation in the Student Book as a model.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Assessment for learning

- Time for feedback! Ask the class, in their own language, *How do you feel about the new words for free time activities?* Using your usual feedback routine, ask students to show you whether they understand the new language or whether they need more help.
- For further practice of new words, play more flashcard games (see *Ideas bank* page 142).

Team Up! 1

- Students can use the worksheet to help them make suggestions of their favourite activities. They colour the thumbs on the worksheet, then count the coloured thumbs to find the three most popular activities in their team.

Workbook

1 Read and match.

- Students draw lines to match the words and phrases to the correct activities in the picture.

ANSWERS

- 1 child reading
- 2 children playing tennis
- 3 child drawing
- 4 child in the tree
- 5 child singing
- 6 child dancing
- 7 child playing basketball
- 8 child playing football

2 Write.

- Students look at the pictures and write the free time activities underneath.

ANSWERS

- 1 play tennis
- 2 play basketball
- 3 play football
- 4 sing
- 5 climb
- 6 read
- 7 dance
- 8 draw

3 Which letters are missing? Write.

- Students look at the pictures and write the missing letters to complete the words.

ANSWERS

- 1 play football
- 2 play basketball
- 3 play tennis
- 4 read
- 5 draw
- 6 dance

4 Write.

- Students look at the pictures and complete or write the sentences. They can use the conversation in exercise 7 on

page 33 of the Student Book for help with the functional language, if necessary.

SUGGESTED ANSWERS

- 1 Let's draw! OK!
- 2 Let's play tennis! No, thanks.
- 3 Let's climb! No, thanks.
- 4 Let's dance! OK!

Assessment for learning

Write the phrase *free time activities* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about free time activities. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to talk about what they can and can't do.

Language

can / can't for ability: *I can (play football). / I can't (play tennis).*

Warm up

- Play a game of *Noughts and crosses* (see *Ideas bank* page 142) with the unit flashcards to review the free time activities vocabulary from lesson 1.

Lead-in

- Write the phrase *free time activities* on the board and ask students if they remember what it means.
- Tell the class, in their own language, that today they will learn how to talk about the free time activities they can and can't do.
- Write *I can ...* and a tick on one side of the board and *I can't ...* and a cross on the other side.
- Show the unit flashcards one by one and elicit the words for the free time activities from the class. Repeat students' answers using the lesson grammar, e.g. *I can (draw)* or *I can't (play tennis)*, referring to yourself. As you do so, stick each flashcard on the correct side of the board.

Student Book

1 Listen and follow. 054 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Nina and Emma) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose different students and ask *Who can play football / play tennis / draw?*
- Play the recording again for students to follow.

- Students work in pairs to act out the grammar cartoon. In each pair, one student takes the part of Nina, and the other takes the part of Emma.
- Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

2 Listen and number. Then listen and repeat.

🎧 055

- Tell students to look at the picture. Point to each activity and ask *What activity is this?* Choose a different student to answer each time.
- Play the first item on the recording. Ask students to point to the correct picture. Show the class example number 1.
- Play the rest of the recording for students to number the activities in the picture.
- Play the recording again, pausing for students to repeat the sentences.

Audio transcript

- 1 I can dance!
- 2 I can climb.
- 3 I can draw.
- 4 I can't sing.
- 5 I can play basketball.
- 6 I can't play tennis!

ANSWERS

(left to right, first row) 5, 6, 2,
(left to right, second row) 4, 1, 3

3 Look at 2. Say and point.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Students work in pairs. They take turns to choose a person from the picture in exercise 2 and say a sentence using *can / can't*. Their partner points to the correct person in the picture and says the number.

4 Read and number.

- Point to the pictures and ask different students to name the activities.
- Read the first sentence aloud and ask students to point to the correct picture. Show the class example number 1.
- Students read the remaining sentences and number the matching pictures. Check the answers as a class.

ANSWERS

a 2 b 3 c 4 d 1

5 What can you do? Tick ✓ or cross X.

- Tell students to look at the photos and name the activities. Point to the first photo and say *I can / can't play basketball*. Address a student and ask *What about you?* Encourage different students to make sentences about themselves. Repeat for the remaining photos.
- Students look at the photos and tick the activities they can do and cross the activities they can't do. They can work in pairs to compare answers before reporting back to the class.

Optional activity

For further practice of the grammar, stick the lesson 1 flashcards on the board. Point to each one and elicit true sentences from students with *I can ...* or *I can't ...*, e.g. *I can climb. / I can't play tennis*. Encourage students to show a thumbs up for activities they can do and a thumbs down for activities they can't do so that you can check they are using the grammar correctly.

6 Write.

- Students write sentences about themselves in their books, using *I can ...* or *I can't ...*
- Invite students to read their sentences aloud to the class.

ANSWERS

Students' own answers

Team Up! 2 DOWNLOAD

- Students can use the worksheet to make the spinner, then take turns to spin the spinner and make a sentence about the activity it lands on.

Workbook pages 30–31

1 Read and circle.

- Students look at the pictures and circle the correct words in the sentences.

ANSWERS

1 can't 2 can 3 can't 4 can't 5 can 6 can

2 Write.

- Students read the gapped sentences, find the correct people in the picture and complete the sentences with *can* or *can't*.

ANSWERS

1 can't 2 can 3 can 4 can't 5 can

3 Read and match.

- Students read the pairs of sentences and draw lines to match them to the correct pictures.

ANSWERS

1 b 2 a 3 d 4 c

4 Tick ✓ what you can do and cross X what you can't do. Write.

- Students tick the activities they can do and cross the activities they can't do, then write sentences about themselves.

ANSWERS

Students' own answers

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 126 of their Workbooks and complete the *Grammar check* exercises.

Lesson 3: Words and Grammar

Learning objective

Students will be able to ask and answer about what they can do.

Language

Actions: run, jump, catch, talk, swim, fly

Can for ability (questions and short answers): Can you (swim)? Yes, I can. / No, I can't.

Warm up

- Play a game of *Mime the word* (see *Ideas bank* page 141) with the free time activities from lesson 1.

Lead-in

- Tell the class *Today we are learning about actions*. Write *actions* on the board. Show the flashcards from the lesson and invite students to guess the meaning of *actions*.
- Draw a ☺ on one side of the board and a ☹ on the other side. Hold up the lesson 1 flashcards one at a time and say *I can (climb) / I can't (play tennis)*. Stick the flashcards under the ☺ if you can do the activity or under the ☹ if you can't do the activity.
- Ask *What actions can you do?* Elicit answers from different students. If necessary, prompt students by asking *Can you (read / see / listen / sing)?* Encourage students to answer using full sentences, e.g. *I can / can't (read / sing)*.

Student Book pages 36–37

1 Listen, point and repeat. 🎧 056

- Focus attention on the photos. Ask students at random to point to a photo and tell you what objects or colours they can see, e.g. *I can see a ball. I can see blue.*
- Play the recording for students to listen, point to the actions and repeat the words.
- Play the recording again for students to repeat the words.

2 Listen and say. 🎧 057

- Tell students that they are going to hear recordings of the different actions from exercise 1.
- Play the recording for students to listen and find the photo to match each recording. Pause after each one for students to say the word.

Audio transcript

- *The sound of a child swimming*
- *The sound of a child jumping on a trampoline*
- *The sound of a child running*
- *The sound of two boys chatting*
- *The sound of the flapping of birds' wings*
- *The sound of a child catching a ball*

ANSWERS

swim 5 jump 2 run 1 talk 4 fly 6 catch 3

Optional activity

Play a game of *Can you remember?* using the flashcards from the lesson (see *Ideas bank* page 143).

3 Look, listen and follow. 🎧 058 Choose and circle three actions. Play the game.

- Tell students to look at the pictures. Choose different students to name the actions.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their Student Books.
- Play the recording for students to listen and follow. Ask them to point to the correct picture (6 flying).
- Students choose and circle three of the pictures, without letting their partner see which pictures they have circled. They then play the game in pairs, taking turns to mime one of their circled actions for their partner to guess.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address as a class.

4 Listen and follow. 🎧 059 Then act.

- Focus on the pictures in the grammar story. Choose students to identify the characters (Tang and his toy robot) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose different students and ask *Can the robot talk / jump / swim?*
- Play the recording again for students to follow.
- Students work in pairs to act out the grammar story. In each pair, one student takes the part of the boy, and the other takes the part of the toy robot.
- Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

5 Write.

- Tell students to look at the pictures and say what actions they can see.
- Read the example aloud. Make sure students understand that they should look carefully at the picture to see if the people can or can't do the action.
- Students complete the questions and answers.
- Students check the answers in pairs, then work with their partner, taking turns to read the questions and answers.

ANSWERS

- 1 Can you catch?
- 2 No, I can't.
- 3 Can you fly?
- 4 Yes, I can.
- 5 Can you swim?
- 6 Yes, I can.

Mixed ability

- Weaker students can work with their partners. First, they complete the question for picture 1. They then look at the picture and decide on the answer before writing it in their books. They do the same for each remaining picture.
- Fast finishers can think of three questions for their partner, e.g. *Can you (swim / read / sing)?* They then ask and answer the questions in pairs.

Assessment for learning

- Ask the class *Do you know the new words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to choose an action from exercise 1 and mime it for their partner. Their partner tries to remember and says the word.

6 Listen and follow. Then sing. 🎧 060–061 ▶

- Tell students to look at *The Robot Song* lyrics. Remind them of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Mixed ability

Some students may need more time to practise the song before they are confident singing it. Encourage students to practise the song at home. Invite them to sing it as a class or in groups in the next lesson.

Team Up! 3 DOWNLOAD

Students can use the worksheet to write the survey. They write the actions / activities and their friends' names, then ask their friends questions and complete the survey with ticks and crosses.

Optional activity

Play a game of *Memory chain* (see *Ideas bank* page 141) with the new vocabulary. Start with the sentence *I can swim*.

Workbook pages 32–33

1 Look, read and number.

- Students number the words to match the actions in the pictures.

ANSWERS

catch 6 fly 1 jump 2 run 4 swim 3 talk 5

2 What can you do? Draw 😊 or ☹️. Then write.

- Students draw a 😊 next to the activities they can do and a ☹️ next to the activities they can't do. They then write sentences about themselves using *can* or *can't*.

ANSWERS

Students' own answers

3 Read and circle.

- Students read the questions, look at the pictures and circle the correct answers.

ANSWERS

1 b 2 a 3 b 4 a 5 a 6 b

4 Order the words.

- Students write the words in the correct order to form questions and answers.

ANSWERS

- 1 Can you catch? Yes, I can.
- 2 Can you fly? Yes, I can.
- 3 Can you swim? No, I can't.
- 4 Can you run? No, I can't.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 126 of their Workbooks and complete the *Grammar check* exercises.

Lesson 4: Story

Learning objective

Students will be able to read about a girl's wish.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play *The Robot Song* from the previous lesson and encourage students to join in as much as possible.
- Ask students to think about other words they could use in place of the words in colour (*run*, *catch* and *fly*). As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at the Student Book pages 38 and 39 and say what they think they will be doing in this lesson (reading a story). Ask students, in their own language, to look at the pictures and guess what the story is about (a girl who tries to catch the moon). Write the word *story* on the board. Tell the class, in their own language, that they're going to read a story about a girl's wish.

Student Book pages 38–39

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the people in the story are (a girl, her mum and dad and a boy).
- Ask students to say English words for the actions (catch, climb, jump) and toys (skipping rope, ball, teddy, boat, plane) they can see in the story pictures.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 🎧 062 ▶

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

3 Listen and number. 🎧 063 Then find and say.

- Tell students to look at the pictures. Choose students at random to find the pictures in the story frames. Point to the relevant character in the story frame and read their speech bubble aloud, e.g. *I can climb!* (frame 2).
- Play the first item on the recording, then pause for students to point to the correct picture. Show the class example number 1.
- Play the rest of the recording for students to number the pictures. Check the answers by asking students at random *What's number (1)?* Students point to the picture and say the correct letter.

Audio transcript

- 1 **Jing** I can jump!
2 **Jing** I can climb!
3 **Boy** Can you fly?
4 **Jing** No, I can't.
5 **Jing** I can catch the moon!
6 **Jing's mum** What is it?
7 **Jing** I can't swim.
8 **Jing** It's a plane.

ANSWERS

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

Think, feel, grow

- Focus students' attention on the task and read the question aloud. Ask students to think about the answer.
- Choose a student to answer the question. Establish that Jing tries to catch the moon five times and succeeds on her fifth try.
- Ask, in students' own language, how many times they try to do difficult things. Ask students if they think it is important to keep trying. Invite different students to share their opinions with the class. If necessary, prompt with questions such as *What things do you find difficult? How can we learn new things?*

Global skills: emotional self-regulation and well-being

Children need to learn perseverance and resilience so that they can face challenges and cope with difficult situations. Learning to focus on long-term goals and not to give up when things are difficult to achieve is important for students' future lives. The sense of achievement from succeeding after trying hard for some time promotes emotional well-being and problem-solving skills. It also gives students a sense of self-worth and the confidence and motivation to face challenges and long-term goals in the future.

4 Act out the story.

- Students work in groups of four, with one student for each of the following parts: Narrator, Jing, Jing's mum, the boy. As a group, students decide who should take each part. Allow students in groups of fewer than four to take more than one part (e.g. the narrator and the boy can be played by the same student).
- Ask students to act out the story. Walk around the classroom, checking pronunciation and helping with any problems.
- Invite different groups to act out the story for the class.

Team Up! 4 DOWNLOAD

- Students can use the worksheet to write questions about the story to make the story quiz. They then swap quizzes with a partner / group and answer each other's questions.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook pages 34–35

1 Look at the pictures. What actions can you see?

- Students look at the story pictures and answer the question.

ANSWERS

catch, dance, run, fly, jump

2 Read the story.

- Students read the story to themselves.

3 Read again. Write *T* (true) or *F* (false).

- Students read the sentences and decide whether each one is true or false.

ANSWERS

1 T 2 T 3 F 4 T

4 Read again and write.

- Students read the sentences and complete the them by writing the missing words.

ANSWERS

1 can 2 No 3 can't 4 jump

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about free time activities in Canada and Japan.

Language

Free time activities: *sledge, ski, make a snowman, ice skate*

Warm up

- Play *What's missing?* (see *Ideas bank* page 142) to review free time activities and actions.
- Choose different students and ask *What free time activities do you like?*

Lead-in

- Ask students to look at the photos to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *Canada* and *Japan* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that today, they will be learning about some free time activities in these two countries.

Student Book pages 40–41

1 Listen, point and repeat. 🎧 064

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

2 Listen and say the number. 🎧 065

- Focus on the photo of Zach. Ask *Which country is Zach from?* (Canada) in students' own language.
- Tell students that they are going to hear Zach talking about free time activities in his country. They must listen and say the number of the photo when Zach talks about it.
- Play the recording, pausing each time that Zach talks about one of the activities in the photos, for students to call out the number.

Audio transcript

- I'm Zach. I'm from Canada. I can ski! It's my favourite activity.
- Look! I can sledge, too. Weeeeeee!
- This is my brother. He can ice skate! Can you ice skate? I can't!
- What's this? It's a snowman. I can make a snowman.

ANSWERS

2, 1, 4, 3

3 Listen to Zach's sister. Tick ✓ or cross X. 🎧 066

- Tell students that they will now hear Zach's sister Carrie talking about free time activities. They must listen and tick the activities that Carrie can do and cross the activities that she can't do.
- Play the recording, pausing for students to tick or cross the pictures showing what Carrie can / can't do.

Audio transcript

- Adult** Wow! You can ice skate!
Carrie Yes, I can ice skate, but I can't ski.
Adult Can you make a snowman?
Carrie Yes, I can! That's easy!
Adult Can you sledge, too?
Carrie Yes, I can! It's fun!
Adult You can do a lot of activities!
Carrie Well ... I can't draw!
Adult You can't draw?
Carrie No, I can't.
Adult What's your favourite free time activity?
Carrie Erm, swimming! I can swim!

ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓

Optional activity

Have students work in pairs to ask each other about the activities in exercise 3. They should give true answers about themselves, e.g. *Can you ice skate? Yes, I can. / No, I can't.*

4 Watch the video. ▶

- Play the video for students.
- Ask students *What activities and actions can you see?* Play the video again, pausing after each known activity or action and eliciting the word from the class (run, sledge, ski, ice skate, make a snowman).
- Ask different students *Can you (run / sledge / ski / ice skate / make a snowman)?*

Video transcript see page 147.

5 Listen and follow. 🎧 067 Then talk about your free time activities.

- Play the conversation for students to listen and follow.
- Students work in pairs, taking turns to ask and answer about their free time activities.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation for the class.

6 Look and say the activities. Then listen and read.

🎧 068

- Focus on the photo of Hana. Ask *Which country is Hana from?* (Japan)
- Ask students to look at the rest of the photos and have them name what they can see in English. Elicit answers from different students.
- Ask students to name the activities in the photos.
- Play the recording for students to follow the text in Hana's email.

7 Read again. Write T (true) or F (false).

- Read the first sentence aloud. Ask students to read the email again to find out whether the sentence is true or false.
- Students complete the rest of the activity in their books.

ANSWERS

1 F 2 F 3 T 4 T

Mixed ability

- Ask weaker students to complete the exercise in pairs, then join with another pair and compare answers. Tell them to underline the information in the text that gave them their answers.
- Fast finishers can correct the false sentences (1 and 2) in their notebooks.

8 Circle each sentence. Then count and write the number.

- Ask students *How can we tell when a sentence starts?* (there is a capital letter) Ask students *How can we tell when a sentence ends?* (there is a full stop, a question mark or an exclamation mark) Write a few sentences from the text in exercise 6 on the board. Show students the beginnings and endings of the sentences.
- Tell students to circle the sentences in each row and to then count the sentences and write the numbers. Check the answers as a class.
- Students read Hana's email again and count the sentences.

ANSWERS

2, 3, 1

Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about counting sentences.
- If further practice is needed, ask students to complete exercise 3 on page 37 of their Workbooks.

9 Write about free time in your country. Go to your Workbook page 37.

- Tell students to turn to page 37 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 36–37

1 Find and circle. Then write.

- Students find and circle the words in the wordsnake, then write the words under the correct pictures.

ANSWERS

1 sledge 2 ice skate 3 ski 4 make a snowman

2 Read and number.

- Students read the emails and number the matching pictures according to the text.

ANSWERS

1 c 2 b 3 a

3 Circle each sentence. Then count and write the number.

- Students circle the sentences in each item, then count the sentences and write the numbers.

ANSWERS

1 3 2 1 3 2 4 3

4 Tick ✓ what you can do. Cross X what you can't do.

- Students tick the activities and actions that they can do and cross the ones that they can't do.

ANSWERS

Students' own answers

5 Read. Then write for you and draw.

- Read the example answer aloud as students follow in their Workbooks. Establish that this is what a piece of writing about your free time activities looks like.
- Ask students to look at the activities and actions they ticked and crossed in exercise 4. They use this information and the example answer to write about their free time activities. Students can illustrate their writing with a drawing.
- Invite students to read out their pieces of writing to the class.

ANSWERS

Students' own answers

Assessment for learning

Remember to allow time for students to correct the underlined mistakes in their writing. Students can work with their partners to discuss their mistakes and how to correct them.

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Learning objective

Students will make a trophy for their friend.

Language

Grammar and vocabulary from the unit

Materials

An A4 sheet of plain paper or card, coloured pens and pencils, scissors

Optional: *Team Up!* 5 worksheet

Warm up

- Play *Pass the flashcards* (see *Ideas bank* page 142) with the lesson 1 and lesson 3 flashcards.

Lead-in

- Tell students to look at the photo of the finished project at the top of Student Book page 42. Ask the class what they think they're going to make.
- Confirm with students that they will be making a trophy for their friend. Write *Project: trophy* on the board.
- Ask students, in their own language, to say whether they have ever received any trophies or other awards and, if so, what for?

Student Book page 42

1 Listen and read. Learn how to do the project.

🎧 069

- Ask the class *What can you do?* Elicit answers from different students.

- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in pairs. Hand out sheets of paper / card, and make sure students have coloured pens / pencils and scissors.
- Students follow the instructions to make their trophy. You may need to help students with the trophy outlines.
- Walk around the classroom as students work, helping where necessary.

Team Up! 5 DOWNLOAD

- Students can use the worksheet as a template for their project. They colour and complete their trophy using the template.

Global skills: communication and collaboration

Completing the unit projects gives students the chance to develop their collaborative skills and practise communicating with a partner or group. Make sure all students are contributing to each project and taking turns to speak.

2 Watch the video. What can Tia do?

- Play the video for students.
- Ask students to discuss the question with their partners. Then invite different students to share their ideas with the class.
- Play the video again for students to check their answers.
- If you like, you can ask students about the other children one at a time, e.g. *What can Tom do?* Play the video again for students to find the answers.

Video transcript see page 147.

ANSWERS

Tia can swim.

3 Listen and follow. 070 Present the trophy to your friend.

- Play the recording for students to listen and follow.
- Invite students to present their trophies to their friends and act out similar dialogues in their pairs.

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

Student Book page 43

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases that they can remember for free time activities and actions.

ANSWERS

One word: jump, sing, dance, swim, talk, draw, read, run

Two words: ice skate, play football, play basketball, play tennis

Optional activity

Ask students if they can name more activities and actions they have learned that are not included here. Write their answers on the board, e.g. fly, catch, ski, sledge, make a snowman, ice skate.

2 Choose and do two activities.

- Allow time for students to read all of the activities and choose two that they want to do.
- Ask students to raise their hands if they chose activity 4 or activity 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

ANSWERS

1 swim, jump, read, run, draw, sing

2 Students' own answers

3 1 I can't play tennis. 2 I can play basketball.

3 I can play football.

4 Can you catch? Can you ice skate? Can you jump? Can you fly? Students' own answers

5 I can climb. I can jump. I can't fly. I can't swim. I can catch the moon!

6 Students' own answers

Workbook pages 38–39

1 Order the letters.

- Students order the letters and write the words. They can look at the pictures to help them.

ANSWERS

1 climb 2 sing 3 talk 4 catch 5 jump 6 fly

7 read 8 swim

2 Write the words in the boxes.

- Students write the words in the boxes below each picture to show the correct weather for each activity.

ANSWERS

Picture of snowflake: sledge, make a snowman, ski, ice skate

Picture of sun: play basketball, play tennis, swim, play football

3 Write.

- Students look at the pictures and write sentences for the children, saying what they can / can't do.

ANSWERS

- 1 I can dance. I can't play football.
- 2 I can ice skate. I can't ski.
- 3 I can read. I can't draw.

4 Write.

- Students look at the pictures and write the answers to the questions underneath.

ANSWERS

- 1 No, I can't.
- 2 Yes, I can.
- 3 No, I can't.
- 4 No, I can't.

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 3 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Unit test

- The students are now ready to do the Unit 3 test, downloadable from the Teacher's resources on Oxford English Hub.

Lesson 1: Words

Learning objective

Students will be able to talk about animals.

Language

Animals: *cat, snake, dog, duck, frog, fish, spider, bee*

Functional language: *Can a (frog) talk? No, it can't! Can a (frog) jump? Yes, it can.*

Warm up

- Play a game of *Mime the word* with the class to review free time activities and actions (see *Ideas bank* page 141).

Lead-in

- Tell the class *Today we are learning about animals*. Write *animals* on the board. Show the flashcards for the lesson and invite students to guess the meaning of *animals*.
- In the students' own language, ask the class a simple question about the topic, e.g. *What animals do you like?* Elicit answers from different students around the class. Repeat their answers in English.

Student Book pages 44–45

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in the Student Book. Encourage students to share their knowledge by naming the things they can see in English. Prompt students, if necessary, by asking *Can you see (a kite)?*

SUGGESTED ANSWERS

Students can see a kite, a boat and a ball and can name the colours of the items in the picture.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the lesson flashcards to present the new words.

2 Listen, point and repeat. 🎧 071

- Play the recording for students to listen and point to the animals in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play a game of *Find the cards* using the lesson flashcards (see *Ideas bank* page 142).

3 Say the chant. 🎧 072

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Student Book as they listen.
- Play the recording a few more times for students to join in as much as possible.

Audio transcript

cat, cat snake, snake dog, dog duck, duck
frog, frog fish, fish spider, spider bee, bee

4 Play the *Mime* game.

- Read the conversation aloud. In the students' own language, explain that, in the game, one person mimes an animal from exercise 2, and the other person guesses the animal.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to mime and ask *What is it?* for their partner to guess.

5 Which one is different? Circle and say the animal.

- Ask students to look at the pictures and name the animals.
- Point to the words at the start of each row. Ask different students to mime the words.
- Point to the fish, bee and duck in the first row. In turn, ask *Can it swim?* Elicit one-word answers from the class. Show the class the example circle around the picture of the bee.
- Students complete the activity by circling the animal that can't do the action at the start of the row in each set. Students can discuss their ideas with their partners before choosing their answers.
- Students tell you which animal in each set is different.

ANSWERS

1 bee 2 fish 3 snake 4 frog

Global skills: creativity and critical thinking

- The ability to find similarities and differences is a critical thinking skill. In exercise 5, students look at groups of animals and find which animal in each group is different in some way.
- If you wish to build on this, allow students to work in groups of three or four. Write the verbs *swim, climb, ice skate, play (tennis)* on the board. Students work together to find ways in which they are the same or different (by finding out which of them can swim, climb, ice skate or play (tennis) and which of them can't). Invite groups of students to report back to the class.

6 Read and tick ✓ or cross X.

- Read the words along the top and down the left side of the table aloud. Point to the words *frog* and *run*, and ask *Can a frog run?* Elicit one-word answers from different students. Show students the example cross symbol in the first box.
- Students work in pairs to complete the table, then join with another pair to compare answers. Check the answers as a class.

ANSWERS

	frog	bee	cat	dog	fish	duck	spider	snake
run	X	✓	✓	✓	X	✓	✓	X
fly	X	✓	X	X	X	✓	X	X

7 Listen and repeat. 073 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Choose animals from exercise 2 and actions from exercise 5, and model more exchanges with volunteers.
- Students work in pairs. They take turns to ask and answer questions about the animals, using the conversation in their Student Book as a model.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Assessment for learning

- Time for feedback! Ask the class, in their own language, *How do you feel about the new words for animals?* Using your usual feedback routine, ask students to show you whether they understand the new language or whether they need more help.
- For further practice of new words, play more flashcard games (see *Ideas bank* page 142).

Team Up! 1

- Students work in pairs, taking turns to choose an animal from exercise 2. Their partner asks three questions to try to guess the animal. If they guess correctly, they score a point. Students record their scores on the worksheet or on a sheet of paper.

Workbook

1 What's the animal? Find and colour.

- Students find the words to match the pictures and colour the squares containing the letters of each word.

ANSWERS

1 duck 2 bee 3 fish 4 spider 5 frog 6 cat
7 dog 8 snake

2 Write.

- Students write the correct words for the numbered animals in the picture.

ANSWERS

1 spider 2 cat 3 snake 4 dog 5 bee 6 frog
7 duck 8 fish

3 Write.

- Students look at the silhouette pictures and the words and write sentences about the animals using *can do / can't do*.

ANSWERS

1 A fish can swim.
2 A frog can't fly.
3 A spider can run.
4 A bee can't talk.
5 A duck can't dance.
6 A cat can climb.

4 Write.

- Students read the questions and write short answers. They can use exercise 7 on page 45 of their Student Book for help with the functional language.

ANSWERS

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

Assessment for learning

Write the word *animals* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about animals. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to ask which animal it is.

Language

Is it a (duck)? Yes, it is. / No, it isn't.

Warm up

- Play a game of *What's missing?* (see *Ideas bank* page 142) with the lesson flashcards to review the animals vocabulary from lesson 1.

Lead-in

- Write the word *animals* on the board and ask students if they remember what it means.
- Tell the class, in their own language, that today they will learn how to ask which animal it is.
- Show the animal flashcards one by one, and ask, in the students' own language, *Is it a (cat / dog / fish / etc.)?* Elicit one-word answers from different students around the class. Say their answers in English, e.g. *Yes, it is. / No, it isn't.*

Student Book

1 Listen and follow. 074 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Hector, Nina and Emma) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each sentence for students to repeat chorally.
- Point to the duck or the skipping rope in the story. Choose different students and ask *Is it a (duck / skipping rope)?*
- Play the recording again for students to follow.
- Students work in groups of three to act out the grammar cartoon. In their groups, students choose which character they are going to play (Hector, Nina or Emma).
- Students act out the story in their groups. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different groups to act out the story for the class.

2 Listen and number. Then listen and repeat. 075

- Tell students to look at the picture. Point to each animal and ask *Is it a (cat)?* Choose a different student to answer each time.

- Play the first item on the recording. Ask students to point to the correct animal in the picture. Show the class the example number 1 (duck).
- Play the rest of the recording for students to number the animals in the picture.
- Play the recording again, pausing for students to repeat the sentences.

Audio transcript

- 1 Is it a duck?
Yes, it is.
- 2 Is it a cat?
Yes, it is.
- 3 Is it a frog?
No, it isn't. It's a fish.
- 4 Is it a dog?
Yes, it is.
- 5 Is it a snake?
No, it isn't. It's a frog.
- 6 Is it a spider?
No, it isn't. It's a bee.

ANSWERS

(clockwise) 6, 2, 1, 3, 5, 4

3 Look at 2 and point to the animals. Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Students work in pairs. They take turns to point to an animal and ask *Is it a (dog)?* Their partner answers *Yes, it is. / No, it isn't. It's a ...*

Optional activity

For further practice of the grammar, stick the animal flashcards on the board. Point to each one and ask *Is it a (duck)?* Elicit answers (*Yes, it is. / No, it isn't.*) from different students around the class. If a student makes a mistake, praise their efforts and choose a different student.

4 Read and circle.

- Point to the pictures and ask different students to name the animals.
- Read the first question aloud and ask students to point to the correct picture. Show the class the circled example sentence in the first row.
- Students read the remaining questions, look at the pictures and circle the correct answers. They can then ask and answer the questions with their partners. Check the answers as a class.

ANSWERS

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

Mixed ability

Pair stronger and weaker students together for support. Make sure weaker students have a chance to take part in all activities and stronger students allow time for weaker students to contribute.

5 Write.

- Tell students to look at the photos and say which animal they think each photo shows. Point to the first photo and

ask *Is it a dog?* Encourage different students to answer. Show students the example answers in the box (No, it isn't).

- Students look at the remaining photos and write answers to the questions. They can compare answers in pairs before reporting back to the class.

ANSWERS

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

Assessment for learning

Praise students for their effort as well as for correct answers. Make sure students understand that trying hard is just as important as getting the answer right.

Team Up! 2 DOWNLOAD

- Students work in pairs and write the words for the animals on blank cards to match the picture cards. Note: To make the cards stronger, students can stick the worksheet onto cardboard before starting the activity.
- Students cut out the cards and place all the word cards face down on one side of the desk and all the picture cards face down on the other side of the desk. They then play *Memory game* (see *Ideas bank* page 142). If you have time, students can play other games with the cards, e.g. *Snap!* (see *Ideas bank* page 143).

Workbook pages 42–43

1 Read and circle.

- Students look at the pictures, read the questions and circle the correct answers.

ANSWERS

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

2 What's next? Write.

- Students look at the pictures and decide which animal comes next in each sequence. They then answer the questions.

ANSWERS

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

3 Guess and write questions. Then join the dots and tick ✓ or cross X.

- Students look at the puzzles and guess which animal each puzzle shows. They write questions about their guesses. Students then join the dots to complete the pictures and answer their questions by ticking for *Yes, it is* or crossing for *No, it isn't*.

ANSWERS

Students' own questions using the lesson grammar *Is it a ... ?*

4 Write the questions. Then answer.

- Students look at the thought bubbles and pictures and write the questions and answers.

ANSWERS

1 Is it a spider? No, it isn't.
2 Is it a dog? Yes, it is.
3 Is it a fish? No, it isn't.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 127 of their Workbooks and complete the *Grammar check* exercises.

Optional activity

Play a game of *Fast talk* with the new vocabulary from the lesson (see *Ideas bank* page 143).

Lesson 3: Words and Grammar

Learning objective

Students will be able to say when there's one thing in nature or when there are many things in nature.

Language

Nature: *tree, lake, flower, plant, beach, shell*

There is / are: *There's a beach. There are some shells.*

Warm up

- Play the *Mime the word* game (see *Ideas bank* page 141) with the animals from lesson 1.

Lead-in

- Tell the class *Today we are learning about nature*. Write *nature* on the board. Show some of the lesson flashcards and invite students to guess the meaning of *nature*.
- Ask the class a simple question about the topic in the students' own language, e.g. *What nature can you see in your town?* Elicit answers from different students. If necessary, prompt students by asking *Can you see (trees) in your town?* Repeat their answers in English.

Student Book pages 48–49

1 Listen, point and repeat. 🎧 076

- Focus attention on the photos. Ask students at random to point to a photo and tell you what colours they can see, e.g. *I can see (green)*.
- Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording again for students to repeat the exercise.

2 What's missing? Listen and say. 🎧 077

- Tell students that they are going to hear recordings of the nature words, and one word will be missing in each set.
- Play the recording for students to listen and point to the photos as they are mentioned. Pause after each item for students to say which word is missing.

Audio transcript

- 1 tree, lake, flower, plant, beach
- 2 tree, lake, flower, beach, shell
- 3 tree, lake, plant, beach, shell
- 4 tree, lake, flower, plant, shell
- 5 lake, plant, flower, beach, shell
- 6 tree, flower, plant, beach, shell

ANSWERS

- 1 shell
- 2 plant
- 3 flower
- 4 beach
- 5 tree
- 6 lake

3 Look, listen and follow. 🎧 078 Choose and draw.

- Tell students to look at the pictures. Choose different students to say the words for each picture.
- Tell students that they are going to hear a recording of two children playing a game. They must listen and follow the conversation in their Student Books.
- Play the recording for students to listen and follow. Ask them to point to the correct picture.
- Students take turns to choose and draw one of the pictures, then show it to their partner. Their partner tries to guess which nature word the picture shows.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

4 Listen and follow. 🎧 079 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Tang and Omar) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose students and ask *Can you see a beach / a tree / shells / fish?*
- Play the recording again for students to follow. Make sure students understand that we use *There's a / There is a* for one thing and *There are some* for more than one thing.
- Students work in pairs to act out the grammar cartoon. In each pair, one student takes the part of Tang, and the other takes the part of Omar.
- Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

5 Write.

- Ask students to look at the pictures and say what nature items they can see.
- Students complete the sentences in their books.
- Students can check the answers in pairs, then work with a partner, taking turns to read the sentences aloud and point to the correct items in the pictures.

ANSWERS

- 1 There are
- 2 There's
- 3 There's
- 4 There are
- 5 There are
- 6 There's

Assessment for learning

- Ask the class *Do you know the new words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to point to a photo in exercise 1, covering the words. Their partner tries to remember and say the word.

6 Listen and follow. Then sing. 🎧 080–081 ▶

- Tell students to look at the *Outdoors!* song words. Remind them of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those words of the same colour on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 **DOWNLOAD**

- Students think of sentences using the nature vocabulary from exercise 1. They complete the first two sentences of the worksheet and write two more sentences. They then swap worksheets with another team. The teams read each other's sentences and draw the items in the drawing frame.

Optional activity

Play a game of *Slow reveal* using the flashcards from the lesson (see *Ideas bank* page 142).

Workbook **pages 44–45**

1 Trace and write.

- Students trace to complete the pictures, then write the words underneath.

ANSWERS

1 flower 2 tree 3 plant 4 lake 5 beach 6 shell

2 Write.

- Students look at the pictures and write the answers to the questions.

ANSWERS

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

3 Read and circle.

- Students look at the pictures and circle the correct words to complete the sentences. Remind students that we use *There's a / There is a* for one thing and *There are some* for more than one thing.

ANSWERS

1 There are 2 There's 3 There are 4 There's
5 There are 6 There's

4 Write.

- Students look at the picture and complete the sentences.

ANSWERS

1 There's a 2 There are some 3 There's a 4 There's a
5 There are some 6 There are some

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 127 of their Workbooks and complete the *Grammar check* exercises.

Lesson 4: Story

Learning objective

Students will be able to read about four animal friends on a beach.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play the *Outdoors!* song again and encourage students to join in as much as possible.
- Ask students to think about other words they could use in place of the coloured words (*plant, lake, ducks, snake*). As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at Student Book pages 50 and 51 and say what they think they will be doing in this lesson (reading a story). Ask students, in their own language, to look at the pictures and guess what the story is about (animals who try to get some coconuts). Write the word *story* on the board. Tell the class, in their own language, that they're going to read a story about four animal friends on a beach.

Student Book **pages 50–51**

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say what animals (dog, cat, snake, frog) and nature items (tree, beach) they can see in the story, using English as much as possible. Teach the class the new word *coconuts*.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 🎧 082 ▶

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

Global skills: intercultural competence and citizenship

The stories in the *Beehive* series feature characters from many different countries and cultures. Being exposed to literature about other countries promotes intercultural competence in students. Using the students' own language, ask students to say what they like about the stories in *Beehive* and what the stories teach them about life in other cultures.

3 Who says it? Match and say.

- Tell students to look at the pictures. Choose students at random to find the pictures in the story frames. Read the speech bubbles aloud and encourage students to find the speech bubbles in the story.
- Students draw lines to match the characters to the speech bubbles. They can look back at the story to help them complete the activity.
- Invite different students to read the speech bubbles aloud and say which animal says each one.

ANSWERS

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

Mixed ability

- Allow weaker students to work with a partner to read the speech bubbles and match them to the correct characters. Stronger students can work independently and then compare their answers with a partner.
- Encourage students to read the speech bubbles aloud with the same intonation as the characters in the story.

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the questions. Establish that all the animals help to get the coconuts, so all the animals eat the coconuts. They worked as a team, so they all share the food.
- In students' own language, ask if they think it is important to work as a team and why we sometimes need to work as a team (to do things that we can't do on our own).
- Invite different students to share their opinions with the class. If necessary, prompt with questions in the students' own language, e.g. *What things are easier when you work as a team? When do you work as a team?*

Global skills: emotional self-regulation and well-being

Learning to work as part of a team will help students to develop important social skills such as patience, empathy, communication, respect for others, compromise and tolerance. It also helps them develop confidence in themselves and trust in other people. Encourage students to work as a team to complete classroom activities. Make sure that all students have a chance to contribute during team tasks.

4 Act out the story.

- Students work in groups of five, with one student for each of the following parts: Narrator, dog, cat, snake, frog. As a group, students decide who should take each part. Allow students in groups of fewer than five to take more than one part (e.g. the dog and the frog can be played by the same student).
- Ask students to act out the story. Walk around the classroom, checking pronunciation and helping with any problems, if necessary.
- Invite different groups to act out the story for the class.

Team Up! 4 DOWNLOAD

- Students work in pairs or groups to make a character collage. They can either draw their own pictures of the story characters or cut out and colour the images of the characters provided on the worksheet. They stick their pictures on a sheet of paper and label them with the characters' names.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook pages 46–47

1 Look at the pictures. What animals can you see?

- Students look at the story and answer the question.

ANSWERS

frog, duck, bee, cats

2 Read the story.

- Students read the story to themselves.

3 Read again. Who says it? Match.

- Students draw lines to match the characters to the correct speech bubbles.

ANSWERS

1 frog 2 duck 3 duck, frog and bee 4 bee

4 Read and write.

- Students read the story again and complete the questions and answers.

ANSWERS

- 1 Is it a dog? No, it isn't.
- 2 Can it jump? No, it can't.
- 3 Can you swim? No, I can't.

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about nature in Australia and the Bahamas.

Language

At the beach: sea, sun, sand, sandcastle

Warm up

- Play the game *Odd one out* (see *Ideas bank* page 143) to review animals and nature.

- Choose different students around the class and ask *What animals / nature do you like?*

Lead-in

- In the students' own language, ask the class to look at the photos to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *Australia* and *the Bahamas* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that today, they will be learning about nature in these countries.

Student Book pages 52–53

1 Listen, point and repeat. 🎧 083

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.

2 Listen and say the number. 🎧 084

- Focus on the photo of Tilly. Ask *Which country is Tilly from?* (Australia)
- Tell students that they are going to hear Tilly talking about nature in her country. They must listen and say the number of the photo when Tilly talks about it.
- Play the recording, pausing each time that Tilly talks about one of the photos, for students to call out the number.

Audio transcript

- I'm Tilly. I'm from Australia. I can see the beach. The sand is brown.
- Look! This is my sandcastle. Ta-da!
- I can see the sea. It's blue and green.
- There are trees too. Can you see the sun?

ANSWERS

3, 4, 1, 2

3 Tilly is at the beach. Listen and number. 🎧 085

- Tell students that they will hear Tilly talking to someone at the beach. They must listen and number the pictures in the correct order.
- Play the recording, pausing for students to number the pictures in the order they hear Tilly talk about them.

Audio transcript

Man What can you do at the beach, Tilly?

Tilly Well, I can make a sandcastle. It's fun!

Tilly There are shells on the sand, so I can find shells.

Tilly I can play football on the sand, too.

Man Can you swim?

Tilly Yes, I can. I can swim in the sea.

Tilly And I can run in the sun.

Tilly I can read in the sun too.

ANSWERS

4, 1, 6, 2, 3, 5

4 Watch the video. 🎥

- Play the video for students.
- Ask students *What nature can you see?* Play the video again, pausing after each known nature item is mentioned

and eliciting the word from the class (beach, trees, sun, sea, sand, sandcastle).

- Ask different students *Can you see (a beach / trees / sun / sea / sand) in your country?*

Video transcript see page 148.

5 Listen and follow. 🎧 086 Then talk about the nature you can see.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs, taking turns to ask and answer questions about the nature they can see in their country.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation for the class.

6 Talk about the photos. Then listen and read. 🎧 087

- Focus on the photo of Alvin. Ask *Which country is Alvin from?* (the Bahamas)
- Ask students to look at the rest of the photos and name what they can see in English (beach, trees, sea, a clown fish). Elicit answers from different students.
- Play the recording for students to follow the text in Alvin's postcard.

Optional activity

Ask students to work in pairs. They take turns to tell each other about the beach in Alvin's postcard, e.g. *The sand is pink. The sea is blue. The clown fish is orange and white.*

7 Read again. Circle the wrong word and write the correct word.

- Read the first sentence aloud. Explain that there is one wrong word in the sentence. Ask students to read the postcard again to find the correct information. Show students the example circled word and the example of the word written correctly (yellow ≠ pink).
- Students complete the rest of the activity in their books.

ANSWERS

- 1 yellow ≠ pink
- 2 blue ≠ orange
- 3 can't ≠ can
- 4 basketball ≠ baseball

Mixed ability

- Ask weaker students to complete the exercise with their partners. Tell them to underline the information in the text that gave them their answers. They can then join with another pair to compare answers.
- Fast finishers can write the corrected sentences in their notebooks.

8 Circle the capital letters and full stops.

- Ask students how we can tell when a sentence starts (there is a capital letter). Ask students how we can tell when a sentence ends (there is a full stop, a question mark or an exclamation mark). Write a few sentences from

the text in exercise 6 on the board. Show the class the beginnings and endings of the sentences.

- Students read Alvin's postcard again and circle the capital letters and full stops.

ANSWERS

- 1 This is a beach
- 2 There are some shells on the beach
- 3 It's orange and white
- 4 I can play baseball on the beach

Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about using capital letters to start their sentences and full stops to end their sentences.
- If further practice is needed, ask students to complete exercise 3 on page 49 of their Workbooks.

9 Write about nature in your country. Go to your Workbook page 49.

- Ask students to turn to page 49 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 48–49

1 Write.

- Students write the words under the correct pictures.

ANSWERS

- 1 sand
- 2 sun
- 3 sea
- 4 sandcastle

2 Read. Then write and match.

- Students read the postcard, write the jumbled words and draw lines to match the questions and answers.

ANSWERS

- 1 sea c
- 2 sun d
- 3 fish a
- 4 shell b

3 Circle the capital letters and full stops.

- Students read the sentences and circle the capital letters and full stops.

ANSWERS

- 1 I'm at the beach
- 2 This is my favourite shell
- 3 It's white
- 4 I can run on the sand

4 Choose and tick ✓ the sea or a lake. Circle what you can see.

- Students tick to choose either the sea or a lake and then circle the things they can see at their chosen place.

SUGGESTED ANSWERS

Sea: sand, tree, shell, beach, sandcastle, sun, fish

Lake: tree, flower, plant, sun, duck, frog, fish, spider, bee

Global skills: creativity and critical thinking

Encourage students to express themselves creatively by allowing them to write about imaginary scenarios if they prefer. They can ask you for any additional vocabulary that they may want to include in their writing.

5 Read. Then write for you and draw.

- Read the example answer aloud as students follow it in their Workbooks. Establish that this is what a piece of writing about nature looks like.
- Ask students to look at the place they ticked and the words they circled in exercise 4. They use this information and the example answer to write about nature in their country. Students can illustrate their writing with a drawing.
- Invite students to read their pieces of writing to the class.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Materials

Plain paper or card, coloured pens and pencils, scissors

Optional: *Team Up!* 5 worksheet

Warm up

- Play *Memory game* (see *Ideas bank* page 142) with the lesson 1 and lesson 3 flashcards.

Lead-in

- Tell the class to look at the picture of the finished project at the top of Student Book page 54. Ask students what they think they're going to make.
- Confirm with students, in their own language, that they will be making and writing a postcard. Write *Project: postcard* on the board.
- Ask students, in their own language, to say whether they have ever received / sent a postcard, and if so, where from / to.

Student Book page 54

1 Listen and read. Learn how to do the project.

088

- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in small groups. Hand out sheets of plain paper or card (you can cut sheets of A4 paper or card in half and give one half to each group for their postcard). Make sure students have coloured pens / pencils, scissors and extra paper to draw on.
- Students follow the instructions to make their postcard. If you are not using the *Team Up!* 5 worksheet, you can write the text from the worksheet on the board for students to copy and complete.
- Students can write and draw any items they like on their postcards. They can use the animals and nature words from this unit or their own ideas. If necessary, students can ask you for the names of things they want to draw.

- Walk around the classroom as students work, helping where necessary.

Team Up! 5 DOWNLOAD

- Students can use the worksheet as a template for their postcard.

2 Watch the video. Who is the postcard for?

- Play the video for students.
- Ask students to discuss the question with their partners. Then nominate students to share their ideas.
- Play the video again for students to check their answers.
- If you like, you can ask students more questions about the video, e.g. *What is on the postcard? / What colour is the sand?* Play the video again for students to find the answers.

Video transcript see page 148.

ANSWERS

The postcard is for the teacher.

3 Listen and follow. 089 Read your postcard to the class.

- Play the recording for students to listen and follow.
- Invite different students to show, describe and read their postcards to the class.

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

Student Book page 55

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words that they can remember for animals and nature.

SUGGESTED ANSWERS

Animals: fish, frog, spider, snake, bee, duck

Other nature words: shell, plant, beach, lake, tree, flower

Optional activity

Ask students if they can name more animals that are not included here. Write their answers on the board, e.g. *dog, cat*.

2 Choose and do two activities.

- Allow time for students to read all of the activities and choose two that they want to do.
- Ask students to raise their hands if they chose activities 1, 2 or 3. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

ANSWERS

- 1 Is it a dog / cat / snake / frog? Yes, it is. / No, it isn't.
- 2 Students' own answers
- 3 Can it (jump / swim / climb / fly / talk / run)? Yes, it can. / No, it can't.
- 4 1 There's 2 There are 3 There are
- 5 dog, cat, snake, frog
- 6 Students' own answers

Workbook pages 50–51

1 Circle the odd one out. Then write.

- Students circle the odd word out in each set, then write the odd word on the line.

ANSWERS

- 1 lake 2 plant 3 dog 4 sun 5 spider

2 Write.

- Students look at the pictures and write answers to the questions.

ANSWERS

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

3 Write the questions. Then answer.

- Students complete the questions, then look at the pictures and write the answers.

ANSWERS

- 1 Is it a cat? No, it isn't.
- 2 Is it a shell? Yes, it is.

4 Look, read and match.

- Students draw lines to match the pictures to the correct sentences.

ANSWERS

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

5 Order the words.

- Students write the words in the correct order to make sentences.

ANSWERS

- 1 Is it a lake?
- 2 It's a bee.
- 3 There are some spiders.
- 4 There's a tree.

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 4 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Tests

- The students are now ready to do the Unit 4 test or the End-of-term test 1, downloadable from the Teacher's resources on Oxford English Hub.

Outdoors

Learning objective

Students will be able to read and understand an information text and a poem.

Language

Vocabulary and grammar from Units 3 and 4

Warm up

- Play a game of *Noughts and crosses* with the flashcards from Units 3 and 4 (see *Ideas bank* page 142).

Lead-in

- Tell the class *Today we are going to read*. Ask students to look at the texts on Student Book pages 56 and 57 and say what kinds of text they think each one is (an information text and a poem).

Student Book pages 56–57

1 Talk about the photos. Then listen and read.

🎧 090

- Focus attention on the information text. Ask different students to say what they can see in the photos (bees, flowers) and what colours the items are.
- Ask students to guess what the text is about, using their own language (the honey bee). Write the phrase *The honey bee* on the board. Use the photos in the text to teach the meaning of the words *honey bee*, *nectar*, *beehive*, *honey* and *honeycomb*. Tell the class, in their own language, that they're going to read an information text about the honey bee.
- Invite students to make predictions about what information they will read in the text, using their own language.
- Play the recording for students to follow the text. Encourage students to point to the photos in their Student Books as they listen.
- Play the recording again for students to follow.

2 Read again. Number the sentences in order (1–4).

- Read the sentences aloud and tell students to point to the correct photos in the information text. Ask students to look at the sentences and say which one comes first, according to the order of information and the photos in the text.
- Students read the information text again, find the order of the information in the sentences and number the sentences in the correct order.
- Check the answers by asking different students to read the sentences aloud, in the correct order. Ask *What's number (1)?*

ANSWERS

- The bee is in the beehive. (3)
- The bee is on the flower. (1)
- I've got some honey. (4)
- The bee has got nectar. (2)

Optional activity

Play a game of *Find the cards* using the animal flashcards from Unit 4 (see *Ideas bank* page 141).

3 Listen and read. 🎧 091 Which animals are in the poem?

- Focus students' attention on the poem. Ask them to say the English words for the animals (fish, snakes, bird, spiders, cat, frog) and nature items (trees, plants, flowers, the sun, lake) they can see in the picture. Use the picture to teach the words *jungle*, *river* and *ants*.
- Invite different students to make predictions about what the poem is about, using their own language.
- Tell the class that they are going to listen to a recording of the poem.
- Play the recording for students to follow the poem. Encourage students to point to the animals and nature items in the picture as they hear them mentioned in the poem.
- Play the recording again for students to follow. If you wish, play the poem a final time for students to enjoy.
- Ask different students to name the animals in the poem.

ANSWERS

spiders, ants, cat, fish, snakes, frog, honey bee

4 Act out the poem with your class or in groups.

- Students work in groups of six, with one student for each verse of the poem. Alternatively, you can assign one or two lines from the poem to each student in the class.
- Ask students to practise saying their lines and to think of actions they could do (miming being the animals or nature items mentioned in their lines of the poem).
- Allow students the opportunity to practise acting out the poem. Walk around the classroom, checking pronunciation and helping with any problems.
- Invite different groups to act out the poem for the class, or ask the class to act out the poem for another class.
- If you like, you can video the students performing the poem and put the video on the school website or have the students act out the poem as part of the next school performance.

Optional activity

Play a game of *Pass the flashcards* using the flashcards from Units 3 and 4 (see *Ideas bank* page 142). Play the videos or the recordings of the songs from Units 3 and 4 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.

Lesson 1: Words

Learning objective

Students will be able to talk about the body and face.

Language

The body and face: *face, hands, arms, eyes, mouth, body, legs, feet*

Functional language: *Touch your (eyes)!*

Warm up

- Play a game of *Pass the flashcards* with the class to review animals and nature words (see *Ideas bank* page 142).

Lead-in

- Tell the class *Today we are learning about the body and face.* Write the words *body* and *face* on the board. Show the flashcards for the lesson and invite students to guess the meanings of *body* and *face*.
- Hold up one of the lesson flashcards. Say *Show me your (legs)!* Point to your own (legs) and encourage students to point to the correct parts of their bodies or faces.

Student Book pages 58–59

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture, or ask students to look at the picture in their Student Book. Encourage students to share their knowledge by naming the things they can see in English. Prompt students, if necessary, by asking *Can you see (a cat)?*

SUGGESTED ANSWERS

Students can see a cat, flowers and the sun and can name the colours of the items in the picture.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

2 Listen, point and repeat. 🎧 092

- Play the recording. While students listen, have them point to the face and body parts in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play a game of *Noughts and crosses* using the lesson flashcards (see *Ideas bank* page 142).

3 Say the chant. 🎧 093

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Student Book as they listen.
- Play the recording a few more times for students to join in as much as possible.

Audio transcript

face, face hands, hands arms, arms eyes, eyes
mouth, mouth body, body legs, legs feet, feet

4 Play the *Numbers* game.

- Read the conversation aloud. In the students' own language, explain that in the game, one person says a number from the picture in exercise 2 for the other person to find and say the word.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to choose and say a number for their partner.

5 Find and number. Then say.

- Ask students to look at the small pictures and name the parts of the face and body.
- Point to the first small picture and ask students to find the same eyes in the big picture. Show students example number 1 in the box next to the picture of the eyes.
- Students complete the exercise by finding the person in the big picture who matches the parts of the face and body in each small picture. They then number the small pictures. Students can work with their partners and discuss their ideas before choosing their answers.
- Ask students to point to the small pictures and say the words, then to tell you the correct numbers.

ANSWERS

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

Mixed ability

Group pairs of weaker students together to complete exercise 5. One pair completes the answers to the right of the main picture, and the other pair completes the answers to the left of the main picture. Pairs then check each other's answers to complete the exercise.

6 Read and number.

- Read the words aloud and ask students to point to the matching face and body parts in the picture. Say *feet*, then ask *What number is it?* Show the class the example number 8.
- Students complete the exercise by writing the numbers from the picture next to the correct words. Students can check answers with their partners before reporting back to the class.

ANSWERS

feet 8 eyes 1 legs 4 face 2 body 3 hands 7
mouth 5 arms 6

7 Listen and repeat. 🎧 094 Then say and do.

- Focus on the speech bubble. Play the recording for students to repeat.
- Choose body parts from exercise 2 and model more instructions for the class to follow.

- Students work in pairs. They take turns to give instructions to their partner, using the speech bubble in their Student Books as a model.
- Move around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Assessment for learning

- Time for feedback! Ask the class, in their own language, *How do you feel about the new words for the body and face?* Using your usual feedback routine, ask students to show you whether they understand the new language or whether they need more help.
- For further practice of new words, play more flashcard games (see *Ideas bank* page 142).

Team Up! 1 DOWNLOAD

- Students choose parts of the body and face to complete the chant. They then perform their chant, touching the corresponding parts of their body / face, and encouraging the rest of the class to join in. If you are not using the worksheets, you can write the text from the worksheet on the board for students to copy and complete.

Workbook pages 52–53

1 Read and number.

- Students write the numbers from the picture next to the correct words.

ANSWERS

face 1 arms 5 mouth 4 feet 8 hands 6 eyes 3 legs 7 body 2

2 Write.

- Students write the words for the parts of the face and body under the pictures.

ANSWERS

1 eyes 2 arms 3 hands 4 feet 5 mouth
6 legs 7 face 8 body

3 Write.

- Students look at the numbered parts of the face and body in the picture and complete the corresponding sentences with the body part(s) and *a* or *two*.

ANSWERS

- 1 I've got a face.
- 2 I've got two eyes.
- 3 I've got a nose.
- 4 I've got two arms.
- 5 I've got two feet.
- 6 I've got two hands.
- 7 I've got a mouth.
- 8 I've got a body.

4 Read and tick ✓.

- Students read the instructions and tick the correct picture in each pair. If they need help with the functional language, they can use the conversation in exercise 7 on page 59 of their Student Book to help them.

ANSWERS

1 a 2 a 3 a 4 b

Assessment for learning

Write the phrase *Parts of the body and face* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about animals. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to identify parts of their body and face.

Language

These are my (eyes). This is my (mouth).

Warm up

- Play a game of *Find the cards* (see *Ideas bank* page 142) with the flashcards to review the parts of the body and face vocabulary from lesson 1.

Lead-in

- Write the words *body* and *face* on the board and ask students if they remember what these words mean. Tell students to point to different parts of their body and face.
- Tell the class, in their own language, that today they will learn how to identify parts of their body and face.
- Write the headings *This is my ...* on one side of the board and *These are my ...* on the other side of the board. Show the lesson flashcards one at a time and ask students to say the words, then point to the corresponding parts of your body and say *This is my (face). / These are my (eyes)*. Stick the flashcards under the correct headings on the board.

Student Book pages 60–61

1 Listen and follow. 🎧 095 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Emma and her little sister) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose different students and ask them to point to the eyes, mouths, hands and faces in the pictures.
- Play the recording again for students to follow. Make sure students understand that we use *This is* for one thing and *These are* for more than one thing.
- Students work in pairs to act out the grammar cartoon. In their groups, students choose which character they are going to play (Emma or her little sister).
- Students act out the story in their pairs. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

2 Listen and number. Then listen and repeat.

🎧 096

- Tell students to look at the picture. Point to each painting in the picture and ask students, at random, to name the face or body parts.
- Play the first item on the recording. Ask students to point to the correct painting. Show the class example number 1 (legs).
- Play the rest of the recording for students to number the children in the picture.
- Play the recording again, pausing for students to repeat the sentences.

Audio transcript

- 1 These are my legs.
- 2 This is my face.
- 3 These are my hands.
- 4 These are my eyes.
- 5 This is my mouth.
- 6 These are my feet.

ANSWERS

(clockwise) 6, 3, 2, 1, 5, 4

Optional activity

For further practice of the grammar, stick the lesson 1 flashcards on the board. Point to each one and elicit a sentence from different students, using *This is ...* or *These are ...*, e.g. *This is my (mouth).* / *These are my (hands).* If a student makes a mistake, praise their efforts and choose a different student.

3 Look at 2. Say and point.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Students work in pairs. They take turns to choose a child in the picture and say *This is my / These are my (face / hands)*. Their partner finds the correct child in the picture and says *You're number ...*

4 Read and number.

- Point to the pictures and ask different students to name the parts of the face and body.
- Read the first sentence aloud and ask students to point to the correct picture. Show the class example number 1.
- Students read the remaining sentences, choose the correct pictures and write the numbers. Check the answers as a class.

ANSWERS

1 c 2 a 3 d 4 b

5 Draw and colour your body and face.

- Students draw and colour their bodies and faces onto the outlines in their books.

6 Write.

- Students look at the numbered parts of their pictures and complete the sentences using *This is* or *These are*. Remind students that we use *This is* for one thing and *These are* for more than one thing.

- Students can read their sentences aloud in pairs before showing their pictures to the class, pointing to the parts of their picture and reading their sentences.
- Play a game with the class. Touch a body part or face part and say a true or false sentence, e.g. touch your mouth and say *This is my mouth*. Then touch your feet and say *These are my hands*. When you say a true sentence, the class responds by repeating the sentence and doing the action. When you say a false sentence, the class remains silent and still. Invite volunteers to come to the front of the classroom to give the true / false instructions.

ANSWERS

1 This is 2 These are 3 These are 4 This is
5 These are 6 These are

Team Up! 2 DOWNLOAD

- Students work in groups. They each add hair to the child on the template, then colour in the picture. They cut out the pieces and mix all their pieces together. They then take turns to find a piece of their own jigsaw and make their picture, saying *This is my body!* / *These are my legs!* as they place each piece into their puzzle.

Workbook pages 54–55

1 Look, read and match. Then circle.

- Students draw lines to match the pictures to the sentences. They then circle the correct phrases in the sentences.

ANSWERS

- a 4 These are my eyes.
- b 3 This is my mouth.
- c 5 These are my hands.
- d 2 This is my face.
- e 1 These are my feet.

2 Write.

- Students look at the pictures and complete the sentences.

ANSWERS

1 This is 2 These are 3 This is 4 These are
5 This is 6 These are

3 Read and write B (Bongo) or S (Scruff).

- Students read the sentences and decide which monster each sentence describes. They write the correct letters next to each sentence.

ANSWERS

1 S 2 B 3 B 4 S 5 S 6 B

4 Write.

- Students look at the picture of the robot and write sentences under the different body and face parts.

ANSWERS

- 1 These are my eyes.
- 2 This is my mouth.
- 3 These are my arms.
- 4 This is my face.
- 5 These are my legs.
- 6 This is my body.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 128 of their Workbooks and complete the *Grammar check* exercises.

Optional activity

Play a game of *Have you got ... ?* (see *Ideas bank* page 143) with the lesson 3 flashcards.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about animals' bodies.

Language

Animals' bodies and faces: *ears, nose, tail, head, beak, wings*

Functional language: *It's got (eyes and a nose).*

Warm up

- Play a game of *Simon says* (see *Ideas bank* page 141) with the instruction *Touch your (face)*.

Lead-in

- Tell the class *Today we are learning about animals' bodies and faces*. Write the phrase *animals' bodies and faces* on the board. Show some of the lesson flashcards and invite students to guess the meaning of *animals' bodies and faces*.
- Ask the class a simple question about the topic, in the students' own language, e.g. *What's your favourite animal?* Elicit answers from different students. Ask each student about their favourite animal, e.g. *Has it got (ears)?*

Student Book pages 62–63

1 Listen, point and repeat. 🎧 097

- Focus attention on the photos. Ask different students to tell you what animals they can see.
- Play the recording for students to listen, point to the body / face parts in the pictures and repeat the words.
- Play the recording again for students to repeat the exercise.

2 What's repeated? Listen and say. 🎧 098

- Tell students that they are going to hear recordings of the words for animal body and face parts, and they will hear one word twice in each set.
- Play the recording. Students listen and point to the body / face parts as they are mentioned. Pause after each item for students to say which word is repeated.

Audio transcript

- 1 head, ears, wings, nose, wings, beak, tail
- 2 beak, head, tail, nose, ears, nose, wings
- 3 tail, wings, nose, head, beak, ears, beak
- 4 ears, nose, head, tail, beak, wings, head
- 5 nose, wings, ears, head, beak, ears, tail
- 6 wings, ears, head, tail, nose, tail, beak

ANSWERS

- 1 wings 2 nose 3 beak 4 head 5 ears 6 tail

3 Look, listen and follow. 🎧 099 Play the game.

- Tell the class to look at the pictures. Choose different students to say what body / face parts they can see in each picture.
- Tell students that they are going to hear a recording of two children playing a game. They must listen and follow the conversation in their Student Books.
- Play the recording for students to listen and follow. Ask students to point to the correct picture.
- Students take turns to choose one of the pictures, then say what animal body / face part the picture they chose has. Their partner tries to guess the correct picture.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

4 Listen and follow. 🎧 100 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the character (May) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose students and say *Show me the (eyes / nose / ears / mouth)*. Students point to the correct body parts in the pictures.
- Play the recording again for students to follow.
- Students work in pairs, taking turns to practise acting out the story for their partner.
- Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different students to act out the story for the class.

5 Write.

- Ask students to look at the pictures and say what animals and body / face parts they can see.
- Students complete the sentences in their books.
- Students can check the answers with their partners, taking turns to read the sentences aloud.

ANSWERS

- 1 It's got eight legs.
- 2 It's got four wings.
- 3 It's got a beak and two wings.

Assessment for learning

- Ask the class *Do you know the new words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to point to a photo in exercise 1, covering the words. Their partner tries to remember and say the word.

6 Listen and follow. Then sing 🎧 101–102 ▶

- Tell students to look at the lyrics of the *What's The Animal?* song. Remind students of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the video or recording again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 DOWNLOAD

- Students work in pairs or groups. They choose an animal and complete the first three lines of the worksheet. They then swap riddles with another pair / group and read each other's riddles. They then write the name of the animal. If you are not using the worksheets, you can write the text from the worksheet on the board for students to copy and complete.

Mixed ability

Change class groupings regularly so that students have a chance to work with classmates of different abilities. Encourage stronger students to support weaker students. Make sure that students are always kind to one another.

Optional activity

Play a game of *Whispers* (see *Ideas bank* page 143) with the lesson 3 flashcards.

Workbook pages 56–57

1 Write. Then find the mystery colour.

- Students write the words for the animal body / face parts in the puzzle grid, then write the letters from the shaded squares to find the mystery colour.

ANSWERS

1 nose 2 ears 3 tail 4 wings 5 beak 6 head
The mystery colour is orange.

2 Read and colour.

- Students read the conversations and colour the body / face parts in the picture.

ANSWERS

The animal in the picture should have: grey wings, a red beak, orange ears, a yellow head and a purple tail.

3 Look, read and match.

- Students draw lines to match the pictures to the sentences.

ANSWERS

a 4 b 5 c 1 d 2 e 3

4 Trace and write.

- Students trace to complete the picture, then write about the animal.

ANSWERS

It's got two ears. It's got four legs. It's got a nose. It's got a tail. It's got two eyes. It's got a body. It's a cat.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 128 of their Workbooks and complete the *Grammar check* exercises.

Lesson 4: Story

Learning objective

Students will be able to read about being safe at home.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play the song *What's The Animal?* again and encourage the students to join in as much as possible.
- Ask students to think about other words they could use in place of the coloured words (*a tail, a nose, head, ears, four legs, a cat*). They could use *wings, eyes, beak, legs, two feet, a duck*. As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at Student Book pages 64 and 65 and say what they think they will be doing in this lesson (reading a story). Ask students, in their own language, to look at the pictures and guess what the story is about (two ducklings who stay safe at home while their mother is out). Write the word *story* on the board. Tell the class, in their own language, that they're going to read a story about ducklings.

Student Book pages 64–65

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say what animals (cat, dog, duck) and animals' body / face parts (eyes, nose, mouth, tail, wings, beak, legs, feet) they can see in the story. Teach the class the word *ducklings*. Ask students what other words they know for things in the pictures (door, window, flowers).
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 🎧 103 ▶

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story and point to the pictures in their books.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

3 Listen and number. 104 Then find and say.

- Ask students to look at the pictures. Choose different students to find the pictures in the story frames. Point to the relevant character in the story frame and read their speech bubble aloud, e.g. *Open the door!* (frame 6).
- Play the first item on the recording and ask students to point to the correct picture. Show the class example number 1 (d).
- Play the rest of the recording for the students to number the pictures in order.
- Ask *What's number (1)?* Students point to the correct pictures in their books (d).
- Choose different students to point to the pictures in the story frames and say the lines from the story.

ANSWERS

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

Audio transcript

- 1 **Mother Duck** Open the door!
- 2 **Male Duckling** Look! It's got a tail!
- 3 **Mother Duck** Well done, Ducklings!
- 4 **Mother Duck** This is my beak. These are my wings.
- 5 **Dog** I'm your mummy! Open the door!
- 6 **Mother Duck** Goodbye, ducklings!
- 7 **Male Duckling** Look! It's got ears!
- 8 **Cat** I'm your mummy! Open the door!

Think, feel, grow

- Focus students' attention on the task and read the question aloud. Ask students to think about the answer.
- Choose different students to answer the question. Establish that Mummy Duck says *Well done, Ducklings!* because she is pleased with the ducklings for staying safe at home.
- In student's own language, ask if they think it is important to stay safe at home and how we can do this (by not answering the door until we know who is there, by locking our doors and windows, by not playing with dangerous things, etc.).
- Invite different students to share their opinions with the class. If necessary, prompt with questions in the students' own language, e.g. *Do you answer the door at home? What do you do when you go out?*

Global skills: emotional self-regulation and well-being

Feeling safe is important for emotional well-being. Knowing that they are safe is an essential part of children's social and emotional development. When children feel safe, they can explore and experience the world around them, and they are more able to learn.

4 Act out the story.

- Students work in groups of six, with one student for each of the following parts: Narrator, Mummy Duck, Duckling 1, Duckling 2, Dog, Cat. As a group, students decide who should take each part. Allow students in groups of fewer than six to take more than one part (e.g. the cat and the dog can be played by the same student).

- Ask students to act out the story. Walk around the classroom, checking pronunciation and helping with any problems, if necessary.
- Invite different groups to act out the story for the class.

Team Up! 4 DOWNLOAD

- Students work in pairs or groups to make a book cover for the story. They can either draw their own pictures of the story characters or cut out and colour the images of the characters provided on the second worksheet. They draw an indoor or outdoor scene on the first worksheet or on a sheet of paper, then stick their pictures of the characters onto the scene. Students trace over the title and author name to complete the cover.
- Invite students to show their book covers to the class and to talk about the scene and the characters.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook pages 58–59

1 Look at the pictures. Which animal body parts can you see?

- Students look at the story and answer the question.

ANSWERS

beak, wings, feet, nose, ears, tail, eyes

2 Read the story.

- Students read the story to themselves.

3 Read again and match.

- Students draw lines to match the speech bubbles to the animal body / face parts.

ANSWERS

1 b 2 a 3 c

4 Write.

- Students write the lines from the story next to the correct characters.

ANSWERS

- 1 Open the door.
- 2 Show me your beak.
- 3 No, you can't come in.
- 4 Well done.

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about pets in the UK and Ukraine.

Language

Pets: hamster, rabbit, tortoise, lizard

Warm up

- Play *What's missing?* (see *Ideas bank* page 142) to review the vocabulary from lesson 1 and lesson 3.
- Choose different students around the class and ask *What animals do you like?*

Lead-in

- In the students' own language, ask the class to look at the photos to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *UK* and *Ukraine* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that today, they will be learning about pets in these countries. Explain that a pet is an animal that you keep at home.

Student Book pages 66–67

1 Listen, point and repeat. 🎧 105

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.

2 Listen and say the number. 🎧 106

- Focus on the photo of Sam. Ask *Which country is Sam from?* (the UK)
- Tell students that they are going to hear Sam talking about pets in his country. They must listen and say the number of the photo when Sam talks about it.
- Play the recording, pausing each time that Sam talks about one of the photos, for students to call out the photo number.

Audio transcript

I'm Sam. I'm from England.

I've got three pets.

- This is my tortoise. It's got a small head!
- I've got a rabbit. It's grey and white.
- It's got blue eyes and big ears!
- I've got a hamster too. It's orange, brown and white.
- What's this? It's a lizard!
- I haven't got a lizard. My friend, Evie, has got a lizard.
- It's got four legs and a tail.

ANSWERS

3, 2, 1, 4

3 Listen to Evie. Tick ✓ or cross X. 🎧 107

- Tell the class that now they are going to hear Sam's friend Evie talking about her pets. They must listen and tick the pets Evie has got and cross the pets Evie hasn't got.
- Play the recording, pausing for students to tick or cross the pets as they hear Evie talk about them.

Audio transcript

- My favourite pet is my lizard. It's green.
- Sam has got a tortoise, and I've got a tortoise, too.
- I haven't got a hamster.
- And I haven't got a rabbit ...
- But I've got a cat. It's black and white.
- I haven't got a dog, but I want a dog!

ANSWERS

1 ✓ 2 ✓ 3 X 4 X 5 ✓ 6 X

4 Watch the video. ▶

- Play the video for students.
- Ask students *What pets can you see?* Play the video again, pausing after each pet is mentioned and eliciting the word from the class (tortoise, hamster, rabbit, lizard).
- Ask different students *Have you got a pet? What pet(s) have you got?*

Video transcript see page 148.

5 Listen and follow. 🎧 108 Then talk about the pet you want.

- Play the conversation for students to listen and follow.
- Students work in pairs, taking turns to ask and answer questions about the pets they want.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation for the class.

Global skills: intercultural competence and citizenship

Learning about children from other countries helps students to develop intercultural competence. Ask students to compare their own lives to the lives of the students in the Culture videos and reading texts. Encourage students to say what things are the same / different for them.

6 Look and say the pets. Then listen and read.

🎧 109

- Focus on the photo of Polina and the text that says *Ukraine*. Ask *Which country is Polina from?* (Ukraine)
- Ask students to look at the rest of the photos and name what they can see in English. Elicit answers from different students. Ask students to say what pets they can see and what body / face parts each pet has.
- Play the recording for students to follow the text in Polina's diary entry.

Optional activity

Ask students to read the diary entry again and write down the five animals that Polina mentions. Ask students to say which of these animals Polina has as a pet. If you have time, ask different students to say which of these pets they have and which of these pets they want.

7 Read again. Write *T* (true) or *F* (false).

- Read the first sentence aloud. Ask students to find out whether the sentence is true or false. Students read the diary entry again to find the correct information. Show students the example *T*, indicating that Rex is a dog.
- Students complete the rest of the exercise in their books. Check the answers as a class.

ANSWERS

1 T 2 T 3 F 4 F

Mixed ability

- Ask weaker students to complete the exercise with their partners. Tell them to underline the information in the text which gave them their answers. They can then join with another pair to compare answers.
- Ask fast finishers to correct the false sentences in their notebooks.

8 Circle the capital letters at the start of names.

- Ask students how we can tell when a word is the name of a person, pet or place (it starts with a capital letter). Write a few of the students' names on the board. Show the class the capital letters.
- Ask students to look at the sentences and circle the capital letters at the start of the names. Check answers as a class.
- Students read Polina's diary entry again and circle the capital letters at the start of names.

ANSWERS

1 P, U 2 R 3 U, R 4 S, U, K

Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about using capital letters at the start of names.
- If further practice is needed, ask students to complete exercise 3 on page 61 of their Workbooks.

9 Write about pets in your country. Go to your Workbook page 61.

- Ask students to turn to page 61 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 60–61

1 Write.

- Students write the words under the correct pictures.

ANSWERS

1 hamster 2 lizard 3 rabbit 4 tortoise

2 Read and tick ✓ or cross X.

- Students read the diary entries and the sentences. They tick the correct sentences and cross the incorrect sentences. Show them example 1.

ANSWERS

1 X 2 ✓ 3 X 4 X 5 ✓ 6 ✓

3 Circle the capital letters at the start of names.

- Students read the sentences and circle the capital letters at the start of names.

ANSWERS

1 L, C 2 M 3 J 4 H

4 Choose a pet. Circle the body parts.

- Students choose their favourite pet, then circle the body parts that their pet has got.

ANSWERS

Students' own answers

5 Read. Then write about your favourite pet and draw.

- Read the example answer aloud as students follow in their Student Books. Establish that this is what a piece of writing about your favourite pet looks like.
- Tell students to look at the pet they chose and the body part words they circled in exercise 4. They use this information and the example answer to write about their favourite pet. Students can illustrate their writing with a drawing.
- Invite students to read their pieces of writing to the class.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Learning objective

Students will imagine and design a new animal.

Language

Grammar and vocabulary from the unit

Materials

Plain paper or card, coloured pens and pencils

Optional: *Team Up!* 5 worksheet

Warm up

- Play a game of *Number words* (see *Ideas bank* page 142) with the lesson 1 and lesson 3 flashcards.

Lead-in

- Tell the class to look at the photo of the finished project at the top of Student Book page 68. Ask students what they think they're going to do.
- Confirm with students, in their own language, that they will be designing and drawing a new animal. Write *Project: a new animal* on the board.
- Ask students to say what animals they like and what body parts those animals have got.

Student Book page 68

1 Listen and read. Learn how to do the project. 110

- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in pairs. Hand out sheets of plain paper and make sure students have coloured pens / pencils.
- Students follow the instructions to design, draw and write about their new animal.
- Walk around the classroom as students work, helping where necessary.

Team Up! 5 DOWNLOAD

- Students draw their new animal on a sheet of paper. They can then use the worksheet to write about their animal.

Global skills: creativity and critical thinking

In this lesson, students use their imaginations to create their own animal. Remind students that it's important to listen to everyone's ideas. Sharing thoughts often generates new ideas and drives creativity.

2 Watch the video. What is the name of the animal?

- Play the video for the students.
- Ask students to discuss the question with their partners. Then invite different students to share their ideas with the class.
- Play the video again for students to check their answers.
- If you like, you can ask students more questions about the video, e.g. *What body parts has the animal got? / What colour is the (tail)?* Play the video again for students to find the answers.

Video transcript see page 148.

ANSWERS

The animal is called a Fish Dog.

3 Listen and follow. 111 Present your animal to the class.

- Play the recording for students to listen and follow.
- Invite different students to present their animals to the class. If necessary, ask questions as a prompt, e.g. *What's the animal's name? What body / face parts has it got? What colour is the (body)?*

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

Student Book page 69

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words that they can remember for parts of the face and body.

ANSWERS

Head: face, eyes, nose, mouth, ears, beak

Body: tail, legs, arms, hands, feet, wings

2 Choose and do two activities.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to raise their hands if they chose exercise 2. Make sure that students who chose this exercise are sitting together so that they can work in pairs. Move students if necessary.
- Ask students to complete the exercises. Walk around the classroom as they work, helping where necessary.

ANSWERS

1 1 This 2 These 3 This

2 Students' own answers

3 Lizard: It's green. It's got four legs and a tail.

Rabbit: It's brown and white. It's got two ears. It's got four legs and a tail.

Fish: It's orange and blue. It's got a body and a tail.

Duck: It's green, orange, yellow, brown and grey. It's got two legs. It's got a tail and a beak. It's got two wings.

4 1 It's got four legs. 2 These are my ears.

3 I haven't got wings.

5 Students' own answers

6 Students' own answers

Workbook pages 62–63

1 What's missing? Write.

- Students look at the pictures, decide which body / face parts are missing and write the words.

ANSWERS

1 mouth 2 tail 3 ears 4 beak 5 arms 6 legs

2 Read and circle.

- Students read the sentences and then circle the correct animals.

ANSWERS

1 cat 2 duck 3 spider 4 rabbit

3 Write.

- Students look at the numbers in the picture and write sentences about the body / face parts.

ANSWERS

1 This is my head.

2 These are my eyes.

3 This is my nose.

4 This is my mouth.

5 These are my arms.

6 These are my hands.

4 Order the words.

- Students write the words in the correct order to make sentences.

ANSWERS

1 This is my face.

2 It's got eight eyes.

3 These are my two hands.

4 These are my two feet.

5 It's got four legs.

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 5 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Unit test

- The students are now ready to do the Unit 5 test, downloadable from the Teacher's resources on Oxford English Hub.

Lesson 1: Words

Learning objective

Students will be able to talk about families.

Language

Family: *dad, mum, uncle, aunt, grandma, grandpa, brother, sister*

Functional language: *Who's in your family? My mum, my sister, my uncles, my aunts, my grandma and my grandpa.*

Warm up

- Play a game of *Stop the cards* with the class to review parts of the face and body and animal body parts (see *Ideas bank* page 142).

Lead-in

- Tell the class *Today we are learning about families*. Write the word *family* on the board. Show the flashcards for the lesson and invite students to guess the meaning of *family*.
- Ask the class a simple question about the lesson topic, e.g. *Have you got a big / small family?* Use gestures to indicate the meaning of *big* and *small*. Elicit answers from different students around the class.

Student Book pages 70–71

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture, or ask students to look at the picture in their Student Book. Encourage students to share their knowledge by naming the things they can see in English. Prompt students, if necessary, by asking *Can you see (shells)?*

SUGGESTED ANSWERS

Students can see a sandcastle, shells, a star fish, snow, a tree, plants and the sun and can name the parts of the face and body and the colours of the items in the picture.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

2 Listen, point and repeat. 112

- Play the recording. While students listen, have them point to the family members in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play *Memory game* using the lesson flashcards (see *Ideas bank* page 142).

Optional activity

Ask students to say which of these people are in their family. Remind the students that there are lots of different kinds of families. Some are big, and some are small. Some families have one parent, and some have more. Some families have one child, several children or no children. Some families have grandparents living with them. Some families all live together in one house, and some families live apart. Make sure students understand that families may look different, but they are all made up of people who love and care for each other.

3 Say the chant. 113

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in their Student Book as they listen.
- Play the chant a few more times for students to join in as much as possible.

Audio transcript

dad, dad	mum, mum	uncle, uncle	aunt, aunt
grandpa,	grandma,	sister, sister	brother,
grandpa	grandma		brother

4 Play the *Who's missing?* game.

- Read the conversation aloud. In the students' own language, explain that in the game, one person says seven of the words from the picture in exercise 2. The other person has to find and say the missing word.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to say seven family words. Their partner then finds the missing word.

5 Look and circle four differences in picture 2. Then say.

- Ask students to look at the two pictures and say what people and things they can see in both. Establish that the people in the pictures are the same family as in exercise 2.
- Point to the first picture and ask students to find the grandpa. Ask *Is the grandpa in picture 2?* Elicit the answer *No*. Say *The grandpa is in picture 1. The grandma is in picture 2.*
- Students work in pairs to find the four differences between the two pictures.
- Invite students to tell you the differences.

ANSWERS

The grandpa is in picture 1. The grandma is in picture 2.
The mum is in picture 1. The dad is in picture 2.
The uncle is in picture 1. The aunt is in picture 2.
The brother is in picture 1. The sister is in picture 2.

Mixed ability

Ask weaker students to work in pairs or small groups to complete the spot the difference puzzle. Stronger students can do the puzzle independently and then check with a partner before you work through the answers.

6 Picture 1 or 2? Read and number.

- Read the word *grandpa* aloud. Ask *Is the grandpa in picture 1 or picture 2?* (picture 1) Students look at the pictures in exercise 5 and find the grandpa. Show the class the example (grandpa, picture 1).
- Students complete the exercise by writing the numbers of the pictures in exercise 5 next to the correct words, according to which picture each family member is in. Students can check the answers with their partners before reporting back to the class.

ANSWERS

grandpa 1 mum 1 brother 1 aunt 2
grandma 2 dad 2 sister 2 uncle 1

7 Listen and repeat. 114 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Model more conversations with volunteers.
- Students work in pairs. They take turns to ask and answer questions about their families, using the conversation in their Student Books as a model.
- Move around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Assessment for learning

- Time for feedback! Ask the class, in their own language, *How do you feel about the new words for family members?* Using your usual feedback routine (see *Assessment for learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- For further practice of new words, play more flashcard games (see *Ideas bank* page 142).

Team Up! 1 DOWNLOAD

- Students work in groups to make an imaginary family of finger puppets. First, they work together to decide who is in the finger puppet family. There is flexibility here to make many kinds of families. The students then share their puppet templates, and each makes one or two puppets. They draw and colour the family members, then fold the template so it is ready to use. Invite students to show their puppets to the class.
- Ask *Who's in your family?* and encourage students to answer. If you like, you can play the chant from exercise 3 for students to join in with their family finger puppets.

Workbook pages 64–65

1 Read and number.

- Students read the words and number the people in the picture.

ANSWERS

(from left to right)
dad 2 mum 1 uncle 6 grandma 7
grandpa 8 aunt 5 brother 4 sister 3

2 Find, circle and write.

- Students find and circle the words in the puzzle and write them next to the correct pictures. Explain to the students that the characters in these pictures are the same as in the picture in exercise 1.

ANSWERS

g	r	a	n	d	m	a
r	b	p	q	b	u	y
a	j	f	h	r	m	u
n	n	w	s	o	z	n
d	a	d	i	t	g	c
p	m	r	s	h	l	l
a	u	n	t	e	t	e
s	d	v	e	r	k	u
b	r	i	r	h	e	r

1 grandma

2 grandpa

3 aunt

4 uncle

5 mum

6 dad

7 sister

8 brother

3 Find and write.

- Students look at the items in the key, find the people with those items in the picture and complete the sentences.

ANSWERS

1 uncle 2 aunt 3 mum 4 dad 5 brother 6 sister

4 Complete and number.

- Students write the missing letters to complete the sentences, then number the pictures to match the sentences. If they need help with the functional language, they can use the conversation in exercise 7 on page 71 of their Student Book to help them.

ANSWERS

1 My mum, my dad and my brother.
2 My grandma and my aunt.
3 My grandpa, my mum and my dad.
4 My mum, my dad and my uncle.
5 My mum and my sister.
a 4 b 5 c 1 d 3 e 2

Assessment for learning

Write the word *family* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about family members now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to ask about family members.

Language

Who's he? He's my (uncle). Who's she? She's my (aunt).

Warm up

- Play a game of *Bingo!* (see *Ideas bank* page 142) to review the vocabulary from lesson 1.

Lead-in

- Write the word *family* on the board and ask students if they remember what this word means.
- Tell the class, in their own language, that today they will learn how to ask about family members.
- Write the headings *He's my* on one side of the board and *She's my* on the other side of the board. Show the lesson 1 flashcards one at a time and ask students to say the words, then say *He's my* (*uncle / brother / dad / grandpa*). / *She's my* (*mum / aunt / sister / grandma*). Stick the flashcards under the correct headings on the board. Explain that we use *he* for male people and *she* for female people.

Assessment for learning

Check for understanding at least three times per lesson. Ask students to hold up their thumbs or their traffic light cards to show how they feel about what they are learning. This will allow you to catch any problems or misunderstandings as early as possible.

Student Book pages 72–73

1 Listen and follow. 115 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (May, Nina and Hector) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose different students and ask them to name the family members in the grammar cartoon.
- Play the recording again for students to follow.
- Students work in groups of three to act out the grammar cartoon. In their groups, students choose which character they are going to play (May, Nina or Hector).
- Students act out the story in their groups. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different groups to act out the story for the class.

2 Listen and number. Then listen and repeat. 116

- Tell students to look at the picture. Point to each person in the picture and ask students, at random, to guess which family member each person is.
- Play the first item on the recording. Ask students to point to the correct person in the picture. Show students example number 1, the man is Anna's grandpa.
- Play the rest of the recording for students to number the people in the picture.
- Play the recording again, pausing for students to repeat the questions and answers.

Audio transcript

- 1 Who's he?
He's my grandpa.
- 2 Who's she?
She's my mum.

- 3 Who's she?
She's my grandma.
- 4 Who's he?
He's my dad.
- 5 Who's he?
He's my uncle.
- 6 Who's she?
She's my aunt.

ANSWERS

3, 1, 2, 4, 6, 5

3 Look at 2. Imagine you are Anna. Say and point.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Students work in pairs. They take turns to imagine they are Anna, then choose a person in the picture and say *He's / She's my* (*grandpa / grandma / dad / mum / uncle / aunt*). Their partner finds the correct person in the picture and says *He's / She's number . . .*

ANSWERS

1 grandpa 2 mum 3 grandma 4 dad 5 uncle
6 aunt

4 Read and number.

- Point to the pictures and ask different students to guess who the family members are that are shown in the pictures on the wall.
- Read the first sentence aloud and ask students to point to the correct picture. Show the class example number 1 and the sentence *He's my brother*.
- Students read the remaining sentences, choose the correct pictures and write the numbers. Check the answers as a class.

ANSWERS

1 c 2 a 3 b 4 d

5 Draw four members of your family.

- Students draw four members of their family onto the outlines in their Student Books.

6 Circle and write.

- Students circle *He's / She's*, then write the words for the family members they have drawn. Remind students that we use *He's* for male people and *She's* for female people.
- Students can read their sentences aloud in pairs before showing their pictures to the class, pointing to their pictures and reading their sentences.

ANSWERS

Students' own answers

Optional activity

Students work in pairs. They take turns to point to one of their partner's pictures in exercise 6 and ask *Who's he / she?* Their partner answers *He's / She's my* (*dad / sister*).

Team Up! 2 DOWNLOAD

- Students work in pairs or groups of four. In a group of four, each student has a copy of the worksheet. They write their own name at the top, and then the names of four family members on the lines within the four frames, e.g. *Ian, Janet, Judy, Matthew*.

- Students sit in a circle and pass their worksheets to the left. The student on the left reads the first name and guesses who this family member is. They circle *He's* or *She's* and then write the family word to complete the sentence, e.g. *He's your brother*. They then pass the worksheets to the person on their left again. This student reads the second name and guesses who this family member is, etc.
- At the end of the exercise, students get their original worksheet back and mark it with ticks or crosses in the boxes to show how well their team guessed. They then reveal their answers and write the total correct answers out of four at the bottom of their worksheet.
- If students play in pairs, both students have a copy of the template, and they each write all the sentences about their partner's family before swapping worksheets back for marking. Alternatively, students can cut the worksheet in half and write two names each.

Workbook pages 66–67

1 Follow and circle.

- Students follow the lines and circle the correct words in the sentences.

ANSWERS

a 3 He's b 5 She's c 6 He's d 1 She's e 2 He's
f 4 She's

2 Write.

- Students complete the sentences about the people in the picture using *She's* or *He's*.

ANSWERS

1 She's 2 He's 3 She's 4 He's 5 He's 6 She's

3 Look at 2. Who's she? Who's he? Read and match.

- Students look at the pictures and find the correct people in exercise 2. They then draw lines to match the pictures to the correct sentences.

ANSWERS

1 picture 4 2 picture 2 3 picture 1 4 picture 3

4 Write.

- Students write the correct words to complete the sentences.

ANSWERS

1 Who's she? She's my sister.
2 Who's he? He's my dad.
3 Who's he? He's my grandpa.
4 Who's she? She's my grandma.
5 Who's she? She's my aunt.
6 Who's he? He's my uncle.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 129 of their Workbooks and complete the *Grammar check* exercises.

Lesson 3: Words and Grammar

Learning objective

Students will be able to ask about feelings.

Language

Feelings: *happy, sad, thirsty, hot, cold, hungry*

Are you (happy)? Yes, I am. / No, I'm not.

Warm up

- Play a game of *Noughts and crosses* (see *Ideas bank* page 142) with the lesson 1 flashcards.

Lead-in

- Tell the class *Today we are learning about feelings*. Write the word *feelings* on the board. Show some of the lesson flashcards and invite students to guess the meaning of the word *feelings*.
- Ask the class a simple question about the topic in the students' own language, e.g. *How do you feel today?* Elicit answers from different students. Use the *Emotions* poster to teach some feelings words. Ask students to point to the picture on the poster that shows how they feel today.

Student Book pages 74–75

1 Listen, point and repeat. 117

- Focus attention on the photos. Ask different students to tell you what parts of the face and body they can see.
- Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording again for students to repeat the exercise.

2 Listen and say. 118

- Tell students that they are going to hear recordings and they must guess which feeling each recording matches.
- Play the recording. Students listen and point to the correct photos. Pause after each item for students to say which feeling they think the recording matches.

Audio transcript

- *The sound of a child shivering with cold*
- *The sound of a child drinking thirstily*
- *The sound of a child giggling happily*
- *The sound of a child eating hungrily*
- *The sound of a child crying*
- *The sound of a child running fast, coming to a stop and puffing and panting as if very hot*

ANSWERS

5, 3, 1, 6, 2, 4

Optional activity

Use the *Emotions* poster to review the words with the class. Then play a game of *Stop and say* (see *Ideas bank* page 144) using the flashcards and the karaoke version of any of the songs from previous units.

3 Look, listen and follow. 🎧 119 Play the game.

- Tell the class to look at the pictures. Choose different students to say which family members they can see in each picture and how each family member feels.
- Tell students that they are going to hear two children playing a game. They must listen and follow the conversation in their Student Books.
- Play the recording for students to listen and follow. Ask students to point to the correct picture (grandpa).
- Students take turns to choose one of the pictures and make sentences about how that family member feels. Their partner names the correct family member.
- Move around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Optional activity

Play a game of *Odd one out* (see *Ideas bank* page 143) with the lesson 1 and lesson 3 flashcards.

4 Listen and follow. 🎧 120 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Omar and his little brother, Beni) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose students and ask *Is Beni (cold / thirsty / hungry)?* Elicit one-word answers, *Yes.* or *No.*
- Play the recording again for students to follow.
- Students work in pairs to practise acting out the story. Move around the classroom as students practise, helping with pronunciation where necessary.
- Invite different students to act out the story for the class.

5 Write.

- Tell students to look at the pictures and say what feelings they can see.
- Students read the questions and write the answers in their books.
- Students can check the answers with their partners, taking turns to read the questions and answers aloud.

ANSWERS

2 Yes, I am. 4 Yes, I am. 6 No, I'm not.

Mixed ability

- Weaker students can work with their partners. First, they read the question for picture a. They then look at the picture and decide on the answer before writing it in their books. They do the same for each remaining picture.
- Fast finishers can draw and hold up a simple picture of a face that shows a feeling for their partner to guess. Their partner asks *Are you (sad)?* The first student answers *Yes, I am. / No, I'm not.*

Assessment for learning

- Ask the class *Do you know the new words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to mime a feeling for their partner. Their partner tries to remember and say the word.

6 Listen and follow. Then sing. 🎧 121–122 🎵

- Tell students to look at the lyrics of the *How Are You?* song. Remind students of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 [DOWNLOAD](#)

- Students work in groups of three. They write up to six feelings from the lesson in the left column of the worksheet. They then ask two teammates the questions, recording their answers with ticks or crosses.
- As an extension exercise, invite students to tell the class how their teammates feel, e.g. *She's / He's (hot).*

Workbook [pages 68–69](#)

1 Write.

- Students write the words in the puzzle grid.

ANSWERS

Across

1 hot 4 sad 5 hungry

Down

1 happy 2 thirsty 3 cold

2 Write.

- Students write sentences about the people in the pictures.

ANSWERS

1 He's thirsty. 2 He's hungry. 3 She's cold. 4 He's sad.
5 She's happy. 6 She's hot.

3 Read and circle.

- Students read the questions, look at the pictures and circle the correct answers.

ANSWERS

1 Yes, I am.
2 No, I'm not.
3 Yes, I am.
4 No, I'm not.
5 No, I'm not.
6 Yes, I am.

4 Write.

- Students complete the questions and answers.

ANSWERS

- 1 Are you cold? Yes, I am.
- 2 Are you hungry? No, I'm not.
- 3 Are you thirsty? No, I'm not.
- 4 Are you happy? Yes, I am.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 129 of their Workbooks and complete the *Grammar check* exercises.

Lesson 4: Story

Learning objective

Students will be able to read about a monkey family.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play the *How Are You?* song again and encourage students to join in as much as possible.
- Ask students to think about other words they could use in place of the coloured words (*happy, cold, thirsty, hot*). As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at Student Book pages 76 and 77 and say what they think they will be doing in this lesson (reading a story). In their own language, ask students to look at the pictures and guess what the story is about (a monkey family who try to find out what is wrong with one of their family members). Write the word *story* on the board. Tell the class, in their own language, that they're going to read a story about a monkey family.

Student Book pages 76–77

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say what nature items and colours they can see in the story (trees, bushes, grass, sun, clouds, rocks, snail, beetle). Teach the class the word *monkey*. Ask students what other family members (mum, dad, brother, sister) and feelings (happy, sad, cold, hungry) they think they can see in the pictures.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 123

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students follow the story. Encourage students to point to the pictures in their books as they follow the story.

- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

3 Listen and number. 124 Then find and say.

- Ask students to look at the pictures. Choose different students to find the pictures in the story frames. Point to the relevant character in the story frame and read their speech bubble aloud, e.g. *I'm cold!* (frame 2).
- Play the first item on the recording and ask students to point to the correct picture. Show the class the example number 1 (picture c).
- Play the rest of the recording for the students to number the pictures in order.
- Ask *What's number (1)?* Students point to the correct picture in their books (picture c).
- Choose different students to point to the pictures in the story frames and say the lines from the story.

ANSWERS

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

Audio transcript

- 1 **Tumbil** I'm cold!
- 2 **Mum** Let's climb!
- 3 **Hornbill** Who's he?
- 4 **Tumbil** Now I'm hot.
- 5 **Tumbil** I'm not thirsty, Mum.
- 6 **Tumbil** I'm sad, but my family is happy.
- 7 **Sister** Let's play!
- 8 **Tumbil** I'm not hungry, Dad.

Think, feel, grow

- Focus students' attention on the task and read the question aloud. Ask students to think about the answer.
- Choose different students to answer the question. Establish that everyone feels moody sometimes, and that's OK. Ask students what they can do when they are moody. Elicit or explain that when we feel moody, it is best to try to tell other people how we feel. If we can explain how we feel to other people, and tell them why we feel that way, then they will know how to help us.
- In the students' own language, ask why they think it is important to talk about our feelings (because it helps other people to understand us and makes us feel better).
- Invite different students to share their opinions with the class. If necessary, prompt with questions in the students' own language, e.g. *What do you do when you feel (sad / hungry / tired / etc.)? Who can you talk to about your feelings?*

Global skills: emotional self-regulation and well-being

Recognizing their own emotions is an important step for students in developing emotional well-being. Knowing what makes them feel a certain way, and how they can change those feelings, helps them to self-regulate.

4 Act out the story.

- Students work in groups of six, with one student for each of the following parts: Narrator, Hornbill, Sister, Tumbil, Mum, Dad. As a group, students decide who should take each part. Allow students in groups of fewer than six to take more than one part (e.g. Mum and Dad can be played by the same student).

- Ask students to act out the story. Walk around the classroom, checking pronunciation.
- Invite different groups to act out the story for the class.

Mixed ability

- Weaker students can act out the story along with the recording. Encourage them to use actions, gestures and facial expressions to act out the story and to join in with the words as much as they can.
- Stronger students can act out the story without the recording. They can try to make the story their own by changing a few details, e.g. of the family members in the story.

Team Up! 4 DOWNLOAD

Students work in groups of two, three or four. They cut out all the cards on the worksheet, mix them up and place them face down. They then take turns to turn over two cards. If they turn over a matching picture and sentence, they keep the cards. If not, they turn the cards face down again and play passes to the next player. The winner is the student with the most cards at the end of the game.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook pages 70–71

1 Look at the pictures. Who's in Mark's family?

- Students look at the story pictures and answer the question.

SUGGESTED ANSWERS

Mark's mum, dad, grandma and sister.

2 Read the story.

- Students read the story to themselves.

3 Read again and write.

- Students read the story again and complete the sentences about Mark's family members.

ANSWERS

- 1 She's my grandma.
- 2 He's my dad.
- 3 She's my sister.
- 4 She's my mum.

4 Read and number.

- Students number the responses on the right to match the sentences on the left.

ANSWERS

1 c 2 b 3 a

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about families in China and the USA.

Language

Family: *girl, boy, baby, cousins*

Warm up

- Play *Find the cards* (see *Ideas bank* page 142) to review the vocabulary from lesson 1 and lesson 3.
- Choose different students around the class and ask *Who's in your family? / How do you feel today?*

Lead-in

- In the students' own language, ask the class to look at the photos to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *China* and *USA* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about families in these countries.

Student Book pages 78–79

1 Listen, point and repeat. 🔊 125

- Play the recording. Students listen and point to the photos.
- Play the recording again for students to repeat the words.

2 Listen and say the number. 🔊 126

- Focus on the photo of Suyin. Ask *Which country is Suyin from?* (China)
- Tell students that they are going to hear Suyin talking about her family. They must listen and say the number of the photo when Suyin talks about it.
- Play the recording, pausing each time that Suyin talks about one of the photos, for students to call out the number.

Audio transcript

I'm Suyin. I'm from China. These children are in my family.

- Who's this boy? He's my brother. He's nine. He can climb.
- This baby is my brother, too. He's hungry!
- This girl is my sister. She's eight. She can write.
- I've got two cousins: a boy and a girl. They're happy!

ANSWERS

2, 3, 1, 4

3 Listen to Suyin's friend. Tick ✓ the correct picture.

🔊 127

- Tell the class that now they are going to hear Suyin's friend talking about his cousins. They must listen and tick the picture that shows the boy's cousins.
- Play the recording, pausing for students to tick the correct picture.

Audio transcript

This is a photo of my cousins.

- I've got three cousins.
- Two cousins are girls.
- One cousin is a boy.
- His name is Chen. He's a baby.

ANSWERS picture 3

4 Watch the video. ▶

- Play the video for students.
- Ask students *Who's in Yong's family?* Play the video again, pausing after each family member is mentioned and eliciting the words from the class (mum, dad, grandpa, grandma, cousins, uncle, aunt).
- Ask different students *Who's in your family? How many (cousins) have you got?*

Video transcript see page 148.

5 Listen and follow. 🎧 128 Then talk about your family.

- Play the conversation for students to listen and follow.
- Students work in pairs, taking turns to ask and answer questions about their families.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation for the class.

6 Look and guess the family members. Then listen and read. 🎧 129

- Focus on the photo of Jayden. Ask *Which country is Jayden from?* (the USA)
- Ask students to look at the rest of the photos and guess which of Jayden's family members each photo shows. Elicit answers from different students.
- Play the recording for students to follow the text in Jayden's email.

Global skills: digital literacy

Being exposed to digital text types helps to promote students' digital literacy. Ask students to identify the digital texts in *Beehive* and say what each one is (text message, blog post, email, etc.).

7 Read again. Circle.

- Read the first sentence aloud. Ask students to find out which answer is correct. Students read the email again and find the correct information. Show students the circled example answer (Jayden has got an aunt).
- Students complete the rest of the exercise in their books. Check the answers as a class.

ANSWERS

1 an aunt 2 a boy and a girl 3 brother 4 sister

8 Write *a* or *an*.

- Write the words *a mum, a dad, an uncle, an aunt* on the board. Focus attention on the words *a* and *an*. Explain to the class that we use *a* before words beginning with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, y, z) and

an before words beginning with a vowel (a, e, i, o, u). Write the consonants and vowels on the board.

- Write a few more known words on the board, e.g. *mouth, ear, nose, eye*. Ask students to say whether we put *a* or *an* before these words.
- Students complete the exercise in their books. Check the answers as a class.
- Students can read Jayden's email again and circle the words *a* or *an*.

ANSWERS

1 a, an 2 an 3 a 4 an

Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about using *a* and *an*.
- If further practice is needed, ask students to complete exercise 3 on page 73 of their Workbooks.

9 Write about your family. Go to your Workbook page 73.

- Ask students to turn to page 73 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 72–73

1 Write.

- Students write the words under the correct pictures.

ANSWERS

1 girl 2 baby 3 boy 4 cousins

2 Read and write the names.

- Students read the email and write the names of the people in the photos.

ANSWERS

(clockwise) Yan, Chen, Jing, Feng, Yong, Lu, Jin

3 Write.

- Students complete the sentences with *a* or *an*.

ANSWERS

1 a 2 an 3 a 4 an

4 Circle three people in your family.

- Students choose and circle three family members.

ANSWERS

Students' own answers

5 Read. Then write for you and draw.

- Read the example answer aloud as students follow in their Workbooks. Establish that this is what a piece of writing about a family looks like.
- Tell students to look at the family members they circled in exercise 4. They use the example answer to help them write about their chosen family members. Students can illustrate their writing with a drawing.
- Invite students to read their pieces of writing to the class.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Learning objective

Students will make a group book.

Language

Grammar and vocabulary from the unit

Materials

Plain paper or card, coloured pens and pencils, scissors, glue, elastic bands or lengths of string

Optional: *Team Up! 5* worksheet

Warm up

- Play a game of *Noughts and crosses* (see *Ideas bank* page 142) with the lesson 1 and lesson 3 flashcards.

Lead-in

- Tell the class to look at the photo of the finished project at the top of Student Book page 80. Ask students what they think they're going to do.
- Confirm with students, in their own language, that they will be making a group book about members of their families. Write *Project: a group book* on the board.
- Ask students to say which of their family members they want to put in their books.

Student Book page 80

1 Listen and read. Learn how to do the project.

 130

- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in groups. Hand out sheets of plain paper and make sure students have coloured pens / pencils, sheets of A4 paper / card, scissors, glue and elastic bands / lengths of string.
- Students follow the instructions to design and make their group book.
- Move around the classroom as students work, helping where necessary.

Team Up! 5 DOWNLOAD

- Students draw their chosen family members on the worksheet templates. They stick their templates onto sheets of A4 paper or card, then use elastic bands or lengths of string to fasten the pages of their books together.

2 Watch the video. Who are Jack and Tom's family members?

- Play the video for the students.

- Ask students to discuss the question with their partners. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.
- If you like, you can ask students more questions about the video, e.g. *Who is Tia's / Poppy's family member?* Play the video again for students to find the answers.

Video transcript see page 148.

ANSWERS

Jack: mum Tom: grandpa

3 Listen and follow. 131 Read your book to your class.

- Play the recording for students to listen and follow.
- Invite different students to read their books to the class. If necessary, ask questions as a prompt, e.g. *Who's your family member? What's his / her name?*

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

Student Book page 81

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words that they can remember for feelings and family members.

ANSWERS

Feelings: happy, hot, cold, thirsty, sad, hungry

Family: grandpa, grandma, brother, sister, mum, dad

Optional activity

Ask students if they can name more family members they have learned, which are not included here. Write their answers on the board, e.g. *aunt* and *uncle*.

2 Choose and do two activities.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to raise their hands if they chose activities 3, 5 or 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

ANSWERS

1 sister, cousin, grandma, baby, aunt, brother

2 1 He's 2 He's 3 She's

3 Students' own answers

4 His / Her name is May / Omar / Emma / Tang / Nina / Hector.

5 Students act out a frame from the story in pairs.

6 Students' own answers

1 Write the words in the boxes.

- Students decide whether each word is for a male person, a female person or a person who could be either male or female. They then write the words in the correct boxes.

ANSWERS

She: mum, girl, grandma, aunt, sister

He: brother, boy, dad, uncle, grandpa

He or She: baby, cousin

2 Read and colour.

- Students read the key and colour the faces.

ANSWERS

1 sad = purple 2 thirsty = grey 3 hot = red

4 cold = blue 5 hungry = yellow 6 happy = pink

3 Read and match.

- Students draw lines to match the questions to the answers.

ANSWERS

1 c 2 b 3 a

4 Read and tick ✓.

- Students look at the pictures and tick the correct sentences.

ANSWERS

1 It's a girl. 2 He's cold. 3 He's happy.

4 He's my uncle.

5 Write.

- Students use the words from the box to complete the sentences.

ANSWERS

1 Who's 2 She's 3 He's 4 Are you 5 I'm not 6 I am

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 6 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Unit test

- The students are now ready to do the Unit 6 test, downloadable from the Teacher's resources on Oxford English Hub.

Family

Learning objective

Students will be able to read and understand a playscript and a scrapbook.

Language

Vocabulary and grammar from Units 5 and 6

Warm up

- Play a game of *Odd one out* using the flashcards from Units 5 and 6 (see *Ideas bank* page 143).

Lead-in

- Tell the class *Today we are going to read*. Ask students to look at the texts on Student Book pages 82 and 83 and say what kinds of text they think each one is (a playscript and a scrapbook).

Student Book pages 82–83

1 Listen and read. 🎧 132 Which family members are in the play?

- Focus students' attention on the play. Ask them to say the English words for the animals (rabbits) and family members (aunt, uncle, cousin) they can see in the pictures. Use the picture to teach / review the word *carrot* (from the Starter unit) and teach the words *pull* and *stuck*.
- Invite students to make predictions about what the play is about, using their own language.
- Tell the class that they are going to listen to a recording of the play.
- Play the recording for students to follow the play. Encourage students to point to the pictures in their Student Books as they listen.
- Play the recording again for students to follow. If you wish, play the recording of the play a final time for students to enjoy.
- Ask different students to name the family members in the play.

ANSWERS

aunt, uncle, cousin

2 Act out the play in groups.

- Students work in groups of five, with one student for each of the following roles: Narrator, Ricky, Aunt, Uncle, Bob. As a group, students decide who should take each part. If the class does not divide exactly, two students can share the Narrator's role.
- Ask students to practise saying their lines and to think of actions they could do to act out the play.
- Allow students the opportunity to practise acting out the play. Walk around the classroom, checking pronunciation and helping with any problems.

- Invite different groups to act out the play for the class.
- If you like, you can video the students performing the play and put the videos on the school website.

Optional activity

Play a game of *What's missing?* with the family flashcards from Unit 6 (see *Ideas bank* page 142).

3 Talk about the photos. Then listen and read. 🎧 133

- Ask different students to say what they can see in the photos (babies, boys, a teddy, a grandma), who they think the people are and what colours they can see.
- Ask students to guess what the text is about, using their own language (a girl's family and friends). Tell the class, in their own language, that they're going to read a scrapbook page about a girl's family and friends.
- Invite students to make predictions, using their own language, about what information they will read in the scrapbook.
- Play the recording for students to follow the text. Encourage students to point to the photos in their Student Books as they listen.
- Play the recording again for students to follow.

4 Read again. Write T (true) or F (false).

- Read the names in the sentences aloud and tell students to point to the correct photos in their Student Books.
- Read the first sentence aloud. Ask students to say whether it is true or false by finding the information in the scrapbook page.
- Students read the scrapbook page again to decide if each sentence is true or false. They write *T* or *F* in their books.
- Check the answers by asking different students to read the sentences aloud and to say whether each one is true or false. Ask different students to correct the false sentences.

ANSWERS

1 T 2 F 3 F 4 T

Optional activity

Play a game of *Pass the flashcards* with the flashcards from Units 5 and 6 (see *Ideas bank* page 142). Play the video or the recordings of the songs from Units 5 and 6 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.

Lesson 1: Words

Learning objective

Students will be able to talk about clothes.

Language

Clothes: *skirt, jacket, trousers, hat, T-shirt, socks, cap, shoes*

Functional language: *Put on your (hat)!*

Warm up

- Play a game of *Odd one out* with the class to review family members and feelings (see *Ideas bank* page 143).

Lead-in

- Tell the class *Today we are learning about clothes*. Write the word *clothes* on the board. Show some of the unit flashcards and invite students to guess the meaning of the word *clothes*.
- Ask the class a simple question about the topic, e.g. *What clothes have you got?* Elicit answers from students around the class and recast their answers in English.

Student Book pages 84–85

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture, or ask students to look at the picture in their Student Book. Encourage students to share their knowledge by naming the things they can see in English. Prompt students, if necessary, by asking *Can you see (flowers)?*

SUGGESTED ANSWERS

Students can see flowers, a door, a window, a cat, plants, a book, a chair and a ball and can name the colours of the items in the picture.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

2 Listen, point and repeat. 134

- Play the recording. While students listen, have them point to the clothes in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play *Slow reveal* using the lesson flashcards (see *Ideas bank* page 142).

3 Say the chant. 135

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in the Student Book as they listen.
- Play the recording a few more times for students to join in as much as possible.

Audio transcript

skirt, skirt jacket, jacket trousers, trousers T-shirt, T-shirt
socks, socks cap, cap hat, hat shoes, shoes

4 Play the *Memory* game.

- Read the conversation aloud. In the students' own language, explain that in the game, one person says a sentence using a word from the picture in exercise 2. The next person must add another word from exercise 2 to the sentence, etc.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to add a word to the sentence until the sentence becomes too long for either of them to remember. Alternatively, you can play this game as a class, with each student adding a word to the sentence.

5 Look and draw. Then point and say.

- Ask students to look at the picture of the girl and say what parts of the body they can see. Show the class how the picture of the girl is divided into sections for the head, body, legs and feet.
- Point to the example pictures of the T-shirt and jacket in the grid. Ask students which part of the body these clothes are for (body / arms). Point to the picture of the hat on the left of the grid. Ask students which part of the body the hat is for (head). Students draw the hat in the correct section of the grid.
- Students work with their partners to decide which part of the body each of the remaining pictures is for, then copy the pictures into the correct sections of the grid.
- Invite students to tell you which clothes are for the head / body / legs / feet.

ANSWERS

Head: hat, cap

Body: T-shirt, jacket

Legs: trousers, skirt

Feet: shoes, socks

6 Read and number.

- Read the word *trousers* aloud and ask students to look at the picture and find the trousers. Show the class the example number 5 (trousers).
- Students complete the exercise by writing the numbers of the clothes in the picture next to the correct words. Students can check answers with their partners before reporting back to the class.

ANSWERS

trousers 5 jacket 1 socks 3 shoes 8 T-shirt 6
skirt 2 hat 7 cap 4

Optional activity

Ask students to say what clothes they've got on today. Demonstrate by pointing to items of your own clothing and saying *I've got on (a T-shirt / trousers / a jacket)*. Encourage students around the class to do the same. Prompt students, if necessary, by asking *Have you got on (a skirt)?*

7 Listen and repeat. 136 Then say and act.

- Focus on the speech bubbles. Play the recording, pausing after each line for students to repeat.
- Play the recording again, pausing for students to repeat the sentences and act them out.
- Give a few more instructions for the class to act out. Invite volunteers to give some instructions to the class.
- Students work in pairs. They take turns to give an instruction, using the speech bubbles in their Student Books as a model. Their partner then acts out the sentence.
- Move around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Assessment for learning

- Time for feedback! Ask the class, in their own language, *How do you feel about the new words for clothes?* Using your usual feedback routine (see *Assessment for learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- For further practice of new words, play more flashcard games (see *Ideas bank* page 142).

Team Up! 1 DOWNLOAD

- Students work in pairs or groups. They cut the two templates into eight strips, share the strips and colour them. They then jumble up all the strips and place them face up on the desk. Students take turns to give instructions to their partner / the rest of their group, e.g. *Put on your (hat / cap)*. The students listening to the instructions must find the correct strip to make a full boy or girl. Students should make sure they give one instruction for each part of the body (e.g. either *hat* or *cap*, not both).

Workbook pages 76–77

1 Read and match.

- Students draw lines to match the pictures to the words.

ANSWERS

1 hat 2 shoes 3 cap 4 socks 5 trousers 6 skirt
7 T-shirt 8 jacket

2 Write.

- Students look at the numbered items in the picture and write the words next to the correct numbers.

ANSWERS

1 skirt 2 jacket 3 cap 4 shoes 5 hat 6 trousers
7 T-shirt 8 socks

3 Trace and write.

- Students trace to complete the pictures, then complete the sentences with the correct words.

ANSWERS

1 skirt 2 trousers 3 jacket 4 socks 5 T-shirt
6 shoes

4 Write.

- Students look at the pictures and write the instructions. If they need help with the functional language, they can use the conversation in exercise 7 on page 85 of their Student Book to help them.

ANSWERS

- 1 Put on your cap.
- 2 Put on your hat.
- 3 Put on your jacket.
- 4 Put on your shoes.

Assessment for learning

Write the word *clothes* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about clothes. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to use *his* and *her*.

Language

This is his cap. These are her shoes.

Warm up

- Play a game of *Simon says* (see *Ideas bank* page 141) to review the vocabulary and functional language from lesson 1.

Lead-in

- Write the word *clothes* on the board and ask students if they remember what this word means.
- Tell students, in their own language, that today they will learn how to say who clothes belong to.
- Stick the flashcards for *boy* and *girl* (from Unit 6 lesson 5) on the board. Write *his* under the flashcard for *boy* and *her* under the flashcard for *girl*. Explain that we use *his* for male people and *her* for female people.
- Hold up the lesson 1 flashcards one at a time and ask students to say the words, then say *This is (his) (jacket).* / *These are (her) (trousers).* Stick the flashcards under the correct headings on the board.

Student Book pages 86–87

1 Listen and follow. 137 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Nina, Hector and May) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose different students and ask them to name the clothes in the grammar cartoon.
- Play the recording again for students to follow.

- Students work in pairs to act out the grammar cartoon. They choose which character they are going to play (Nina, Hector or May). Tell the class to address an imaginary third person in the last frame of the story.
- Students act out the story in their pairs. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

2 Listen and number. Then listen and repeat. 🎧 138

- Tell students to look at the picture. Point to each person in the picture and ask students, at random, to name the clothes each person is wearing.
- Play the first item on the recording. Ask students to point to the correct item of clothing in the picture. Show students example number 1 (*This is his jacket.*).
- Play the rest of the recording for students to number the clothes in the picture.
- Play the recording again, pausing for students to repeat the sentences.

Audio transcript

- 1 This is his jacket.
- 2 These are his trousers.
- 3 These are her shoes.
- 4 This is her jacket.
- 5 This is his hat.
- 6 This is her hat.

ANSWERS

(clockwise, starting with the left box) 5, 6, 4, 3, 2, 1

3 Look at 2. Say and point.

- Focus on the speech bubbles. Read the sentences aloud and ask students to point to the correct clothes in the picture in exercise 2. Invite volunteers to model sentences for the class to point to the correct clothes.
- Students work in pairs. They take turns to point to an item of clothing in the picture and say *This is / These are his / her (jacket / trousers).*

4 Read and number.

- Point to the pictures and ask different students to say what clothes they can see.
- Read the first sentence aloud and ask students to point to the correct clothes in the picture. Show the class example number 1.
- Students read the remaining sentences, choose the correct clothes and write the numbers.

ANSWERS

(clockwise, starting with the top left box) 4, 3, 1, 2

5 Look and write.

- Students look at the picture and complete the sentences with the correct words. Remind students that we use *his* for male people and *her* for female people.
- Students can read their sentences aloud in pairs before pointing to the clothes in the pictures and reading their sentences to the class.

ANSWERS

1 her 2 his 3 her 4 her 5 his 6 his

Team Up! 2 DOWNLOAD

- Students work in pairs or groups to think of a fancy dress costume and then plan what clothes the costume consists of. They can either draw or cut out pictures and stick them on the boxes on the right of the template (or on a sheet of paper).
- Students present their design to the class, taking turns to point to clothes in their picture and say *This is his / her (hat). / These are his / her (shoes).*

Workbook pages 78–79

1 Read and number.

- Students number the pictures to match the phrases.

ANSWERS

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

2 Read and circle.

- Students look at the pictures and circle the correct words.

ANSWERS

1 his 2 her 3 her 4 her 5 his 6 his

3 Write.

- Students find the clothes in the picture and complete the sentences.

ANSWERS

1 her T-shirt 2 his jacket 3 her shoes 4 his trousers
5 her cap

4 Follow and write.

- Students follow the lines that match the clothes to the people, then write sentences saying which item of clothing belongs to each person.

ANSWERS

1 These are her shoes.
2 This is his cap.
3 These are his trousers.
4 These are her socks.
5 This is her skirt.
6 This is his jacket.

Assessment for learning

- Use the traffic light cards and the record sheet to check the learning objective for this lesson.
- If further practice of the new grammar is needed, ask students to go to page 130 of their Workbooks and complete the *Grammar check* exercises.

Lesson 3: Words and Grammar

Learning objective

Students will be able to make sentences about clothes with *that* and *those*.

Language

Adjectives: *long, short, old, new, beautiful, colourful*

That cap is beautiful. Those trousers are old.

Warm up

- Play a game of *Have you got ... ?* (see *Ideas bank* page 143) with the lesson 1 flashcards.

Lead-in

- Tell the class *Today we are learning how to describe clothes*. Write the word *adjectives* on the board. Show some of the lesson flashcards and invite students to guess the meaning of *adjectives* (words that describe a thing).
- Ask the class a simple question about the topic, in students' own language, e.g. *Is your T-shirt (old / new / long / short / beautiful / colourful)?* Elicit answers from different students around the class.

Student Book pages 88–89

1 Listen, point and repeat. 🎧 139

- Focus attention on the photos. Ask different students to tell you what clothes they can see.
- Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording again to repeat the exercise.

2 What's missing? Listen and say. 🎧 140

- Tell students that they are going to hear recordings of the new words, with one word missing from each recording. They must listen and find the missing words.
- Play the recording. Students listen and point to the correct photos as they hear the words. Pause after each set for students to say which word is missing.

Audio transcript

- 1 colourful, beautiful, long, old, new
- 2 long, old, new, colourful, short
- 3 new, long, short, colourful, beautiful
- 4 beautiful, new, long, short, old
- 5 long, short, beautiful, colourful, old
- 6 old, short, new, colourful, beautiful

ANSWERS

short, beautiful, old, colourful, new, long

Optional activity

Play a game of *Number words* (see *Ideas bank* page 142) with the lesson 3 flashcards.

3 Look, listen and follow. 🎧 141 Play the game.

- Tell the class to look at the pictures. Choose different students to say which clothes each person is wearing.

- Tell students that they are going to hear a recording of two children playing a game. They must listen and follow the conversation in their Student Books.
- Play the recording for students to listen and follow. Ask students to point to the correct picture.
- Students take turns to choose one of the pictures and make sentences about what that person is wearing. Their partner says the number for the correct picture.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

4 Listen and follow. 🎧 142 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (May, May's grandpa and Emma) and say what they can see.
- Play the recording for students to listen and follow the story.
- Choose students and ask *Are May's trousers (new / old / colourful / long / short)?* Elicit one-word answers, *Yes*. or *No*.
- Explain that we use *that* and *those* for things that are some distance away from us. We use *that* for one thing and *those* for more than one thing. Point to items in the classroom and model sentences, e.g. *That window is big. Those books are new.*
- Play the recording again for students to follow. Then model each phrase for students to repeat chorally.
- Students work in groups of three to practise acting out the story. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different groups to act out the story for the class.

5 Write.

- Ask students to look at the pictures and say what clothes they can see. Remind students when we use *that* and when we use *those*.
- Students complete the sentences in their books.
- Students can check answers with their partners, then take turns to read the sentences aloud.

ANSWERS

1 That 2 Those 3 That

Assessment for learning

- Ask the class *Do you know the new words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to point to an adjective in their books for their partner, covering the word. Their partner tries to remember and say the word.

6 Listen and follow. Then sing. 🎧 143–144 🎵

- Tell students to look at the *Let's Dress Up!* song. Remind them how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.

- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 DOWNLOAD

- Students work in pairs or groups to design their T-shirt and socks. They draw and colour their designs. If you like, you can ask students to label their designs with adjectives, e.g. *long, short, colourful, beautiful, red, yellow*, etc. Students then move around the classroom looking at their classmates' designs and making sentences, e.g. *That T-shirt is (colourful). Those socks are (long).*

Optional activity

Play a game of *Snap!* using the lesson 3 flashcards (see *Ideas bank* page 143).

Assessment for learning

At the end of the lesson, ask students to tell you one thing they have learned in the lesson, one thing they want to learn next and one question or problem they have. This allows students to reflect on their learning and express their concerns.

Workbook pages 80–81

1 Find, circle and write.

- Students find the words in the puzzle grid and write them under the correct pictures.

ANSWERS

p	l	o	a	q	b	u	b	o	1 new
n	t	b	s	d	m	n	e	w	2 colourful
e	r	f	h	o	t	g	a	h	
c	o	l	o	u	r	f	u	l	3 long
m	l	i	r	u	i	n	t	u	
b	d	s	t	u	o	r	i	i	4 beautiful
v	c	h	a	l	e	s	f	r	5 short
a	e	k	l	o	n	g	u	p	6 old
o	l	i	n	k	r	o	l	o	

2 Read and write the letters.

- Students write letters to match the sentences to the people in the pictures.

ANSWERS

1 d 2 a 3 c 4 c 5 d 6 b 7 a 8 b

3 Read and tick ✓.

- Students look at the pictures and tick the correct sentences.

ANSWERS

1 a 2 b 3 a 4 a 5 b

4 Write.

- Students look at the pictures and complete the sentences.

ANSWERS

- Those trousers are new.
- Those skirts are old.
- That cap is colourful.
- Those socks are beautiful.
- Those shoes are long.
- That jacket is short.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 130 of their Workbooks and complete the *Grammar check* exercises.

Lesson 4: Story

Learning objective

Students will be able to read about a shoemaker and her helpers.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play the *Let's Dress Up!* song again and encourage the students to join in as much as possible.
- Ask students to think about other words they could use in place of the coloured words (*long, hat, T-shirt, colourful*). As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at Student Book pages 90 and 91 and say what they think they will be doing in this lesson (reading a story). Ask students, in their own language, to look at the pictures and guess what the story is about (a shoemaker who is helped by two mice). Write the word story on the board. Tell the class, in their own language, that they're going to read a story about a shoemaker and her helpers.

Student Book pages 90–91

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say what clothes they can see in the story (shoes, trousers, T-shirt, skirt, hat) and what adjectives they could use to describe the clothes (old, new, colourful, small, beautiful). Teach the class the words *shoemaker* and *mice*.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 145

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

3 Who says it? Match and say.

- Tell students to look at the pictures and find the characters in the story.
- Read the speech bubbles aloud, one at a time. Choose different students to find the speech bubbles in the story frames.
- Students draw lines to match the characters to the speech bubbles. They can look back at the story to help them complete the exercise.
- Invite different students to read the speech bubbles aloud and say who says each one.

ANSWERS

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

Mixed ability

- Allow weaker students to work with a partner to complete the exercise, looking back at the story together.
- Stronger students can try to complete the exercise without looking at the story. They can then check answers in pairs and look at the story to make sure they have answered correctly.

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the questions. Establish that the mice help the shoemaker and then the shoemaker helps the mice. Ask students why they think the mice help the shoemaker (because they are kind) and why the shoemaker helps the mice (because she wants to say thank you).
- In the students' own language, ask why they think it is important to help other people (because it is kind to help other people).
- Invite different students to share their opinions with the class. If necessary, prompt with questions in the students' own language, e.g. *Who do you help? Who helps you?*

Global skills: emotional self-regulation and well-being

Helping others promotes personal, social and emotional development because it helps students to form positive relationships with others and to feel confident that they have something to offer other people. This gives students a positive sense of themselves, which is a vital part of emotional well-being.

4 Act out the story.

- Students work in groups of six, with one student for each of the following parts: Narrator, Shoemaker, Female mouse, Male mouse, Female customer, Male customer. As a group, students decide who should take each part. Allow students in groups of fewer than six to take more than one part (e.g. the male and female customer can be played by the same student).
- Ask students to act out the story. Walk around, checking pronunciation and helping with any problems.
- Invite different groups to act out the story for the class.

Team Up! 4

- Students work in groups to complete the missing text in the speech bubbles, colour in the stars in the final frame to give their own rating of the story, then put the frames in order and staple or glue them together to make a group story book.
- Encourage groups to read their books to the class.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook

1 Look at the pictures. What clothes can you see?

- Students look at the story and answer the question.

ANSWERS

jacket, hat, cap, socks

2 Read the story.

- Students read the story to themselves.

3 Read again and match.

- Students read the story again and draw lines to match the speech bubbles to the clothes.

ANSWERS

1 c 2 d 3 a 4 b

4 Write.

- Students complete the lines from the story with the words in the box.

ANSWERS

- 1 Are you cold? Yes, I am.
- 2 Can you catch? Yes, I can.

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about clothes in Italy and Scotland.

Language

Clothes: *shirt, dress, mask, feathers*

Warm up

- Play a game of *Noughts and crosses* (see *Ideas bank* page 142) to review the vocabulary from lesson 1 and lesson 3.
- Choose different students around the class and ask *What clothes have you got? Is your (T-shirt) (colourful / old / new / long / short / beautiful)?*

Lead-in

- In the students' own language, ask the class to look at the photos and try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *Italy* and *Scotland* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about clothes in these countries today.

Student Book pages 92–93

1 Listen, point and repeat. 🎧 146

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.
- Use the photos to teach the word *carnival*. Ask students if they have carnival in their country, and if so, what clothes they like to wear to carnival.

2 Listen and say the number. 🎧 147

- Focus on the photo of Sofia. Ask *Which country is Sofia from?* (Italy)
- Tell students that they are going to hear Sofia talking about her family. They must listen and say the number of the photo when Sofia talks about it.
- Play the recording, pausing each time that Sofia talks about one of the photos, for students to call out the number.

Audio transcript

- I'm Sofia. I'm from Italy. I'm at the carnival.
- This is my grandma. She's got a mask and a white hat.
- Look at that man! He's got a mask. It's got a beak! His feathers are colourful.
- Look! That dress is beautiful! It's orange. It's got flowers.
- This is my brother. He's got a hat, a jacket and a white shirt.

ANSWERS

3, 4, 2, 1

3 Listen to Sofia. Tick ✓ the correct picture. 🎧 148

- Tell the class that now they are going to hear Sofia talking about her friends' carnival clothes. They must listen and tick the picture that shows Sofia's friends.
- Play the recording, pausing for students to choose and tick the correct picture.

Audio transcript

- This is a picture of my friends.
- The boy has got a black hat and a white shirt.
- His jacket is blue, and his trousers are blue, too.
- The girl has got a dress. It's long and purple. It's got flowers.
- Her mask has got feathers.

ANSWERS

b

4 Watch the video. ▶

- Play the video for students.
- Ask students *Where is Lara?* Play the video again, pausing after we learn that Lara is at the carnival in Italy.
- Ask students *What clothes can we see at the carnival?* Play the rest of the video, pausing after each item of clothing is mentioned. Elicit the words from the class (dress, mask, skirt, hat, jacket, shirt, feathers).
- Ask different students *What clothes do you like in the video?*

Video transcript see page 148.

5 Listen and follow. 🎧 149 Then compliment your friends.

- Play the conversation for students to listen and follow.
- Students work in pairs, taking turns to pay each other compliments.
- If you like, you can support students by eliciting all the affirmative adjectives they know (e.g. nice, beautiful, cool, great) and writing them on the board. Students can use the words to pay compliments to their partners.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation.

6 Look and say the clothes. Then listen and read. 🎧 150

- Focus on the photo of Callum. Ask *Which country is Callum from?* (Scotland)
- Ask students to look at the rest of the photos and say what clothes they can see. Elicit answers from different students (skirt, jacket, shirt, hat, socks, shoes).
- Play the recording for students to follow the text in Callum's blog post.

Optional activity

- Ask students to read the text again and write down the clothes that Callum mentions. Choose students to share their answers with the class.
- Ask students around the class to say who is wearing each item – Callum or his sister?

7 Read again. Write T (true) or F (false).

- Read the first sentence aloud. Ask students to find out whether the sentence is true or false. Students read the blog post again and find the information that gives them the answer. Show students the example T.
- Students complete the rest of the exercise in their books. Check the answers as a class.

ANSWERS

1 T 2 F 3 T 4 F

8 Circle the plural endings. Then write *is* or *are*.

- Write the words *hat* and *hats* on the board. Focus attention on the plural *s*. Explain to the class that we use the plural *s* when there is more than one of a thing.
- Write the sentences *This hat is new. These hats are new.* on the board. Underline the words *is* and *are*. Tell the class that we use *is* to talk about one thing and *are* to talk about more than one thing.
- Students complete the exercise in their books. Check the answers as a class.
- Students read Callum's blog post again. They underline the words *is* and *are* and circle the plural endings.

ANSWERS

1 sock(s), is, are 2 feather(s), are 3 is 4 shoe(s), are

Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about using *is* and *are*.
- If further practice is needed, ask students to complete exercise 3 on page 85 of their Workbooks.

9 Write about clothes in your country. Go to your Workbook page 85.

- Ask students to turn to page 85 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 84–85

1 Find and circle. Then write.

- Students circle the words in the wordsnake, then write them under the correct pictures.

ANSWERS

1 dress 2 mask 3 shirt 4 feathers

2 Read and colour.

- Students read the blog post and colour the clothes.

ANSWERS

The dress is green, yellow and blue. The hat is pink and blue. The shoes are red.
The trousers are yellow. The jacket is red, yellow and blue.
The mask is black.

3 Circle the plural endings. Then write.

- Circle the plural endings and complete the sentences with *is* or *are*.

ANSWERS

1 shoe(s), are 2 is 3 sock(s), are 4 is

4 Think about a family member. Write your ideas.

- Students choose a family member and make notes about them.

ANSWERS

Students' own answers

5 Choose a family member. Read. Then write for you and draw.

- Read the example answer aloud as students follow it in their books. Establish that this is what a piece of writing about clothes looks like.
- Ask students to look at the notes they made in exercise 4. They use these notes and the example answer to help them write about the clothes their chosen family member likes. Students can illustrate their writing with a drawing.
- Invite different students to read their pieces of writing to the class.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Learning objective

Students will make a paper chain of boys and girls.

Language

Grammar and vocabulary from the unit

Materials

Plain paper or card, coloured pens and pencils, scissors, glue, tape

Optional: *Team Up!* 5 worksheet

Warm up

- Play a game of *Number words* (see *Ideas bank* page 142) with the lesson 1 and lesson 3 flashcards.

Lead-in

- Tell the class to look at the photo of the finished project at the top of the Student Book page 94. Ask students what they think they're going to do.
- Confirm with students, in their own language, that they will be making a paper chain of boys and girls. Write *Project: a paper chain* on the board.
- Ask students to say what clothes they want their paper boy or girl to wear.

Student Book page 94

1 Listen and read. Learn how to do the project.

🎧 151

- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in groups. Hand out sheets of plain paper / card. Make sure students have coloured pens / pencils, scissors, glue and tape.

- Students follow the instructions to design and make their paper chain. You may need to draw outlines of boys and girls on sheets of paper for students to cut out and decorate. Students use tape to fasten their boys and girls together in a chain.
- Walk around the classroom as students work, helping where necessary.

Team Up! 5 DOWNLOAD

- Students make a list of clothes that they want their paper boy or girl to wear. They then cut out the boy or girl from the template and draw, colour or decorate the boy or girl.

2 Watch the video. Describe your favourite paper boy or girl.

- Play the video for the students.
- Ask students to say which boy or girl they liked best (Poppy's, Tom's, Tia's or Jack's). Then ask students to describe their favourite boy or girl to the class, saying what clothes the boy or girl has got.

Video transcript see page 148.

ANSWERS

Students' own answers

Global skills: communication and collaboration

Make sure students understand that listening to others is just as important a communication skill as expressing our own opinions. Encourage students to listen to each other by asking them questions about what another student has just said, e.g. *What clothes has (Marco's) favourite doll got?*

3 Listen and follow. 152 Present your paper chain to the class.

- Play the recording for students to listen and follow.
- Invite different students to present their paper chains to the class. If necessary, ask questions as a prompt, e.g. *Have you got a boy or a girl? Has he / she got a (jacket)? What colour is his / her (hat)?*

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

Student Book page 95

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the clothes words and adjectives that they can remember.

ANSWERS

Clothes: cap, socks, shoes, T-shirt, skirt, hat

Adjectives: long, short, old, new, colourful, beautiful

Optional activity

Ask students if they can name more clothes they have learned, which are not included here. Write their answers on the board, e.g. jacket, trousers.

2 Choose and do two activities.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to raise their hands if they chose exercise 6. Make sure that the students who chose this exercise are sitting together so that they can work in pairs. Move students if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

ANSWERS

1 1 This is her jacket. 2 These are his socks.

3 These are her trousers.

2 1 Her 2 His 3 Her

3 These / Those socks are old.

This / That shirt is colourful.

This / That dress is beautiful.

These / Those shoes are new.

4 Students' own answers

5 His hat is black. His T-shirt is blue / purple. His trousers are blue. Her skirt is orange. Her shirt is orange.

6 Students' own answers

Workbook pages 86–87

1 Look, read and number.

- Students look at the picture and number the words.

ANSWERS

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

2 Look at 1 and write.

- Students find the clothes in the picture in exercise 1 and complete the sentences.

ANSWERS

1 These are his shoes.

2 This is her skirt.

3 These are his socks.

4 This is her jacket.

5 These are his trousers.

6 This is his cap.

3 Circle the odd one out.

- Students circle the odd word out in each set.

ANSWERS

1 new 2 beautiful 3 shirt 4 jacket 5 long

6 feathers

4 Write.

- Students complete the sentences with the words in the boxes.

ANSWERS

1 That jacket is new.

2 Those feathers are old.

3 That hat is beautiful.

4 Those socks are short.

5 That skirt is colourful.

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 7 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Unit test

- The students are now ready to do the Unit 7 test, downloadable from the Teacher's resources on Oxford English Hub.

Lesson 1: Words

Learning objective

Students will be able to talk about fruit.

Language

Fruit: *bananas, pears, kiwis, oranges, apples, mangoes, grapes, strawberries*

Functional language: *How many (oranges)? (Fifteen) (oranges)!*

Warm up

- Play a game of *Find the cards* with the class to review clothes and adjectives (see *Ideas bank* page 142).

Lead-in

- Tell the class *Today we are learning about fruit*. Write the word *fruit* on the board. Show the flashcards for the lesson and invite students to guess the meaning of *fruit*.
- Ask the class a simple question about the lesson topic, e.g. *What fruit do you like?* Elicit answers from different students and repeat their answers in English.

Student Book pages 96–97

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture, or ask students to look at the picture in their Student Books. Encourage students to share their knowledge by naming some of the things they can see in English. Prompt students, if necessary, by asking *Can you see (a dog)?*

SUGGESTED ANSWERS

Students can see a dog, a baby, a boy / brother and a dad. They can name the clothes and parts of the body in the picture and the colours of the items.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

2 Listen, point and repeat. 153

- Play the recording. While students listen, have them point to the fruit in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play the game *What's missing?* using the lesson flashcards (see *Ideas bank* page 142).

3 Say the chant. 154

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in their Student Books as they listen.

- Play the recording a few more times for students to join in as much as possible.

Audio transcript

bananas,	pears, pears	apples,	kiwis, kiwis
bananas		apples	
oranges,	mangoes,	grapes,	strawberries,
oranges	mangoes	grapes	strawberries

4 Play the Colours game.

- Read the conversation aloud. In the students' own language, explain that, in the game, one person chooses a fruit from the picture in exercise 2 and says what colour(s) the fruit is. Their partner has to guess the correct word.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to say colours for their partner to guess the fruit.

5 Count and draw the missing fruit. Then point and say.

- Ask students to look at the pictures and say what fruit they can see. Show the class the numbers under the pictures.
- Point to the number 3 under the first picture. Ask students to count the mangoes in the picture and say how many more mangoes they need to draw (one).
- Students work with their partners to decide how many pieces of fruit to draw in each picture, then draw the missing pieces.
- Invite students to point to their pictures, count each of the pieces of fruit and say *(three) (mangoes)*.

ANSWERS

three mangoes, nine strawberries, two bananas, six oranges, eight kiwis, ten grapes, seven pears, five apples

6 Count the fruit on page 96. Write the numbers.

- Read the word *oranges* aloud. Tell students to look at the picture on page 96 and count the oranges. Show the class the example number 15.
- Students complete the exercise by counting the fruit in the picture on page 96 and writing the numbers next to the correct words. Students can check the answers in pairs before reporting back to the class.

ANSWERS

15 oranges, 13 pears, 20 grapes, 11 bananas, 12 mangoes, 19 strawberries, 14 apples, 18 kiwis

7 Listen and repeat. 155 Look at 6. Ask and answer.

- Focus on the speech bubbles. Play the recording, pausing after each line for students to repeat. Play the recording again, pausing for students to repeat the sentences and act them out.
- Model a few more exchanges with volunteers.
- Students work in pairs. They take turns to ask and answer questions about the fruit on page 96 of the Student Book, using the speech bubbles as a model.

- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Optional activity

Ask students to say which fruit from this lesson they like and which fruit they don't like. Using the students' own language, ask them which fruit they haven't tried yet. Explain to the class that it's important to try new things because they might be things we like.

Assessment for learning

- Time for feedback! Ask the class, in their own language, *How do you feel about the new words for fruit?* Using your usual feedback routine (see *Assessment for learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- For further practice of new words, play more flashcard games (see *Ideas bank* page 142).

Team Up! 1 DOWNLOAD

- Students work in pairs or small groups. They cut out the card and fold it following the arrow so that the text is on the front. They choose a fruit and write the word on the outside of the card. Inside the card, they draw some fruit. They can choose the number they want to draw. Students then ask another pair to guess the number of pieces of fruit that appear inside the card.

Workbook pages 88–89

1 Read and number.

- Students number the fruit in the picture to match the words.

ANSWERS

- 1 kiwis (box far left, numbered 1)
- 2 apples (box back right of counter)
- 3 strawberries (5 punnets on left of counter)
- 4 oranges (box front right of counter)
- 5 grapes (box centre front)
- 6 bananas (hanging back left)
- 7 pears (box back right of shelf)
- 8 mangoes (middle box on counter)

2 Write.

- Students write the words next to the pictures.

ANSWERS

- 1 oranges
- 2 kiwis
- 3 grapes
- 4 mangoes
- 5 apples
- 6 strawberries
- 7 pears
- 8 bananas

3 Read and colour.

- Students look at the key and colour the fruit according to the numbers on them.

ANSWERS

- a yellow b purple c green d green e red
f orange

4 Look at 3 and write.

- Students look at the coloured fruits in exercise 3 and complete the sentences.

ANSWERS

- 1 kiwis
- 2 oranges
- 3 grapes
- 4 strawberries
- 5 bananas
- 6 apples

5 Read, count and write.

- Students read the questions, count the fruit in the picture and write the answers. If they need help with the functional language, they can use the conversation in exercise 7 on page 97 of their Student Book to help them.

ANSWERS

- 1 Six apples.
- 2 Eight oranges.
- 3 Ten strawberries.
- 4 Four mangoes.
- 5 Three pears.

Assessment for learning

Write the word *fruit* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about fruit. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to talk about fruit they like and don't like.

Language

I like (apples). I don't like (oranges).

Warm up

- Play a game of *What's missing?* (see *Ideas bank* page 142) to review the fruit vocabulary from lesson 1.

Lead-in

- Write the word *fruit* on the board and ask students if they remember what this word means.
- Tell the class, in their own language, that today they will learn how to talk about fruit they like and don't like.
- Draw a ☺ and a ☹ on the board. Hold up the lesson 1 flashcards one at a time and ask students to say the words, then say *I like (pears). / I don't like (bananas)*. Stick the flashcards under the correct faces on the board.

Assessment for learning

Make sure students understand that they are not competing with other students in the class. Instead, they are trying to do better than their own previous achievements. Everyone is different, but everyone can improve.

1 Listen and follow.  156 **Then act.**

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Nina and Hector) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose different students and ask them to name the fruit in the grammar cartoon.
- Play the recording again for students to follow.
- Students work in pairs to act out the grammar cartoon. In their pairs, students choose which character they are going to play (Nina or Hector).
- Students act out the story in their pairs. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

2 Listen and number. Then listen and repeat.  157

- Tell students to look at the picture. Point to each person in the picture and ask students, at random, to name the fruit each person is looking at.
- Play the first item on the recording. Ask students to point to the correct fruit and the correct person in the picture. Show students example number 1.
- Play the rest of the recording for students to number the people in the picture.
- Play the recording again, pausing for students to repeat the sentences.

Audio transcript

- 1 I like grapes.
- 2 I don't like bananas.
- 3 I don't like strawberries.
- 4 I like pears.
- 5 I don't like mangoes.
- 6 I like kiwis.

ANSWERS

(clockwise starting from the girl on the top left) 4, 1, 2, 5, 3, 6

3 Look at 2. Say and point.

- Focus on the speech bubbles. Read the sentences aloud and ask students to point to the correct person in the picture in exercise 2.
- Invite volunteers to model more sentences for the rest of the class to point to the correct people and say the numbers.
- Students work in pairs, taking turns to say a sentence about a person in the picture. Their partner points to the correct person and says the number.

4 Read and number.

- Point to the pictures and ask different students to say what fruit they can see.
- Read the first sentence aloud and ask students to point to the correct picture. Show the class example number 1.
- Students read the remaining sentences, choose the correct pictures and write the numbers. Check the answers as a class.

ANSWERS

a 2 b 4 c 1 d 3

Optional activity

- For further practice of the grammar, stick the lesson 1 flashcards on the board. Point to each one and elicit true sentences from students around the class, using *I like ... or I don't like ...*, e.g. *I like apples. / I don't like bananas.*
- Encourage students to show a thumbs up gesture for fruit they like and a thumbs down gesture for fruit they don't like so that you can check that they are using the grammar correctly.

5 What do you like? Draw 😊 **or** ☹️.

- Students complete the faces with happy mouths or sad mouths to show whether or not they like the fruit in the photos.

ANSWERS


Students' own answers

6 Write.

- Students look at the pictures and complete the sentences based on what fruit they do and don't like.
- Students can read their sentences aloud in pairs before showing their pictures to the class, pointing to the faces, and reading their sentences.

ANSWERS

Students' own answers

Team Up! 2 

- Students work in pairs or groups to decide what they want to include in their fruit salads. They write the fruit words on the long lines and the number of each fruit on the shorter lines and draw a picture of the correct number of each fruit in the boxes.
- Invite students to show their recipes to the class and say how much of each fruit is in their fruit salad.

Workbook pages 90–91

1 Read and tick ✓.

- Students look at the pictures and tick the correct sentences.

ANSWERS

1 I like grapes. 2 I don't like apples. 3 I don't like oranges. 4 I like mangoes.

2 Circle the fruit you like.

- Students circle the fruit they like in green and the fruit they don't like in red.

ANSWERS

Students' own answers

3 Look at 2 and write.

- Students look at their answers in exercise 2 and complete the sentences in exercise 3.

ANSWERS

Students' own answers

4 Read and write the names.

- Students read the sentences, look at the picture and decide which child each set of sentences describes.

ANSWERS

1 Leo 2 Anna

5 Write.

- Students look at the pictures and write sentences.

ANSWERS

1 I like strawberries. 2 I like mangoes. 3 I like oranges.
4 I don't like bananas. 5 I don't like apples.
6 I don't like kiwis.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 131 of their Workbooks and complete the *Grammar check* exercises.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about and ask for food.

Language

Food: *pizza, soup, noodles, salad, juice, ice cream*

Can I have some (noodles), please? Yes, here you are. / No, sorry.

Warm up

- Play *Memory game* (see *Ideas bank* page 142) with the lesson 1 vocabulary. Start with the sentence *I like (apples)*.

Lead-in

- Tell the class *Today we are learning how to talk about food*. Write the word *food* on the board. Show some of the lesson flashcards and invite students to guess the meaning of the word *food*.
- Ask the class a simple question about the topic, in students' own language, e.g. *What food do you like?* Elicit answers from different students. Repeat their answers in English.

Student Book pages 100–101

1 Listen, point and repeat. 🎧 158

- Focus attention on the photos. Ask different students to tell you what food they can see.
- Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording again for students to repeat the exercise.

2 What's missing? Listen and say. 🎧 159

- Tell students that they are going to hear recordings of the new words with one word missing from each recording. They must listen and find the missing word.

- Play the recording for students to listen and point to the correct photos as they hear the words. Pause after each set for students to say which word is missing.

Audio transcript

- pizza, soup, noodles, salad, juice
- pizza, soup, noodles, salad, ice cream
- pizza, soup, salad, juice, ice cream
- pizza, noodles, salad, juice, ice cream
- pizza, soup, noodles, juice, ice cream
- soup, noodles, salad, juice, ice cream

ANSWERS

ice cream, juice, noodles, soup, salad, pizza

Optional activity

Play a game of *Word cloud* using the flashcards (see *Ideas bank* page 143).

3 Look, listen and follow. 🎧 160 Play the game.

- Tell the class to look at the pictures. Choose different students to say which food each person likes / doesn't like.
- Tell students that they are going to hear a recording of two children playing a game. They must listen and follow the conversation in their Student Books.
- Play the recording for students to listen and follow. Ask students to point to the correct person.
- Students take turns to choose one of the people, then make sentences about what food that person likes / doesn't like. Their partner names the correct person.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

4 Listen and follow. 🎧 161 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (May and some fast-food restaurant staff) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose students and ask *What food has May got?*
- Play the recording again for students to follow.
- Students work in pairs to practise acting out the story.
- Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

5 Write.

- Ask students to look at the pictures and say what food they can see.
- Students complete the conversations in their books.
- Students can check the answers with their partners, taking turns to read the questions and answers aloud.

ANSWERS

2 Yes, here you are. 4 No, sorry. 6 Yes, here you are.

Assessment for learning

- Ask the class *Do you know the new words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to point to a food in their books for their partner, covering the word. Their partner tries to remember and say the word.

6 Listen and follow. Then sing. 162–163

- Tell students to look at *The Noodles Song* lyrics. Remind students of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3

- Students choose a name for their restaurant and write it in the space at the top of the template. They then write the words for the food on sale and draw pictures of those food items in the spaces. Alternatively, students can write the name of their restaurant and draw and label pictures of food on sheets of paper.
- Invite students to show their menus to the class and to point to and name the food.

Optional activity

Play a game of *Slow reveal* (see *Ideas bank* page 142) with the lesson 3 flashcards.

Workbook pages 92–93

1 Find and circle. Write.

- Students find the words in the wordsnake and write them under the correct pictures.

ANSWERS

1 pizza 2 juice 3 soup 4 ice cream 5 salad
6 noodles

2 What do you like? Write.

- Students look at the pictures and write sentences that are true for them.

ANSWERS

Students' own answers

3 Read and number.

- Students number the pictures to match the questions.

ANSWERS

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

4 Write the questions and answers.

- Students look at the people in the picture and write the questions and answers.

ANSWERS

- 1 Can I have some salad, please?
- 2 Yes, here you are!
- 3 Can I have some ice cream, please?
- 4 Yes, here you are!
- 5 Can I have some soup, please?
- 6 No, sorry!

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 131 of their Workbooks and complete the *Grammar check* exercises.

Lesson 4: Story

Learning objective

Students will be able to read about two friends.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play *The Noodles Song* again and encourage students to join in as much as possible.
- Ask students to think about other words they could use in place of the coloured words (*ice cream* and *pizza*). As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at Student Book pages 102 and 103 and say what they think they will be doing in this lesson (reading a story). Ask students, in their own language, to look at the pictures and guess what the story is about (a fox and a stork who play tricks on each other). Write the word *story* on the board. Tell the class, in their own language, that they're going to read a story about two friends.

Student Book pages 102–103

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say what food (soup, juice) they can see in the story. Ask students what other words they know for things in the pictures (door, window, hat, tree). Teach the class the words *fox* and *stork*.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 164

- Tell the class that they are going to watch or listen to the story.

- Play the video or the recording for students to follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

3 Listen and number. 🎧 165 Then find and say.

- Ask students to look at the pictures. Choose different students to find the pictures in the story frames. Point to the relevant character in the story frame and read their speech bubble aloud, e.g. *I can't eat my soup* (frame 3).
- Play the first item on the recording and ask students to point to the correct picture. Show the class example number 1.
- Play the rest of the recording for the students to number the pictures in order.
- Ask *What's number (1)?* Students point to the correct picture in their books (the stork trying to eat soup).
- Choose different students to point to the pictures in the story frames and say the lines from the story.

ANSWERS

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

Audio transcript

- 1 **Stork** I can't eat my soup.
- 2 **Fox** Can I have some orange juice, please?
- 3 **Fox** Hello, Stork. Come in!
- 4 **Fox** I can't drink my juice.
- 5 **Stork** Can I have some soup, please?
- 6 **Fox** Yes, here you are.
- 7 **Stork** Hello, Fox. Come in!
- 8 **Stork** Goodbye!

Think, feel, grow

- Focus students' attention on the task and read the question aloud. Ask students to think about the answer.
- Choose different students to answer the question. Establish that the fox and the stork are not good friends because they play tricks on each other. They give each other food that their friend can't eat, which is not kind. Establish that good friends are kind to each other and help each other. They understand that everyone is different and has different needs.
- In the students' own language, ask why they think it is important to be a good friend (because it is important to be kind and respectful to other people and to treat other people the way we would like to be treated).
- Invite different students to share their opinions with the class. If necessary, prompt with questions in students' own language, e.g. *Who are your good friends? How are they good friends to you? How are you good friends to them?*

Global skills: emotional self-regulation and well-being

Having good friends and being a good friend are important for students' emotional well-being. Forming and maintaining friendships help students' emotional and social development and enable them to practise communication skills. Having good friends promotes empathy and decreases stress. It also boosts happiness and self-confidence and helps students to develop a positive outlook on life.

4 Act out the story.

- Students work in groups of three, with one student for each of the following parts: Narrator, Fox, Stork. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share the role of Narrator.
- Ask students to act out the story. Walk around the classroom, checking pronunciation and helping with any problems.
- Invite different groups to act out the story for the class.

Global skills: digital literacy

If possible, encourage students to make a video recording of their story performance. You can post the videos on the school website or blog or play them in the classroom for students to watch, enjoy and evaluate their performances.

Team Up! 4 DOWNLOAD

- Students work in pairs or teams to think of and write down true / false sentences about the story. They then pass their paper to another team, who have to read the sentences and decide whether each one is true or false.
- Students can mark each other's answers and award one point for each correct answer to find the winning student / team.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook pages 94–95

1 Look at the pictures. Which food can you see?

- Students look at the story and answer the question.

ANSWERS

soup, noodles, juice

2 Read the story.

- Students read the story to themselves.

3 Read again and write T (true) or F (false).

- Students read the story again and decide whether each sentence is true or false.

ANSWERS

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

4 Order the words.

- Students write the words in order to make sentences from the story.

ANSWERS

1 Are you hungry? 2 I've got some noodles.
3 I can't eat my noodles.

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about breakfast in Turkey and Vietnam.

Language

Breakfast food: *eggs, bread, cheese, olives*

Warm up

- Play a game of *Find the cards* (see *Ideas bank* page 142) to review the vocabulary from lesson 1 and lesson 3.
- Choose different students around the class and ask *What food do you like?*

Lead-in

- In the students' own language, ask the class to look at the photos on Student Book pages 104 and 105 to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *Turkey* and *Vietnam* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about breakfast in these countries today.

Student Book pages 104–105

1 Listen, point and repeat. 🎧 166

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.
- Use the photos to teach the word *breakfast*. Ask students what food they like for breakfast. If necessary, repeat their answers in English.

2 Listen and say the number. 🎧 167

- Focus on the photo of Esmā. Ask *Which country is Esmā from?* (Turkey)
- Tell students that they are going to hear Esmā talking about what food she likes for breakfast. They must listen and say the number of the photo when Esmā talks about it.
- Play the recording, pausing each time that Esmā talks about one of the photos, for students to call out the number.

Audio transcript

I'm Esmā. I'm from Turkey.

- It's breakfast time. I like bread for breakfast.
- And I like eggs for breakfast, too.
- I like olives.
- And I like cheese.

ANSWERS

2, 1, 4, 3

3 Listen to Esmā's sister. Tick ✓ or cross X. 🎧 168

- Tell the class that now they are going to hear Esmā's sister talking about the food she likes / doesn't like for breakfast. They must listen and tick the food that Esmā's sister likes and cross the food that she doesn't like.
- Play the recording, pausing for students to tick or cross the correct pictures.

Audio transcript

- 1 I like bread.
- 2 I like cheese.
- 3 I don't like olives.
- 4 I don't like eggs, and I don't like salad.
- 5 I like oranges.
- 6 I don't like apple juice.

ANSWERS

1 ✓ 2 ✓ 3 X 4 X 5 ✓ 6 X

Optional activity

Students work in pairs. They look at the pictures in exercise 3, taking turns to ask and answer questions, e.g. *Do you like (bread)? Yes, I do. / No, I don't.* Ask different students to say which food in the pictures they have for breakfast.

4 Watch the video. ▶

- Play the video for students.
- Ask students *What does Ahmet like for breakfast?* Play the video again, pausing after each food that Ahmet says he likes (cheese, oranges, salad, bread, eggs).
- Ask different students *What food in the video do you like?*

Video transcript see page 149.

Optional activity

Stick the flashcards from this lesson and lesson 1 on the board. Play the video again for students to watch and write the food that Ahmet mentions. Invite students to share their answers with the class.

5 Listen and follow. 🎧 169 Then talk about your breakfast.

- Play the conversation for students to listen and follow.
- Students work in pairs, taking turns to say what food they like / don't like for breakfast.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation for the class.

6 Look and say the food. Then listen and read. 🎧 170

- Focus on the photo of Duong and the text on the page that says *Vietnam*. Ask *Which country is Duong from?* (Vietnam)
- Ask students to look at the rest of the photos and say what food they can see in each photo. Elicit answers from different students around the class.

- Play the recording for students to follow the text in Duong's personal account.

7 Read again. Write *T* (true) or *F* (false).

- Read the first sentence aloud. Ask students to find out whether the sentence is true or false. Students read through the personal account again and find the information that gives them the answer. Show students the example *T* in sentence 1.
- Students complete the rest of the exercise in their books. Check the answers as a class. Invite different students to correct the sentences.

ANSWERS

1 T 2 F 3 F 4 F

Mixed ability

- Ask weaker students to complete the exercise with their partners. Tell them to underline the information in the text which gave them their answers. They can then join with another pair and compare answers.
- Fast finishers can correct the false sentences in their notebooks, then compare answers with their partner.

8 Circle *n't* and match.

- Write the sentence *I don't like soup.* on the board. Focus attention on the contraction *don't*. Explain to the class that we use contractions to shorten two words into one word. Explain that *don't = do not*.
- Students complete the exercise in their books. Check the answers as a class.

ANSWERS

1 d 2 c 3 a 4 b

- Students read Duong's personal account again and circle the negative contractions.

Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about using *don't*.
- If further practice is needed, ask students to complete exercise 3 on page 97 of their Workbooks.

9 Write about breakfast in your country. Go to your Workbook page 97.

- Ask students to turn to page 97 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 96–97

1 Write.

- Students write the words under the correct pictures.

ANSWERS

1 bread 2 cheese 3 olives 4 eggs

2 Read and number.

- Students read the personal accounts and write the numbers next to the matching pictures.

ANSWERS

a 3 b 1 c 2

3 Rewrite the sentences with *n't*.

- Students rewrite the sentences using the negative contractions.

ANSWERS

1 I don't like bread. 2 No, I don't. 3 I don't like fish. 4 I don't.

4 Write your ideas.

- Students make notes about the food they like / don't like for breakfast and their favourite food to have for breakfast.

ANSWERS

Students' own answers

5 Read. Then write for you and draw.

- Read the example answer aloud as students follow it in their Student Books. Establish that this is what a piece of writing about breakfast looks like.
- Tell students to look at the notes they made in exercise 4. They use these notes and the example answer to help them write about the food they like / don't like for breakfast. Students can illustrate their writing with a drawing.
- Invite students to read their pieces of writing to the class.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Learning objective

Students will make a market stall and do a shopping role play.

Language

Grammar and vocabulary from the unit

Materials

Plain paper or card, coloured pens and pencils, scissors, tape, tablecloths (optional)

Optional: *Team Up!* 5 worksheet

Warm up

- Play a game of *Bingo!* (see *Ideas bank* page 142) with the lesson 1 and lesson 3 flashcards.

Lead-in

- Tell the class to look at the photo of the finished project at the top of Student Book page 106. Ask students what they think they're going to do.
- Confirm with students, in their own language, that they will be making a market stall and doing a shopping role play. Write *Project: a shopping role play* on the board.
- Ask students to say what food they want to sell at their market stall.

1 Listen and read. Learn how to do the project.

171

- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in groups. Hand out sheets of plain paper / card. Make sure the students have coloured pens / pencils, scissors and tape. If you have them, you can hand out a tablecloth to each group for them to place over a desk to make their market stall. Students place their food on their desk to make a market stall. They can make a sign for their market stall and tape it to the front of the desk.
- Students follow the instructions in the Student Book to make their market stall, then move around the classroom looking at each other's market stalls and seeing what they can buy.
- Walk around the classroom as students work, helping where necessary.

Team Up! 5 **DOWNLOAD**

- Students circle the food they want to include in their role play and cut them out. If you like, you can have students stick the pictures onto card to make them stronger.

2 Watch the video. What can Tia buy?

- Play the video for the students.
- Ask students to say what Tia can buy (mangoes and eggs).
- Play the video again and ask students to say what Jack can buy (strawberries and pizza).
- Ask students to say which food in the video they like / don't like.

Video transcript see page 149.

ANSWERS

Tia can buy mangoes and eggs.

3 Listen and follow. Do the shopping role play.

- Play the recording for students to listen and follow.
- Invite students around the class to model the exchange.
- Students do the shopping role play. They can move around the classroom and visit as many different market stalls as you have time for.

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the fruit and food words that they can remember.

ANSWERS

Fruit: pears, apples, oranges, grapes, kiwis, bananas
Other food and drink: noodles, soup, salad, pizza, juice, ice cream

Optional activity

Ask students if they can name more fruit they have learned that are not included here. Write their answers on the board, e.g. *mangoes, strawberries*.

2 Choose and do two activities.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to raise their hands if they chose activities 2, 3, 4 or 5. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

ANSWERS

- 1 I like apples. 2 I don't like eggs. 3 I like noodles.
- 1 How many pears? Two pears.
2 How many strawberries? Six strawberries.
3 How many mangoes? Three mangoes.
4 How many grapes? Seven grapes.
- Students' own answers
- Can I have some ice cream / soup / salad / pizza, please?
Yes, here you are. / No, sorry.
- Students' own answers
- Students' own answers

1 Match and write.

- Students draw lines to match the word halves and the pictures, then write the words next to the pictures.

ANSWERS

- 1 kiwis 2 bananas 3 mangoes 4 strawberries
- 5 ice cream

2 Colour the fruit words green.

- Students colour the lozenges with fruit words in green.

ANSWERS

grapes, apples, oranges, mangoes, pears

3 Read and draw.

- Students read the sentences and copy the pictures of the food into the correct boxes.

ANSWERS

In smiley face box: salad, pizza, strawberries
In sad face box: cheese, bread, ice cream

4 Order the words.

- Students write the words in order to make sentences.

ANSWERS

- 1 I like olives. 2 I don't like soup. 3 Do you like juice?
- 4 No, I don't.

5 Write questions.

- Students look at the people in the picture and write their questions.

ANSWERS

- 1 Can I have some cheese, please?
- 2 Can I have some bread, please?
- 3 Can I have some eggs, please?
- 4 Can I have some ice cream, please?

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 8 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Tests

- The students are now ready to do the Unit 8 test or the End-of-term test 2, downloadable from the Teacher's resources on Oxford English Hub.

Food

Learning objective

Students will be able to read and understand recipes and a story in verse.

Language

Vocabulary and grammar from Units 7 and 8

Warm up

- Play a game of *Noughts and crosses* using the flashcards from Units 7 and 8 (see *Ideas bank* page 142).

Lead-in

- Tell the class *Today we are going to read*. Ask students to look at the texts on Student Book pages 108 and 109 and say what kinds of text they think each one is (recipes and a story in verse).

Student Book pages 108–109

1 Listen and read. 173 Which smoothie do you like?

- Focus students' attention on the recipes. Ask them to say how many recipes there are (two). Ask students to say English words for the food they can see in the pictures (mango, banana, pineapple, coconut, juice, strawberries, honey, grapes, apple). Use the pictures to teach the words *smoothie*, *blender*, *glasses*, *blueberries* and *ice*.
- Ask students, in their own language, if they have ever had a smoothie and, if so, what was in it and whether they liked it.
- Tell the class that they are going to listen to a recording of the recipes.
- Play the recording for students to follow the recipes in their Student Books. Encourage students to point to the photos as they are mentioned.
- Play the recording again for students to follow.
- Ask different students to say which smoothie they like.

ANSWERS

Students' own answers

2 Read again. Write *S* (Sun smoothie) or *B* (Breakfast smoothie).

- Read the first sentence aloud and ask students which smoothie the sentence is about (Breakfast smoothie). Students look back at the recipes to find the answer. Show the class the example *B*.
- Students read the recipes again, decide which smoothie each sentence is about and write *S* or *B* in their books.
- Check the answers by asking different students to read the sentences aloud and say which smoothie each sentence is about.

ANSWERS

1 B 2 S 3 S 4 B

Optional activity

Play a game of *Number words* using the food flashcards from Unit 8 (see *Ideas bank* page 142).

3 Talk about the pictures. Then listen and read.

174

- Ask different students to say what they can see in the pictures (man, trees, house, door, windows, flowers, bird), who they think the characters are and what colours they can see (green, red, orange, black, purple, blue, white, yellow, brown).
- Ask students, in their own language, to guess what the story in each verse is about (a bread boy who runs away). Tell the class, in their own language, that they're going to listen to a recording and read a story in verse about a bread boy.
- Invite students to make predictions about what happens in the story, using their own language.
- Play the recording for students to follow the story. Encourage students to point to the pictures in their Student Books as they listen.
- Play the recording again for students to follow. If you like, you can play the story once more for students to enjoy.

4 Read again. Circle.

- Read the first sentence aloud and ask students to say which of the answer options is correct. Students look back at the story text to find the information that gives them the answer. Show the class the circled example answer (Bread boy).
- Students read the story in verse again, find the answers and circle the correct words in their books.
- Check the answers by asking different students to read the sentences with the correct words aloud.

ANSWERS

1 Bread boy 2 cold 3 hungry 4 can

Optional activity

Play a game of *Pass the flashcards* using the flashcards from Units 7 and 8 (see *Ideas bank* page 142). Play the videos or the recordings of the songs from Units 7 and 8 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.

Lesson 1: Words

Learning objective

Students will be able to talk about places at home.

Language

Places at home: *bedroom, upstairs, bathroom, living room, downstairs, dining room, kitchen, garden*

Functional language: *Where's the bedroom? It's upstairs.*

Warm up

- Play a game of *Have you got ... ?* with the class to review fruit and food words (see *Ideas bank* page 143).

Lead-in

- Tell the class *Today we are learning about places at home.* Write the phrase *Places at home* on the board. Show the flashcards for the lesson and invite students to guess the meaning of *Places at home*.
- Ask the class a simple question about the topic, e.g. *What places has your home got?* Elicit answers from different students and repeat their answers in English.

Student Book pages 110–111

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture, or ask students to look at the picture in their Student Books. Encourage students to share their knowledge by naming some of the things they can see in English. Prompt students, if necessary, by asking *Can you see (a teddy)?*

SUGGESTED ANSWERS

Students can see a teddy, a window, bananas, flowers, a tortoise, a skateboard, chairs and a clock and can name the colours of the items.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

2 Listen, point and repeat. 🎧 175

- Play the recording for students to listen and point to the objects in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play a game of *Number words* using the lesson flashcards (see *Ideas bank* page 142).

3 Say the chant. 🎧 176

- Tell students that they are going to hear the new words in a chant. Play the recording. Students listen and point to the words in their Student Books.

- Play the recording a few more times for students to join in as much as possible.

Audio transcript

bedroom, bedroom upstairs, upstairs bathroom, bathroom
 living room, dining room, downstairs,
 living room dining room downstairs
 kitchen, kitchen garden, garden

4 Play the Numbers game.

- Read the conversation aloud. In the students' language, explain that in the game, one person chooses a place from the picture in exercise 2 and says the number of that place. Their partner has to find the place in the picture and say the word.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to say numbers for their partner to find and say the words.

5 Look and number. Then point and say the places.

- Ask students to look at the small pictures and decide in which place in the house each person is. They write the numbers for the parts of the house next to the pictures.
- Students work in pairs to complete the exercise, then check the answers with another pair.
- Invite students to point to the pictures, say the numbers, then say the places the people are in.

ANSWERS

a 7 – kitchen b 6 – dining room c 2 – upstairs
 d 4 – living room e 8 – garden f 1 – bathroom
 g 5 – downstairs h 3 – bedroom

Global skills: creativity and critical thinking

Puzzle activities promote critical thinking and help students to develop problem-solving skills. Before setting up a puzzle-type activity in class, ask students to discuss the activity with their partner and, together, decide what they think they need to do. Invite pairs to share their ideas with the class and then tell the class which instructions were correct.

6 Look at the house in 5. Read and number.

- Read the word *living room* aloud. Ask students to look at the picture of the house in exercise 5 and find the number for the living room. Show the class the example number 4.
- Students complete the exercise by finding the numbers in exercise 5 and writing them next to the correct words. Students can check the answers with their partners before reporting back to the class.

ANSWERS

living room 4, upstairs 2, garden 8, bedroom 3,
 dining room 6, downstairs 5, kitchen 7, bathroom 1

7 Listen and repeat. 177 Look at page 110. Ask and answer.

- Focus on the speech bubbles. Play the recording, pausing after each line for students to repeat. Play the recording again, pausing for students to repeat the sentences and act them out.
- Model a few more exchanges with volunteers.
- Students work in pairs, taking turns to ask and answer questions about the rooms on page 110, using the speech bubbles in their Student Books as a model. Explain that students can't ask about *upstairs* or *downstairs* because those words are the answers and are used to describe the location of all the other places at home.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Assessment for learning

- Time for feedback! Ask the class, in students' own language, *How do you feel about the new words for places in the home?* Using your usual feedback routine (see *Assessment for learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- For further practice of new words, play more flashcard games (see *Ideas bank* page 142).

Team Up! 1 DOWNLOAD

- Students can either draw rooms on Worksheet 1 or cut out, share, colour and then stick the pictures of rooms from Worksheet 2 onto Worksheet 1. One square has been left blank on Worksheet 2 so students can choose a sixth room.
- Once the house has been designed, students can show their house pictures to the class. Classmates can ask questions for the student to answer, e.g. *Where's the living room? It's upstairs / downstairs.*

Workbook pages 100–101

1 Read and number.

- Students number the words to match the places in the picture.

ANSWERS

bedroom 1, living room 5, bathroom 2, kitchen 7, dining room 6, garden 8, downstairs 4, upstairs 3

2 Write.

- Students write the words next to the pictures.

ANSWERS

1 living room 2 kitchen 3 bedroom 4 garden
5 dining room 6 bathroom 7 downstairs 8 upstairs

3 Write.

- Students decide where the people in the pictures are and complete the sentences.

ANSWERS

1 bedroom 2 dining room 3 bathroom 4 kitchen
5 living room 6 garden

4 Write.

- Students read the questions, find the rooms in the picture and write the answers. If they need help with the functional language, they can use the conversation in exercise 7 on page 111 of their Student Book to help them.

ANSWERS

1 upstairs 2 downstairs 3 downstairs 4 upstairs
5 downstairs 6 upstairs

Assessment for learning

Write the phrase *Places at home* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about places at home. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to ask where someone is.

Language

Is (Hector / he / she) in the dining room? Yes, he / she is. / No, he / she isn't.

Warm up

- Play a game of *Pass the flashcards* (see *Ideas bank* page 142) to review the vocabulary from lesson 1.

Lead-in

- Write the phrase *Places at home* on the board and ask students if they remember what this phrase means.
- Tell the class, in their own language, that today they will learn how to ask where someone is.
- Invite a student to come to the front of the classroom. Give the student a lesson 1 flashcard and ask them to hold it up for the rest of the class to see. Ask questions to the rest of the class, e.g. *Is (he / she) in the (dining room)?* Elicit one-word answers, *Yes* or *No*. Say students' answers in the lesson grammar, e.g. *Yes, he / she is. / No, he / she isn't.*

Student Book pages 112–113

1 Listen and follow. 178 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Nina and Hector) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose students and ask them to name the places in the grammar cartoon.
- Play the recording again for students to follow.
- Students work in pairs to act out the grammar cartoon. In their pairs, students choose which character they are going to play (Nina or Hector).

- Students act out the story in their pairs. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

Optional activity

Remind students that we use *he* for men and boys (male) and *she* for women and girls (female). Ask students to look at exercise 5 in lesson 1 again. Point to each of the people in the small pictures and ask *Is he / she in the (bathroom)?* Students look at their answers from the previous lesson and answer *Yes, he / she is.* or *No, he / she isn't.*

2 Listen and tick ✓ the correct picture. Then listen and repeat. 179

- Tell students to look at the pictures. Point to each picture in turn and ask students to say where the people are.
- Play the first item on the recording. Ask students to point to the correct picture. Show students the example tick.
- Play the rest of the recording for students to tick the correct picture in each pair.
- Play the recording again, pausing for students to repeat the questions and answers.

Audio transcript

- 1 Is Mayumi in the living room?
No, she isn't. She's in the garden.
- 2 Is Haruto in the bedroom?
Yes, he is.
- 3 Is Dad in the kitchen?
Yes, he is.
- 4 Is Mum in the kitchen?
No, she isn't. She's in the bathroom.
- 5 Is Grandpa downstairs?
Yes, he is.
- 6 Is Grandma in the dining room?
No, she isn't. She's in the living room.

ANSWERS

- 1 second picture 2 first picture 3 first picture
4 second picture 5 second picture 6 first picture

3 Look at 2. Ask and answer.

- Focus on the speech bubbles. Read the exchange aloud and ask students to point to the correct picture in exercise 2.
- Invite volunteers to model more exchanges for the rest of the class to point to the correct pictures.
- Students work in pairs, taking turns to ask and answer questions about the people in exercise 2.

4 Read and circle.

- Point to the pictures and ask different students to say what places they can see.
- Read the first question aloud. Ask students to say which answer is correct. Show the class the example circle around *Yes, he is.*
- Students read the remaining questions, look at the pictures and circle the correct answers. Check the answers as a class.

ANSWERS

- 1 Yes, he is. 2 No, he isn't. 3 Yes, she is.
4 No, she isn't.

5 Look and write.

- Point to the picture and ask different students to say what places they can see.
- Read the first question aloud and ask students to look at the picture and say the correct answer. Show the class the example answer.
- Students read the questions, look at the picture and write the answers.
- Students can read the questions and answers aloud with their partners before you check the answers with the class.

ANSWERS

- 1 No, she isn't. 2 No, she isn't. 3 Yes, she is.
4 Yes, he is. 5 No, he isn't. 6 No, he isn't.

Mixed ability

- Weaker students can work in pairs to answer the questions.
- Fast finishers can write correct sentences for the negative answers (items 1, 2, 5 and 6), e.g. *1 No, she isn't. She's in the living room.*

Team Up! 2 DOWNLOAD

- Students draw faces of family members and write their names on Worksheet 1. They then cut along the cut lines, turn the worksheet over and fold along the fold lines so that there are six flaps over the centre of the paper.
- Students then decide who's in each room / place on Worksheet 2 and cut out the squares, share them and draw the faces of the corresponding family members onto the people outlines.
- Students then stick each of the squares under a flap. Teams (or pairs) then join up with other teams (or pairs) and guess where each family member is. They ask and answer questions, e.g. *Is Grandpa in the garden? Yes, he is. / No, he isn't.* If you like, you can set a limit to the number of questions each team / pair can ask (e.g. ten) and see which team / pair has found the most family members when they have used all their questions.

Workbook pages 102–103

1 Read and match.

- Students draw lines to match the questions and pictures to the correct answers.

ANSWERS

- 1 Yes, she is. 2 Yes, he is. 3 No, he isn't.
4 No, she isn't.

2 Read and circle.

- Students read the questions, look at the picture and circle the correct answers.

ANSWERS

- 1 Yes, she is. 2 Yes, he is. 3 No, he isn't.
4 Yes, she is. 5 No, he isn't. 6 No, she isn't.

3 Write.

- Students read the questions, look at the pictures and write the answers.

ANSWERS

- 1 No, she isn't. 2 Yes, he is. 3 Yes, she is.
4 No, he isn't.

4 Order the words. Then tick ✓ or cross ✗.

- Students write the words in the correct order to make questions, then look at the picture and make a tick if the answer is Yes or a cross if the answer is No.

ANSWERS

- 1 Is he in the kitchen? ✓
2 Is he in the bedroom? ✗
3 Is she in the garden? ✗
4 Is he downstairs? ✓
5 Is she in the bathroom? ✗

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 132 of their Workbooks and complete the *Grammar check* exercises.

Lesson 3: Words and Grammar

Learning objective

Students will be able to ask and answer questions about where things are.

Language

Furniture and home: *wardrobe, bed, mirror, bookcase, wall, floor*

Where's (my cap)? It's in / on / under the wardrobe. It isn't in / on / under the bookcase.

Warm up

- Play *Number words* (see *Ideas bank* page 142) with the lesson 1 vocabulary.

Lead-in

- Tell the class *Today we are learning about how to talk about things in the home.* Write the phrase *Things in the home* on the board. Show some of the lesson flashcards and invite students to guess the meaning of *Things in the home*.
- Ask the class a simple question about the topic, in the students' own language, e.g. *What's in your bedroom / kitchen / living room?* Elicit answers from different students and repeat their answers in English.

Student Book pages 114–115

1 Listen, point and repeat. 🎧 180

- Focus attention on the photos. Ask different students to tell you what things they can see.
- Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording again for students to repeat the exercise.

2 What's repeated? Listen and say. 🎧 181

- Tell students that they are going to hear recordings of the new words with one word repeated in each recording. They must listen and find the repeated word.
- Play the recording for students to listen and point to the correct photos as they hear the words. Pause after each set for students to say which word is repeated.

Audio transcript

- wardrobe, bed, mirror, bookcase, floor, wall, floor
- wardrobe, bed, mirror, wall, bookcase, wall, floor
- mirror, bed, wardrobe, wall, floor, bed, bookcase
- floor, wardrobe, wall, bookcase, mirror, bed, wardrobe
- wall, bookcase, mirror, wardrobe, mirror, bed, floor
- bed, wall, bookcase, wardrobe, mirror, floor, bookcase

ANSWERS

floor, wall, bed, wardrobe, mirror, bookcase

Optional activity

Play a game of *Can you remember?* using the lesson 3 flashcards (see *Ideas bank* page 143).

3 Look, listen and follow. 🎧 182 Play the game.

- Tell the class to look at the pictures. Choose different students and ask them to say what they can see in each bedroom and what colour each item is.
- Tell students that they are going to hear a recording of two children playing a game. They must listen and follow the conversation in their Student Books.
- Play the recording for students to listen and follow. Ask students to point to the correct bedroom.
- Students take turns to choose one of the bedrooms and make sentences about it. Their partner finds the correct bedroom and says the number.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

4 Listen and follow. 🎧 183 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Omar and his mum) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose different students and ask *What's in Omar's bedroom? Where is Omar's cap?*
- Use classroom objects (e.g. a book and a pen) to demonstrate the meanings of *in*, *on* and *under*. Place the items in the positions and say the words. Then ask different students *Where's the (pen)?* Model and elicit answers, e.g. *It's in / on / under the (book).*
- Play the recording again for students to follow.
- Students work in pairs, taking turns to practise acting out the story for their partner.
- Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

5 Write.

- Ask students to look at the pictures and say what places and things they can see.
- Students complete the conversations in their books.
- Students can check the answers with their partners, taking turns to read the questions and answers aloud.

ANSWERS

2 on 4 in 6 under

Assessment for learning

- Ask the class *Do you know the new words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to point to a photo in exercise 1, covering the words. Their partner tries to remember and say the word.

6 Listen and follow. Then sing 🎧 184–185 🎵

- Tell students to look at the *Fly, Plane, Fly!* song lyrics. Remind students of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the video or recording again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 DOWNLOAD

- Students work in pairs. Each student has a copy of the worksheet. They each choose where the four objects are and write their sentences accordingly. They then swap worksheets with their partner, who reads the sentences and draws the objects in the correct place in the picture underneath.
- Students can then swap worksheets back again and check each other's answers.

Optional activity

Play a game of *Find the cards* (see *Ideas bank* page 142) with the lesson 3 flashcards.

Workbook PAGES 104–105

1 Order the letters. Write.

- Students write the letters in the correct order to make words to match the pictures.

ANSWERS

1 bookcase 2 bed 3 floor 4 wardrobe 5 mirror
6 wall

2 Read, draw and colour.

- Students read the sentences and complete the picture by drawing and colouring the items described.

ANSWERS

Students complete the drawing of a bedroom with a bed, a wardrobe, a bookcase, a mirror, a blue wall and a brown floor.

3 Write and circle.

- Students write questions about the items shown in the pictures, then circle the correct words in the answers.

ANSWERS

- 1 Where's my ruler? It's on the bookcase.
- 2 Where's my T-shirt? It's on the chair.
- 3 Where's my plane? It's under the bed.
- 4 Where's my skirt? It's in the wardrobe.

4 Look at 3 and write.

- Students read the questions, find the items in the picture in exercise 3 and write the answers.

ANSWERS

- 1 It's under the mirror.
- 2 It's on the bed.
- 3 It's under the chair.
- 4 It's in the wardrobe.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 132 of their Workbooks and complete the *Grammar check* exercises.

Lesson 4: Story

Learning objective

Students will be able to read about a special day.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play the song *Fly, Plane, Fly!* again and encourage the students to join in as much as possible.
- Ask students to think about other words they could use in place of the coloured words (*bookcase, floor, bed and door*). As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at Student Book pages 116 and 117 and say what they think they will be doing in this lesson (reading a story). Ask students, in their own language, to look at the pictures and guess what the story is about (a boy who is looking for his family members on a special day). Write the word *story* on the board. Tell students, in their own language, that they're going to read a story about a special day.

Assessment for learning

Use the *Think-Pair-Share* technique to allow students time to think of ideas. Allow students a few moments to think about the question. They then compare thoughts with their partner before sharing their ideas with the class.

Student Book pages 116–117

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say what places at home they can see in the story (bedroom, bathroom, kitchen, living room, dining room, upstairs, downstairs) and what things in the home they can see in the story (bed, chair, cushion, floor, wall). Ask students what other words they know for things in the pictures (clock, robot, 7). Teach the class the word *surprise*.
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 186

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

3 Listen and number. 187 **Then find and say.**

- Tell students to look at the pictures. Choose different students to find the pictures in the story frames. Each student then points to the relevant character in the story frame and reads their speech bubble aloud, e.g. *Mum! Are you upstairs?* (frame 5).
- Play the first item on the recording and ask students to point to the correct picture. Show the class the example number 1 (Albie, picture e).
- Play the rest of the recording for the students to number the pictures.
- Ask *What's number (1)?* Students point to the correct pictures in their books (e).
- Choose different students to point to the pictures in the story frames and say the lines from the story.

ANSWERS

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

Audio transcript

- 1 **Albie** Mum! Are you upstairs?
- 2 **Albie** Is he under the bed?
- 3 **Albie** Frank isn't in his bed!
- 4 **Mum** Happy Birthday, Albie!
- 5 **Albie** Where's Dad? Is he in the kitchen?
- 6 **Albie** Where's Mum? Is she in the bedroom?
- 7 **Albie** Mum! Dad! Frank! Where are you?
- 8 **Albie** Hey, Frank! I'm seven today!

Mixed ability

All students benefit from expressing their ideas and listening to other people's ideas. Make sure all students have the opportunity to speak in class and to share their opinions about the stories and activities.

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the questions. Establish that Albie is happy when he wakes up on his birthday and when his family surprises him. He is sad when he can't find his family members because he wants to share his special day with them. Establish that it's nice to share your special days with the people you love.
- Ask students, in their own language, why they think it is important to know where their family members are (because it makes you feel good to know that they are safe). Establish that it's important to always let your family know where you are.
- Ask students to say when they feel happy or sad and why. Invite different students to share their opinions with the class. If necessary, prompt with questions in the students' own language, e.g. *Are you happy when you are with your family / friends? What things do you like to share with your family / friends?*

Global skills: emotional self-regulation and well-being

Having family members to share both positive and difficult times with is important for emotional well-being. Positive family relationships help students to feel supported, to manage stress and to build trust. Family relationships teach students how to build relationships with other people in the future.

4 Act out the story.

- Students work in groups of four, with one student for each of the following parts: Narrator, Albie, Mum, Dad. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share the role of Narrator.
- Ask students to act out the story. Walk around the classroom, checking pronunciation and helping with any problems.
- Invite different groups to act out the story for the class.

Team Up! 4

Students draw, colour and complete Worksheets 1 and 2, then stick Worksheet 2 inside Worksheet 1 to make a birthday card for Albie. Note: Worksheet 1 is optional because students could just use Worksheet 2. To do this, they would cut out the card and complete the text (for the inside), then fold the card (so the text is on the inside) and decorate the front of the card. However, using both worksheets makes it easier for more than one student to work on the same card and gives students support with writing *Happy Birthday* on the front of the card.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook pages 106–107

1 Look at the pictures. Where's the tortoise?

- Students look at the story and answer the question.

ANSWERS

The tortoise is in the garden, under the tree.

2 Read the story.

- Students read the story to themselves.

3 Read again and circle *True* or *False*.

- Students read the story again and decide whether each sentence is true or false.

ANSWERS

1 False 2 True 3 True 4 False 5 True 6 True

4 Write.

- Students write the words from the box to complete the sentences from the story.

ANSWERS

- 1 It isn't in the kitchen.
- 2 It's in the bookcase!
- 3 Is it under the chair?
- 4 Is it in the garden?

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about homes in Spain and the Netherlands.

Language

Homes: *sofa, picture, cushions, table*

Warm up

- Play a game of *Odd one out* (see *Ideas bank* page 143) to review the vocabulary from lesson 1 and lesson 3.
- Choose different students around the class and ask *What's in your (bedroom / living room / kitchen)?*

Lead-in

- In the students' own language, ask the class to look at the photos and words on Student Book pages 118 and 119 to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *Spain* and *the Netherlands* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.

- Tell students in their own language that they will be learning about homes in these countries today.

Student Book pages 118–119

1 Listen, point and repeat. 🎧 188

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.
- Ask students which of these things they have in their own homes.

2 Listen and say the number. 🎧 189

- Focus on the photo of Mateo. Ask *Which country is Mateo from?* (Spain)
- Tell students that they are going to hear Mateo talking about his grandma's house. They must listen and say the number of the photo when Mateo talks about it.
- Play the recording, pausing each time that Mateo talks about one of the photos, for students to call out the number.

Audio transcript

I'm Mateo. I'm from Spain. I'm at my grandma's house.

- This is the garden. There are some plants. Here's the table.
- I'm downstairs. The wall is yellow. There's a picture with flowers on the wall.
- This is the living room. The sofa is red.
- This is my bedroom at Grandma's house. There's a window and a bed. There are some cushions on the bed.

ANSWERS

4, 2, 1, 3

3 How many? Listen and write the number. 🎧 190

- Tell the class that now they are going to hear Mateo talking about his house. They must listen and write how many of each thing Mateo has in his home.
- Play the recording for students to listen and write the numbers.

Audio transcript

Woman Tell me about your home, Mateo! What's in the living room?

Mateo Well, in the living room, there are two sofas. And there are three chairs, too.

Woman OK ...

Mateo There are cushions on the sofas. There are ... hmm ... six cushions. And there's a table.

Woman What about pictures?

Mateo Oh! Yes, there are five pictures on the wall. There's a mirror on the wall, too.

ANSWERS

a 2 b 3 c 6 d 1 e 5 f 1

4 Watch the video. 🎥

- Play the video for students.
- Ask students *Where's Lucia's mum?* Play the video again, pausing after the answer is mentioned (the dining room).
- Ask students *Where's Lucia's sister?* Play the video again for students to find the answer (her bedroom).
- Ask different students *What rooms / things in the home can you see in the video?*

Video transcript see page 149.

5 Listen and follow. 191 Then talk about your home.

- Play the conversation for students to listen and follow.
- Students work with their partners. They take turns to say what rooms and things are in their homes.
- Walk around the classroom as students talk, helping where necessary.
- Invite pairs to act out their conversation for the class.

6 Talk about the photos. Then listen and read. 192

- Focus on the photo of Fenna. Ask *Which country is Fenna from?* (the Netherlands)
- Ask students to look at the rest of the photos and say what they can see in each photo. Elicit answers from different students around the class.
- Play the recording for students to follow the text in Fenna's diary entry.

7 Read again. What's wrong? Circle and write.

- Read the first sentence aloud. Ask students to find out whether or not the sentence is correct. Students read through the diary entry again and find the information that gives them the answer. Show students the circled word in the sentence and the example answer on the line.
- Students complete the rest of the exercise in their books. Check the answers as a class.
- Invite some students to read the correct sentences aloud.

ANSWERS

- 1 clock ≠ mirror 2 living room ≠ kitchen 3 two ≠ four
4 sister ≠ brother

Mixed ability

- Support weaker students by telling them which paragraphs contain the answers to the questions (paragraph 3 contains the answer to 1, paragraph 4 contains the answers to 2 and 3 and paragraph 5 contains the answer to 4). Allow them to work in pairs to find the wrong word in each sentence and to correct it.
- Ask fast finishers to write their own sentence with an incorrect word. They swap with a partner and correct each other's sentences.

8 Write full stops . or question marks ?.

- Write the sentence *This is my kitchen.* and the question *Is this your kitchen?* on the board. Focus attention on the punctuation marks. Explain to the class that we use a full stop at the end of a sentence and a question mark at the end of a question.
- Students complete the exercise in their books. Check the answers as a class.
- Students read Fenna's diary entry again and circle the full stops.

ANSWERS

- 1 (.), (?) 2 (.) 3 (.) 4 (?)

Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about using full stops and question marks.
- If further practice is needed, ask students to complete exercise 3 on page 109 of their Workbooks.

9 Write about your home. Go to your Workbook page 109.

- Ask students to turn to page 109 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 108–109

1 Write.

- Students look at the items in the picture and write the words next to the corresponding numbers.

ANSWERS

- 1 picture 2 cushions 3 sofa 4 table

2 Read and circle True or False.

- Students read the diary entry and then decide whether each sentence is true or false.

ANSWERS

- 1 False 2 False 3 True 4 False 5 True

3 Write full stops . or question marks ?.

- Students complete the sentences with the correct punctuation marks.

ANSWERS

- 1 (?) 2 (.) 3 (.) 4 (?)

4 Circle the places and furniture in your home.

- Students circle the things that they have in their home. They can think about their real home or an imaginary home.

ANSWERS

Students' own answers

5 Read. Then write for you and draw.

- Read the example answer aloud as students follow. Establish that this is what a piece of writing about a home looks like.
- Ask students to look at the words they circled in exercise 4. They use these ideas and the example answer to help them write about their home. Students can illustrate their writing with a drawing.
- Invite students to read their pieces of writing to the class.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Learning objective

Students will make a model room.

Language

Grammar and vocabulary from the unit

Materials

Plain paper or card, boxes, coloured / wrapping paper, coloured pens and pencils, scissors, glue, craft items (optional)

Optional: *Team Up!* 5 worksheet

Warm up

- Play a game of *Odd one out* (see *Ideas bank* page 143) with the lesson 1 and lesson 3 flashcards.

Lead-in

- Tell the class to look at the photo of the finished project at the top of Student Book page 120. Ask students what they think they're going to do.
- Confirm with students, in their own language, that they will be making a model room. Write *Project: a model room* on the board.
- Ask students to say what things they want to have in their room.

Student Book page 120

1 Listen and read. Learn how to do the project.

193

- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in groups. Hand out sheets of plain paper / card. Make sure the students have boxes, coloured wrapping paper, coloured pens / pencils, scissors and glue.
- Students follow the instructions to make their model room, then practise talking about it in their groups. Students can draw items on paper or card to stick into their rooms or use craft materials to make furniture or other items.
- Walk around the classroom as students work, helping where necessary.

Team Up! 5 DOWNLOAD

- Students choose, colour and cut out the items on the worksheets. Some of the pictures have a flap to fold over and stick to the floor of the room. Others don't have a flap, so they can be stuck directly onto the walls of the box. If you like, you can have students stick the pictures onto card, before sticking them into their rooms, to make them stronger. Students can use glue or play dough to stick them into their rooms.

2 Watch the video. ▶ What's in the model room?

- Play the video for the students.
- Ask students to say what furniture and other items they can see in the model room. Pause the video after items are mentioned for students to call out the words.
- If you like, you can ask more questions, e.g. *What colour are the walls? / What's on the sofa?*, and play the video again for students to find the answers.
- Ask students to say what they like about the model room in the video.

Video transcript see page 149.

ANSWERS

walls, floor, table, cupboard, bookcase, books, cushion, sofa, mirror, picture, windows

3 Listen and follow. ▶ 194 Tell the class about your model room.

- Play the recording for students to listen and follow.
- Invite different students to model the exchange.
- Students show their model rooms to the class and talk about them.

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

Student Book page 121

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words for places and things in the home that they can remember.

ANSWERS

Places at home: bathroom, garden, bedroom, kitchen, living room, dining room

Things at home: wardrobe, mirror, bed, bookcase, wall, floor

Optional activity

Ask students if they can name more places and things at home that they have learned and which are not included here. Write their answers on the board, e.g. *upstairs, downstairs, sofa, picture, cushions, table*.

2 Choose and do two activities.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to raise their hands if they chose activities 2, 3 or 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students if necessary.
- Ask the students to complete the tasks. Walk around the classroom as they work, helping where necessary.

ANSWERS

- 1 wardrobe, cushions, bookcase, picture
- 2 Students' own answers
- 3 Where's the teddy? It's on the cushion / in the bin / under the mirror / on the books.
- 4 Students' own answers
- 5 bedroom, bathroom, kitchen, living room, dining room
- 6 Students' own answers

Workbook pages pages 110–111

1 Write. Then match.

- Students decode and write the words, then match them to the pictures.

ANSWERS

- 1 bathroom – f
- 2 dining room – d
- 3 upstairs – b
- 4 downstairs – e
- 5 garden – a
- 6 living room – c

2 Read and draw.

- Students read the sentences and draw the items in the correct places in the picture.

ANSWERS

- 1 Plane drawn on the shelf in the bookcase.
- 2 Cushion drawn on the sofa.
- 3 Cap drawn under the table.
- 4 Ball drawn on the floor.

3 Write the questions and answers.

- Students decide which letters are missing and write the sentences.

ANSWERS

- 1 Is Ryan downstairs? Yes, he is.
- 2 Is Grandma in the bedroom? No, she isn't.
- 3 Is she in the kitchen? Yes, she is.

4 Where's the spider? Write.

- Students read the questions and complete the answers with the correct words from the box.

ANSWERS

- 1 on
- 2 under
- 3 in
- 4 on

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 9 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Unit test

- The students are now ready to do the Unit 9 test, downloadable from the Teacher's resources on Oxford English Hub.

Lesson 1: Words

Learning objective

Students will be able to talk about farm animals.

Language

Farm animals: *cow, goat, horse, sheep, chicken, bird, donkey, mouse*

Functional language: *Do you like (mice)? Yes, I do. / No, I don't.*

Warm up

- Play a game of *Noughts and crosses* with the class to review words for places and things at home (see *Ideas bank* page 142).

Lead-in

- Tell the class *Today we are learning about farm animals.* Write the phrase *farm animals* on the board. Show the flashcards for the lesson and invite students to guess the meaning of *farm animals*.
- Ask the class a simple question about the topic, e.g. *What farm animals do you like?* Elicit answers from different students and repeat their answers in English.

Student Book pages 122–123

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture, or ask students to look at the picture in their Student Book. Encourage students to share their knowledge by naming some of the things they can see in English. Prompt students, if necessary, by asking *Can you see (apples)?*

SUGGESTED ANSWERS

Students can see eggs, flowers, a house, apples, pears, windows, a door and a tree and can name the colours of the items and the animal body parts.

- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

2 Listen, point and repeat. 🎧 195

- Play the recording. While students listen, have them point to the animals in the picture.
- Play the recording again for students to repeat the words.

Optional activity

Play a game of *Find the cards* using the lesson flashcards (see *Ideas bank* page 142).

3 Say the chant. 🎧 196

- Tell students that they are going to hear the new words in a chant. Play the recording. Students point to the words in their Student Books as they listen.

- Play the recording a few more times for students to join in as much as possible.

Audio transcript

cow, cow horse, horse goat, goat chicken, chicken
sheep, sheep bird, bird donkey, donkey mouse, mouse

4 Play the *Guessing game*.

- Read the conversation aloud. In the students' own language, explain that, in the game, one person chooses (an) animal(s) from the picture in exercise 2 and describes it. Their partner has to guess the animal(s).
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to describe animals for their partner to guess.

5 How many legs? Look and circle. Then say.

- Point to the pictures and ask students to name the animals. Point to the donkey and ask *How many legs has it got?* Students answer *four*. Show the class the circled example.
- Students complete the exercise in their books, then check the answers with their partners.
- Invite different students to point to the pictures and say *It's got (four) legs*.

ANSWERS

1 four 2 four 3 two 4 two 5 four 6 four
7 four 8 four

6 Read and number.

- Read the word *bird* aloud and ask students to look at the picture and find the bird. Show the class the example number 3.
- Students complete the exercise by writing the numbers of the animals in the picture next to the correct words. Students can check the answers in pairs before reporting back to the class.

ANSWERS

bird 3 goat 7 horse 4 sheep 8 chicken 6
cow 2 donkey 1 mouse 5

7 Listen and repeat. 🎧 197 Then ask and answer.

- Focus on the irregular plurals in the tip box. Explain that, for most nouns, we form the plural by adding *s* to the end of the word, but some nouns have irregular plural forms. There are no rules for irregular plural nouns. We just have to learn them!
- Focus on the speech bubbles. Play the recording, pausing after each line for students to repeat the words.
- Play the recording again, pausing for students to repeat the sentences and act them out.
- Model a few more exchanges with volunteers.
- Students work in pairs. They take turns to ask and answer about the animals on page 122, using the speech bubbles in their Student Books as a model.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Assessment for learning

- Time for feedback! Ask the class, in students' own language, *How do you feel about the new words for farm animals?* Using your usual feedback routine (see *Assessment for learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- For further practice of new words, play more flashcard games (see *Ideas bank* page 142).

Team Up! 1 DOWNLOAD

- Students work in pairs to choose four animals from the lesson and write them in the first column down the left of the worksheet.
- They then work with another pair. They write the second pair of students' names at the top of the second and third columns and then ask each student in the pair all the questions, e.g. *Do you like horses?* The second pair responds, *Yes, I do. / No, I don't.* and the questioning pair write ticks and crosses in the table accordingly.
- They then work with another pair and repeat the process. Once they have the results, they can tell the class what their group's favourite animals are.

Global skills: communication and collaboration

Group tasks which allow all students to participate equally and actively are vital for developing communication and collaboration skills. Move around the classroom while students carry out the *Team Up!* tasks and make sure that all students are being given the chance to contribute.

Workbook pages 112–113

1 Read and circle.

- Students look at the pictures and circle the correct words.

ANSWERS

1 donkey 2 bird 3 sheep 4 chicken 5 mouse
6 horse 7 goat 8 cow

2 Write.

- Students look at the items in the picture and write the words next to the corresponding numbers.

ANSWERS

1 bird 2 horse 3 donkey 4 cow 5 sheep
6 chicken 7 goat 8 mouse

3 Write the animal. Then write *two* or *four*.

- Students complete the sentences with the names of the animals and the number of legs each animal has got.

ANSWERS

1 sheep / four 2 chicken / two 3 bird / two
4 mouse / four 5 horse / four

4 Read and write the letter. Then write.

- Students label the questions to match the pictures, then look at the pictures and write the answers. If they need help with the functional language, they can use the conversation in exercise 7 on page 123 of their Student Book to help them.

ANSWERS

1 b – Yes, I do. 2 d – No, I don't. 3 a – Yes, I do.
4 f – Yes, I do. 5 e – No, I don't. 6 c – No, I don't.

Assessment for learning

Write the phrase *farm animals* on the board. Tell students to take out their traffic light cards. Ask the class how well they think they can talk about farm animals. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to ask and answer about what animals are.

Language

Are they (sheep)? Yes, they are. / No, they aren't.

Warm up

- Play a game of *What's missing?* (see *Ideas bank* page 142) to review the vocabulary from lesson 1.

Lead-in

- Write the phrase *farm animals* on the board and ask students if they remember what this phrase means.
- Tell the class, in their own language, that today they will learn how to ask and answer about what animals are.
- Invite a pair of students to choose and mime being an animal from lesson 1. Ask the rest of the class *Are they (goats)?* Elicit one-word answers, *Yes.* or *No.* Say students' answers in the lesson grammar, e.g. *Yes, they are. / No, they aren't.*

Assessment for learning

Find out how students feel about what they are learning by having a class vote on whether the lesson or an exercise is *Easy*, *OK* or *Difficult*. Alternatively, you can ask students to draw a circle and colour it green for *Easy*, yellow for *OK* and red for *Difficult*. Ask all students with (green) circles to hold up their circles, then proceed with the other colours.

Student Book pages 124–125

1 Listen and follow. 198 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Emma and her little sister) and say what they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose different students and ask them to name the animals in the grammar cartoon.
- Play the recording again for students to follow.
- Students work in pairs to act out the grammar cartoon. In their groups, students choose which character they are going to play (Emma or her little sister).

- Students act out the story in their pairs. Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different pairs to act out the story for the class.

2 Listen and number. Then listen and repeat.

🎧 199

- Tell students to look at the picture. Point to the animals in the picture and ask different students to name them.
- Play the recording. After item 5, stop the recording and ask students to point to the correct animals (the goats). Show students the example number 5.
- Play the recording again for students to listen and number the animals in the picture.
- Play the recording again, pausing for students to repeat the questions and answers.

Audio transcript

- 1 Are they donkeys?
Yes, they are.
- 2 Are they goats?
No, they aren't. They're cows.
- 3 Are they chickens?
Yes, they are.
- 4 Are they horses?
Yes, they are.
- 5 Are they cows?
No, they aren't. They're goats.
- 6 Are they sheep?
Yes, they are.

ANSWERS

(clockwise starting with the cows in the top left corner)
2, 6, 4, 1, 3, 5

3 Look at 2 and point. Ask and answer.

- Focus on the speech bubbles. Read the exchange aloud and ask students to point to the correct animals in the picture in exercise 2.
- Invite volunteers to model more exchanges for the rest of the class to point to the correct pictures.
- Students work in pairs, taking turns to point to and ask and answer questions about the animals in exercise 2.

4 Read and circle.

- Point to the pictures and ask different students to name the animals.
- Read the first question aloud and ask students to say which answer is correct. Show the class the example circle around *No, they aren't*.
- Students read the remaining questions, look at the pictures and circle the correct answers. Check the answers as a class.

ANSWERS

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

5 Circle and write.

- Students look at the photos and answer the corresponding questions.
- Point to the photos and ask different students to name the animals.

- Read the first question aloud. Ask students to look at the corresponding photo and say the correct answer. Show the class the example answer.
- Students read the questions, look at the photos and write the answers.
- Students can read the questions and answers aloud with their partners before you check the answers as a class.

ANSWERS

1 Yes, they are. 2 No, they aren't. 3 No, they aren't.
4 No, they aren't. 5 Yes, they are. 6 Yes, they are.

Team Up! 2 DOWNLOAD

- Students work in pairs to cut out the animals and cover cards (the spaces with question marks) from Worksheet 2. They then choose four animals and stick them in the spaces provided on Worksheet 1. (Alternatively, students can draw animals in the spaces on Worksheet 1 and not use Worksheet 2.)
- Two pairs then work together, asking the other pair about their hidden animals, e.g. pointing to a cover square and asking *Are they cows?* The other pair answers *Yes, they are.* / *No, they aren't*. If the answer is *Yes, they are.*, students remove the cover card to reveal the hidden animals. The first pair to find all the hidden animals wins.

Workbook pages 114–115

1 Read and circle.

- Students read the questions, look at the picture and circle the correct answers.

ANSWERS

1 Yes, they are. 2 No, they aren't. 3 No, they aren't.
4 Yes, they are. 5 No, they aren't. 6 Yes, they are.

2 Write.

- Students look at the pictures and complete the questions and answers with the phrases from the box.

ANSWERS

1 Are they cows? Yes, they are.
2 Are they horses? No, they aren't.
3 Are they chickens? No, they aren't.
4 Are they mice? Yes, they are.

3 Order the letters. Write the questions. Then tick ✓ or cross X.

- Students write the letters in the correct order to make animal words. They then write questions using the lesson grammar and look at the pictures and make a tick if the answer is *Yes, they are.* and a cross if the answer is *No, they aren't*.

ANSWERS

1 Are they goats? X
2 Are they sheep? ✓
3 Are they horses? X
4 Are they mice? ✓
5 Are they cows? X
6 Are they chickens? ✓

4 Follow and write.

- Students follow the lines to match the pictures to the questions, then write the answers.

ANSWERS

- 1 No, they aren't. 2 No, they aren't. 3 Yes, they are.
4 No, they aren't. 5 No, they aren't. 6 Yes, they are.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 133 of their Workbooks and complete the *Grammar check* exercises.

Lesson 3: Words and Grammar

Learning objective

Students will be able to describe animals.

Language

Adjectives: *small, big, noisy, quiet, dirty, clean*

It's a (noisy) (chicken). They're (quiet) (horses).

Warm up

- Play a game of *Bingo!* (see *Ideas bank* page 142) with the lesson 1 vocabulary.

Lead-in

- Tell the class *Today we are learning how to describe animals.* Write the word *adjectives* on the board. Ask students if they can remember what *adjectives* means. Show some of the lesson flashcards and invite students to guess the meaning of *adjectives*.
- Ask the class a simple question about the topic, e.g. *Are mice big / small / noisy / quiet?* Mime the adjectives as you say them. Elicit answers from different students. Repeat their answers in English if necessary, e.g. *No! Mice are not big / noisy. / Yes! Mice are small / quiet.*

Student Book pages 126–127

1 Listen, point and repeat. 200

- Focus attention on the photos. Ask different students to tell you what animals they can see.
- Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording again for students to repeat the exercise.

2 What's missing? Listen and say. 201

- Tell students that they are going to hear recordings of the new words with one word missing in each recording. They must listen and find the missing word.
- Play the recording. Students listen and point to the correct photos as they hear the words. Pause after each set for students to say which word is missing.

Audio transcript

- 1 clean, dirty, big, noisy, quiet
2 big, quiet, dirty, small, clean

- 3 quiet, big, noisy, small, dirty
4 noisy, clean, dirty, small, quiet
5 big, quiet, noisy, clean, small
6 small, clean, dirty, big, noisy

ANSWERS

small, noisy, clean, big, dirty, quiet

Optional activity

Play a game of *Fast talk* (see *Ideas bank* page 143) with the new vocabulary.

3 Look, listen and follow. 202 Play the game.

- Tell the class to look at the pictures. Choose different students to say what animals they can see and what adjectives they could use to describe each animal.
- Tell students that they are going to hear a recording of two children playing a game. They must listen and follow the conversation in their Student Book.
- Play the recording for students to listen and follow. Ask students to point to the correct animal.
- Students take turns to choose one of the animals and make sentences about it using the new adjectives. Their partner finds and names the correct animal.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

Optional activity

Play a game of *Number words* (see *Ideas bank* page 142) with the lesson 3 flashcards.

4 Listen and follow. 203 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters (Omar, May and Tang) and say what animals they can see.
- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Choose students and ask *Is the chicken (noisy)? Are the donkeys (quiet)?*
- Explain to students that we use *It's* to talk about one animal or thing and *They're* to talk about more than one animal or thing. Write *It's a noisy chicken.* and *They're noisy chickens.* on the board. Focus attention on the plural ending of the noun in the second sentence.
- Play the recording again for students to follow.
- Students work in pairs, taking turns to practise acting out the story for their partner.
- Walk around the classroom as students practise, helping with pronunciation where necessary.
- Invite different students to act out the story for the class.

5 Write.

- Ask students to look at the pictures and say what animals they can see and how many of each animal they can see in each picture.
- Students complete the sentences in their books.
- Students can check the answers with their partners, then take turns to read the sentences aloud.

ANSWERS

1 It's a 2 They're 3 They're

Assessment for learning

- Ask the class *Do you know the new words?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work with their partners to test each other. They take turns to point to a photo in exercise 1, covering the words. Their partner tries to remember and say the word.

6 Listen and follow. Then sing 🎧 204–205 ▶

- Ask students to look at the *On The Farm* song lyrics. Remind students of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Optional activity

Teach the class some more animal noises to help them make their own version of the song *On The Farm*. Stick animal flashcards from Units 4 and 10 on the board. Explain that animals make different noises in different languages. Ask students to say what noises each animal makes in their language, then tell them the noises each animal makes in English, e.g. *frog = croak croak / snake = hiss hiss / cat = meow, etc.*

Team Up! 3 DOWNLOAD

- Students work in pairs to choose adjectives for each animal and write them on the lines. They can use review adjectives as well as the new ones, e.g. happy, sad, hot, cold, hungry, thirsty, long, short, colourful, beautiful, old. They then cut out the cards and swap them with another pair's cards.
- Students use the cards as prompts for a mime game. Two pairs of students take turns to choose a card and mime the animal on it in pairs, for the other pair of students to guess. If you like, you can allow each pair three guesses for each animal or set a time limit for them to guess the animal being mimed.

Workbook pages 116–117

1 Read and tick ✓.

- Students look at the pictures and tick the correct adjectives for the animals.

ANSWERS

1 dirty 2 clean 3 small 4 big 5 quiet 6 noisy

2 Write.

- Students find the animals in the main picture and write sentences about them.

ANSWERS

1 It's big. 2 It's small. 3 It's clean. 4 It's dirty.
5 It's noisy. 6 It's quiet.

3 Read and number.

- Students read the sentences and then number the matching pictures.

ANSWERS

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

4 Write.

- Students look at the pictures and use the words in the box and the prompts to write sentences about the animals.

ANSWERS

1 They're clean ducks.
2 They're quiet fish.
3 They're dirty mice.
4 It's a big snake.
5 It's a noisy frog.
6 It's a small bee.

Assessment for learning

- Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.
- If further practice of the new grammar is needed, ask them to turn to page 133 of their Workbooks and complete the *Grammar check* exercises.

Lesson 4: Story

Learning objective

Students will be able to read about a clever chicken.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play the song *On The Farm* again and encourage the students to join in as much as possible.
- Ask students to think about other animal words and animal noises they could use in place of the coloured words (*cat, Meow, ducks, Quack!, sheep, Bahhh, birds, Tweet!*). Create a new verse as a class.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at Student Book pages 128 and 129 and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and guess what the story is about in their own language (a clever chicken who makes her own house). Write the word *story* on the board. Tell the class, in their own language, that they're going to read a story about a clever chicken.

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say what animals (chicken, ducks, cows, mice, goats) they can see in the story. Ask students what adjectives they could use to describe each of the animals (clean, dirty, colourful, beautiful, big, small). Teach the class the word *clever*.
- If you like, you can invite students to make predictions about what happens in the story in their own language.

2 Listen and read. 206

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

Optional activity

Ask students to say which adjectives are used to describe each of the animals in the story (e.g. *mice = quiet*). Ask students to think of other adjectives that they could use to describe each of the animals in the story, e.g. *The mice are small and brown*.

3 Listen and number. 207 Then find and say.

- Ask students to look at the pictures. Choose different students to find the pictures in the story frames. Point to the relevant character in the story frame and read their speech bubble aloud, e.g. *Here's Henrietta the chicken*. (frame 1).
- Play the first item on the recording and ask students to point to the correct picture. Show the class the example number 1 (b).
- Play the rest of the recording for the students to number the pictures in order.
- Ask *What's number (1)?* Students point to the correct pictures in their books (b).
- Choose different students to point to the pictures in the story frames and say the lines from the story.

Audio transcript

- Narrator** Here's Henrietta the chicken.
- Narrator** They're quiet mice.
- Narrator** They're big cows.
- Narrator** They're colourful ducks.
- Goat 1** Look at her beautiful house!
- Henrietta** Hey! I'm not colourful, and I'm not big!
- Narrator** They're clean goats.
- Henrietta** But I'm ME!

ANSWERS

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

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the questions. Establish that Henrietta is clever and creative and that what's inside (our personalities) is far more important than what's outside (our appearances).

- In students' own language, ask what they think the most important characteristics are for a person to have. If necessary, prompt with questions, e.g. *Is it important to be kind / helpful / beautiful?* Ask students to say what they think their best characteristics are.
- Alternatively, ask students to think of one positive adjective to say about the person to their right. Make sure all students hear one positive adjective about themselves. Establish that everyone is different, and we all have different personalities. The important thing is to be happy with who we are.

Global skills: emotional self-regulation and well-being

Self-acceptance is vital for emotional well-being. Students need to know that they can't be like everyone else because we are all different, but we all have positive characteristics, and we all have something to offer. Learning to be happy with who they are will give students a positive outlook and increase their self-confidence.

4 Act out the story.

- Students work in groups of six, with one student for each of the following parts: Narrator, Henrietta, Duck, Cow, Mouse, Goat. As a group, students decide who should take each part. Allow students in groups of fewer than six to take more than one part, e.g. the same student could play the duck and the mouse or the cow and the goat.
- Ask students to act out the story. Walk around the classroom, checking pronunciation.
- Invite different groups to act out the story for the class.

Team Up! 4

- Students work in pairs or teams to complete the sentences with animals from the story. They then swap quizzes with another pair or team and answer each other's questions. They can write full sentences or one-word answers.

5 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Workbook

 pages 118–119

1 Look at the pictures. What animals can you see?

- Students look at the story and answer the question.

ANSWERS

horse, cows, sheep

2 Read the story.

- Students read the story to themselves.

3 Read again and write.

- Students read the story again and complete the sentences with the words in the box.

ANSWERS

1 new 2 clean 3 noisy 4 big

4 Read and match.

- Students draw lines to match the pairs of dialogue from the story.

ANSWERS

1 c 2 a 3 b

5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and the record sheet to assess the learning objective for this lesson.

Lesson 5: Skills and Culture**Learning objective**

Students will learn about farms in Mexico and Indonesia.

Language

Farms: pineapples, peaches, watermelons, lemons

Warm up

- Play a game of *Pass the flashcards* (see *Ideas bank* page 141) to review the vocabulary from lesson 1 and lesson 3.
- Ask students around the class *What farm animals do you like?*

Lead-in

- In the students' own language, ask the class to look at the photos on Student Book pages 130 and 131 to try to work out which countries they will be learning about today. Repeat correct guesses in English. Write *Mexico* and *Indonesia* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about farms in these countries today.

Student Book pages 130–131**1 Listen, point and repeat.** 208

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.
- Ask students which of the fruit in the photos they like.

2 Listen and say the number. 209

- Focus on the photo of Rosa. Ask *Which country is Rosa from?* (Mexico)
- Tell students that they are going to hear Rosa talking about farms in Mexico. They must listen and say the number of the photo when Rosa talks about it.
- Play the recording, pausing each time that Rosa talks about one of the photos, for students to call out the number.

Audio transcript

I'm Rosa. I'm from Mexico. There are lots of fruit farms in my country.

- Look at this tree! It's a lemon tree. They're big lemons. They're yellow.
- Look at these plants! They're pineapple plants. The pineapples are yellow and green. I like pineapples!
- These are big watermelons. They're colourful. They're green and pink.
- These are peaches. They're on the table. They're my favourite fruit.

ANSWERS

4, 1, 3, 2

3 What can Rosa see on her grandpa's farm? Listen and tick ✓ or cross X. 210

- Tell the class that now they are going to hear Rosa talking about her grandpa's farm. They must listen and tick the things that Rosa's grandpa has on his farm and cross the things that he doesn't have on his farm.
- Play the recording for students to listen and tick or cross the pictures.

Audio transcript

I'm on my grandpa's farm today. Fruit grows here.

- I can see watermelons! They're big watermelons.
- I can see big pineapples, too.
- I can't see lemons here, but I can see orange trees.
- I can't see grapes on the farm. But peaches grow here. I can see lots of peaches!

ANSWERS

1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓

4 Watch the video.

- Play the video for students.
- Ask students *What fruit can you see?* Play the video again, pausing after each fruit is mentioned (bananas, mangoes, watermelon, yellow lemons, green lemons, peaches, pineapples).
- Ask students *What fruit is on Diego's uncle's farm?* Play the video again for students to find the answers (watermelon, yellow lemons, green lemons, peaches, pineapples).
- Ask different students *What fruit in the video do you like?*

Video transcript see page 149.**5 Listen and follow.** 211 **Then talk about fruit in your country.**

- Play the conversation for students to listen and follow.
- Ask students to work in pairs, taking turns to say what fruit grow in their country.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to act out their conversation for the class.

6 Talk about the photos. Then listen and read. 212

- Focus on the photo of Yudi. Ask *Which country is Yudi from?* (Indonesia)
- Ask students to look at the rest of the photos and say what animals, fruit and other items they can see. Elicit answers from different students around the class.
- Play the recording for students to follow the text in Yudi's blog post.

7 Read again. Circle the correct word.

- Read the first sentence aloud. Ask students to find out which word is correct. Students read the blog post again to find the correct information. Show students the circled word in the example sentence.
- Students complete the rest of the exercise in their books. Check the answers as a class.
- Invite different students to read the correct sentences to the class.

ANSWERS

1 cows 2 goats 3 pineapples 4 bananas

Optional activity

- To prepare students for exercise 8, write the headings *Adjectives* and *Nouns* on the board. Say known adjectives or nouns, one at a time, e.g. *clean, cow, happy, boy, colourful, flower*, etc. Ask students to tell you under which heading on the board to write each word.
- Stronger students can think of other adjectives or nouns and come to the board to write them under the headings.

8 Underline the adjectives. Then circle the nouns.

- Write the sentence *They're big apples.* on the board. Ask students to say which word is an adjective (*big*) and which word is a noun (*apples*). Underline the word *big* and circle the word *apples*.
- Students complete the exercise in their books. Check the answers as a class.
- Students read Yudi's blog post again and underline the adjectives and circle the nouns.

ANSWERS

- 1 Adjective: white, Noun: cows
- 2 Adjective: small, Noun: goats
- 3 Adjective: yellow, Noun: bananas
- 4 Adjective: noisy, Noun: chickens

Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about recognizing adjectives and nouns.
- If further practice is needed, ask students to complete exercise 3 on page 121 of their Workbooks.

9 Write about farms in your country. Go to your Workbook page 121.

- Ask students to turn to page 121 of their Workbook and look at the writing task. This can be done in class or set for homework.

Workbook pages 120–121

1 Write.

- Students look at the items in the picture and write the words next to the corresponding numbers.

ANSWERS

1 peaches 2 lemons 3 pineapples 4 watermelons

2 Read and number.

- Students read the blog post, look at the picture and number the corresponding sentences in the blog post.

ANSWERS

noisy goats 3 hungry chickens 2 big dog 5
colourful fruit trees 1 big pineapples 6
red and green watermelon 4

3 Underline the adjectives. Then circle the nouns.

- Students underline the adjectives and circle the nouns in the sentences.

ANSWERS

- 1 Adjective: noisy, Noun: goats
- 2 Adjective: hungry, Noun: chickens
- 3 Adjective: big, Noun: dog
- 4 Adjective: colourful, Noun: trees

4 Circle what you can see on a farm in your country.

- Students circle the things that they can see on a farm in their country. They can think about a real farm or an imaginary farm.

ANSWERS

Students' own answers

5 Read. Then write for you and draw.

- Read the example answer aloud as students follow it in their Workbooks. Establish that this is what a piece of writing about a farm looks like.
- Ask students to look at the words they circled in exercise 4. They use these ideas and the example answer to help them write about a farm in their country. Students can illustrate their writing with a drawing.
- Invite different students to read their pieces of writing aloud to the class.

ANSWERS

Students' own answers

Assessment for learning

Students use the traffic light cards and complete the record sheet to assess the learning objective for this lesson.

Project and Review

Project

Learning objective

Students will make a poster about their country.

Language

Grammar and vocabulary from the unit

Materials

Plain paper, sheets of card, coloured pens and pencils, scissors, glue

Optional: *Team Up!* 5 worksheet

Warm up

- Play a game of *Odd one out* (see *Ideas bank* page 143) with the lesson 1 and lesson 3 flashcards.

Lead-in

- Ask the class to look at the photo of the finished project at the top of Student Book page 132. Ask students what they think they're going to do.
- Confirm to students, in their own language, that they will be making a poster about their country. Write *Project: a poster* on the board.
- Ask students to say what things they want to show on their poster.

Student Book page 132

1 Listen and read. Learn how to do the project.

 213

- Play the recording for students to follow the pictures and instructions in their Student Books.
- Students work in groups. Hand out sheets of plain paper and card and make sure students have coloured pens / pencils, scissors and glue.
- Students follow the instructions to make their poster, then practise talking about it in their groups.
- Walk around the classroom as students work, helping where necessary.

Team Up! 5 DOWNLOAD

- As an optional activity, each group making a poster can also make a quiz for the other students in the class to complete during / after their poster presentation.
- Print or photocopy and hand out project worksheets to the students. They write words for animals and fruit on the write-on lines, some of which appear on their poster and some of which don't. The other students listen to the poster presentation and circle *Yes* or *No*.
- Alternatively, you can make a display with the posters, giving each poster a number and numbering the quiz sheets accordingly. Students can then move around the classroom looking at the posters and completing the quiz sheets.

2 Watch the video. What are the children's favourite animals and fruit?

- Play the video for the students.
- Ask students to say what the children's favourite animals and fruit are. Pause the video after items are mentioned for students to call out the words.
- If you like, you can ask more questions, e.g. *What colour are the sheep / apples? / Which animals are noisy?*, then play the video again for students to find the answers.
- Ask students to say what their favourite animals and fruit in the video are.

Video transcript see page 149.

ANSWERS

Poppy's favourite animals are horses. Tia's favourite animals are sheep. Tom's favourite fruit are apples. Jack's favourite fruit are strawberries.

3 Listen and follow. 214 Talk about your poster.

- Play the recording for students to listen and follow.
- Invite different students to model the presentation.

- Students show their posters to the class and talk about them.

Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

Review

Student Book page 133

1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words for farm animals and adjectives that they can remember.

ANSWERS

Animals: bird, sheep, goat, mouse, donkey, chicken

Adjectives: noisy, quiet, dirty, clean, big, small

Optional activity

Ask students if they can name more farm animals that they have learned and which are not included here. Write their answers on the board, e.g. *cow, horse*.

2 Choose and do two activities.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to raise their hands if they chose activities 1, 2 or 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students if necessary.
- Ask the students to complete the tasks. Walk around the classroom as they work, helping where necessary.

ANSWERS

- 1 Do you like snakes / cats / dogs / spiders? (Students' own answers)
- 2 Are they goats / mice / chickens / birds? Yes, they are. / No, they aren't.
- 3 It's a dirty cow. They're noisy sheep. They're small horses. It's a quiet donkey.
- 4 1 It's a big watermelon. 2 They're green lemons. 3 They're small pineapples.
- 5 Henrietta is small. The cows are big. Henrietta is grey. The ducks are colourful. Henrietta is noisy. The mice are quiet. Henrietta is dirty. The goats are clean.
- 6 Students' own answers

1 Write the words in the boxes.

- Students write the words in the correct boxes according to the body parts the animals have.

ANSWERS

Animals with tails: cow, donkey, goat, horse, mouse, sheep, bird, chicken, duck

Animals with wings: bird, chicken, duck

2 Find the pairs. Write the letter.

- Students write the letters to match the pairs of opposite adjectives presented below.

ANSWERS

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

3 Read and match.

- Students look at the pictures and draw lines to match the questions to the correct answers.

ANSWERS

1 No, they aren't. 2 Yes, they are. 3 No, they aren't.
4 No, they aren't. 5 No, they aren't. 6 Yes, they are.

4 Order the words.

- Students write the words in the correct order to make sentences.

ANSWERS

1 It's a clean goat. 2 They're hungry donkeys.
3 It's a dirty horse. 4 They're small lemons.

5 Write.

- Students read the questions, look at the picture and write the answers.

ANSWERS

1 No, they aren't. They're sheep. 2 No, they aren't.
They're goats. 3 No, they aren't. They're cows.
4 Yes, they are.

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

Unit 10 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.
1 hexagon = little effort; all 4 hexagons = maximum effort.

Tests

- The students are now ready to do the Unit 10 test, the End-of-term test 3 or the End-of-year test, downloadable from the Teacher's resources on Oxford English Hub.

At the castle

Learning objective

Students will be able to read and understand a letter to a pen pal and a story.

Language

Vocabulary and grammar from Units 9 and 10

Warm up

- Play a game of *Odd one out* using the flashcards from Units 9 and 10 (see *Ideas bank* page 143).

Lead-in

- Tell the class *Today we are going to read*. Ask students to look at the texts on Student Book pages 134 and 135 and say what kinds of text they think each one is (a letter to a pen pal and a story).

Student Book pages 134–135

1 Listen and read. 215 How many rooms can you find in Daisy's letter?

- Focus students' attention on the letter. Ask students to say English words for the things they can see in the photos (lake, trees, horse, table, pictures, bird). Use the photos to teach the words *castle*, *knight*, *peacock*, *dining room* and *chandelier*.
- Ask the class, in their own language, if they have ever been to a castle and, if so, where it was and what they did there.
- Tell the class that they are going to listen to a recording of the letter.
- Play the recording for students to listen and follow the letter in their Student Books. Encourage students to point to the items in the photos as they are mentioned.
- Play the recording again for students to follow.
- Ask different students to say how many rooms they can find in Daisy's letter and which rooms Daisy mentions.

ANSWERS

Two (bedroom and dining room)

2 Read again. Write.

- Read the first gapped sentence aloud and ask students to find out where the table is. Students look back at the letter to find the answer. Show the class the example answer (dining room).
- Students read the letter again and complete the sentences using the words in the box.
- Check the answers by asking different students to read the completed sentences aloud.

ANSWERS

1 dining room 2 bedroom 3 garden 4 horses

Optional activity

Play a game of *What's missing?* (see *Ideas bank* page 1421) using the places at home and things at home flashcards from Unit 9.

3 Talk about the pictures. Then listen and read.

 216

- Ask different students to say what they can see in the pictures (boys, cushions, table, sofa, living room, kitchen, oranges), who they think the characters are and what colours they can see.
- Ask students, in their own language, to guess what the story is about (brothers who play hide and seek in a castle). Tell the class, in their own language, that they're going to read a story about a game of hide and seek. Explain the meaning of the phrase *hide and seek*. Ask students if they ever play hide and seek and, if so, where they like to hide.
- Invite students to make predictions about what happens in the story, using their own language.
- Play the recording for students to follow the story. Encourage students to point to the pictures in their books as they listen.
- Play the recording again for students to follow. If you like, you can play the story once more for students to enjoy.

4 Read again. Answer the questions.

- Read the first question aloud and ask students to find the answer. Students look back at the story to find the information that gives them the answer. Show the class the example answer (Yes).
- Students read the story again to find and write the answers in their books.
- Check the answers by asking different students to read the questions and answers aloud in pairs.

ANSWERS

1 Yes 2 No 3 Sami 4 oranges

Optional activity

Play a game of *Pass the flashcards* using the flashcards from Units 9 and 10 (see *Ideas bank* page 143). Play the videos or the recordings of the songs from Units 9 and 10 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.

Unit 1

Workbook page 124

1 Write.

- Students complete the questions and answers.

ANSWERS

1 is it, It's 2 is it, It's 3 is it, It's 4 is it, It's

2 Write.

- Students look at the puzzle pieces and write questions and answers.

ANSWERS

1 What is it? It's a clock. 2 What is it? It's a cupboard.
3 What is it? It's a door.

3 Write.

- Students complete the questions and answers.

ANSWERS

1 What 2 clock 3 is 4 It's

Unit 2

Workbook page 125

1 Write.

- Students complete the sentences.

ANSWERS

1 I've got 2 I haven't got 3 I've got 4 I haven't got

2 Order the words.

- Students write the words in order to make sentences.

ANSWERS

1 I've got a kite. 2 I haven't got a plane.

3 Write.

- Students look at the pictures and write the correct possessive adjectives.

ANSWERS

1 your 2 my 3 your

Unit 3

Workbook page 126

1 Write.

- Students complete the sentences with *can* or *can't*.

ANSWERS

1 can 2 can't 3 can't 4 can

2 Write.

- Students use the prompts to write sentences.

ANSWERS

1 I can't sing. 2 I can draw. 3 I can climb.
4 I can't dance.

3 Read and match. Then write.

- Students draw lines to match the questions to the correct people, then write the answers.

ANSWERS

1 c – No, I can't. 2 a – Yes, I can. 3 d – Yes, I can.
4 b – No, I can't.

Unit 4

Workbook page 127

1 Write.

- Students complete the questions and answers.

ANSWERS

1 Is it 2 it is 3 it isn't 4 Is it

2 Write questions and answers.

- Students complete the questions, look at the pictures and write the answers.

ANSWERS

1 Is it a spider? Yes, it is.
2 Is it a snake? No, it isn't.
3 Is it a duck? Yes, it is.

3 Read and circle.

- Students circle the correct answer options to complete the sentences.

ANSWERS

1 are 2 's 3 's 4 are

4 Write.

- Students use the prompts to write sentences.

ANSWERS

1 There's a flower. 2 There are some plants.
3 There's a spider. 4 There are some shells.

Unit 5

Workbook page 128

1 Read and match.

- Students draw lines to match the sentence stems to the sentence endings.

ANSWERS

This is: my nose, my body
These are: my eyes, my hands

2 Write.

- Students look at the picture and write sentences.

ANSWERS

- 1 This is my face. 2 This is my mouth.
3 These are my hands / arms. 4 These are my feet.

3 Read and circle.

- Students circle the correct answer options to complete the sentences.

ANSWERS

- 1 It's got, It's 2 It's, It's got 3 It's got, It's 4 It's, It's got

4 Order the words.

- Students write the words in order to make sentences.

ANSWERS

- 1 It's got a beak. 2 It's got two ears.

Unit 6

Workbook page 129

1 Write.

- Students complete the sentences with the correct words from the box.

ANSWERS

- 1 She's 2 He's 3 He's 4 She's

2 Write.

- Students write questions for the answers.

ANSWERS

- 1 Who's she? 2 Who's he? 3 Who's she?

3 Answer for you.

- Students write true answers to the questions.

ANSWERS

Students' own answers

4 Write.

- Students look at the pictures and write the questions and answers.

ANSWERS

- 1 Are you thirsty? No, I'm not. 2 Are you cold? Yes, I am.

Unit 7

Workbook page 130

1 Read and circle.

- Students read the prompts and circle the correct words to complete the sentences.

ANSWERS

- 1 her 2 his 3 his 4 her

2 Read and tick.

- Students tick the correct option according to the pictures.

ANSWERS

- 1 her 2 his

3 Read and circle.

- Students circle the correct answer options to complete the sentences.

ANSWERS

- 1 That 2 Those 3 Those 4 That

4 Write.

- Students complete the sentences with the correct words.

ANSWERS

- 1 are 2 is 3 are

Unit 8

Workbook page 131

1 Write.

- Students look at the prompts and complete the sentences.

ANSWERS

- 1 don't like 2 like 3 like 4 don't like

2 Look, read and match.

- Students draw lines to match the pictures to the sentences.

ANSWERS

- 1 b 2 d 3 a 4 c

3 Order the words.

- Students write the words in order to make sentences.

ANSWERS

- 1 Can I have some noodles, please?
2 Can I have some pizza, please?

4 Read and match.

- Students draw lines to match the sentence halves.

ANSWERS

- 1 b 2 a

Unit 9

Workbook page 132

1 Write.

- Students read the questions, look at the pictures and write the answers.

ANSWERS

- 1 No, he isn't. 2 Yes, she is.

2 Write the questions.

- Students write questions based on the sentences given.

ANSWERS

- 1 Is Nina in the bedroom? 2 Is Dad in the garden?
3 Is Mum downstairs?

3 Order the words.

- Students write the words in order to make sentences.

ANSWERS

- 1 It's on the bed. 2 It's in the wardrobe.
3 It's under the table.

4 Write questions and answers.

- Students look at the pictures and write questions and answers.

ANSWERS

- 1 Where's the kite? It's under the bed.
- 2 Where's the skipping rope? It's in/on the bookcase.
- 3 Where's the teddy? It's on the table.

Unit 10

Workbook page 133

1 Write.

- Students complete the answers.

ANSWERS

- 1 they are
- 2 they aren't
- 3 they are
- 4 they aren't

2 Write.

- Students complete the questions.

ANSWERS

- 1 Are they
- 2 Are they
- 3 Are they
- 4 Are they

3 Write.

- Students complete the sentences with the correct words from the box.

ANSWERS

- 1 They're
- 2 It's
- 3 It's
- 4 They're

4 Write.

- Students look at the pictures and write sentences.

ANSWERS

- 1 They're quiet.
- 2 It's noisy.

The *Ideas bank* contains ideas for warm up activities. These activities practise and reinforce the target language of the unit in a fun and engaging way. Warm up activities are a great way to start the lesson, or you can also use them for extra practice where you choose.

Vocabulary games

Simon says

- Tell the students that they should follow your instruction if you first say the words *Simon says*. Tell them that they are out of the game if they follow an instruction that doesn't begin with *Simon says* or if they fail to do what Simon says to do. Begin by saying *Simon says stand up*. Look to make sure everybody is doing the action.
- Give another instruction, such as *Simon says run*. Check again.
- Continue giving instructions. Mix it up and say something like *Sit down*, without the preface *Simon says*. Call out the students who do the action.
- Play until one student is left. This student is the winner.

Mime the word

- Divide the class into two teams.
- Give the class a topic (e.g. hobbies). Invite students from each team in turn to come to the front of the class and mime a word related to the topic for their team to guess.
- If their team can't guess the word, the other team can guess the answer. Award one point for each correct word.
- The team with the most points wins.

Draw and guess

- Divide the class into two teams.
- Start drawing a known item on the board. Students from each team call out and guess what the item is.
- The student who guesses correctly wins a point for their team and takes a turn to draw an item on the board.

Sharkman

- Draw a set of six steps leading into the sea with a stick man at the top of the steps. Draw a shark's fin poking out of the sea.
- Think of a word to elicit. Write a line for each of the letters in the word.
- Ask the students to call out letters they think are in the word, e.g. *e!* If there is an *e*, write it in the correct place in the word.
- If they don't guess correctly, move the stick man down a step towards the sea.
- The students must try to finish the word before the stick man reaches the sea and the shark.

Jumbled words

- Divide the class into two teams.
- Give the class a topic (e.g. animals). Write the letters for a word related to the topic on the board in jumbled order.

- Write words for each team in turn. The students call out the correct word or come to the board and write the word.
- Award one point for each correct word. The team with the most points wins.

First letters

- Tell students to think of an object in a picture in the Student Book, or in the classroom, and say what letter it starts with. Their partners, or the rest of the class, guess the object.
- You can stick a set of flashcards on the board and have students choose a flashcard and say what letter it starts with, for example:
The first letter is F.
Is it "fish"?
No, it isn't.
Is it "floor"?
Yes, it is!

I spy colours!

- Think of an object in the classroom and say *I spy something (blue)!*
- The students look around the classroom and try to guess the object. The first student to guess correctly can choose another object for the rest of the class to guess.

Memory chain

- Ask students to stand up. Say a sentence using the unit vocabulary, e.g. *I've got a (cat)*. Invite a student to add an item to the sentence, e.g. *I've got a (cat) and a (dog)*.
- Repeat with students around the class. If a student can't remember the list of items, they have to sit down. The last student left standing is the winner.
- You can play this game with a lot of different lists to practise different vocabulary sets using different grammar structures, e.g. *There's ... / I've got ... / I can ... / I like ...*, etc.

Guess who / what?

- Ask students to think of a person in the class, a famous person, an animal or an item and describe him / her / it to the class. The student who correctly guesses the person or item then takes a turn to describe a new person or item, e.g. *She's tall. She's pretty. She's got black hair. She's got green eyes.* etc.

Categories

- Write three headings on the board for three different vocabulary sets. Ask students to say words for each heading or come to the board and write words under the headings.
- Alternatively, you can hand students flashcards and ask them to say the words, then stick the flashcards under the correct headings.
- If you like, you can play this as a game in two teams, inviting students from each team in turn to say or write a word, or stick a flashcard, on the board under one of the headings.

Minute race!

- Seat the students in a circle.
- Set a timer for one minute. You can use a timer on your phone or watch or use a sand timer.
- Call out a vocabulary set, e.g. hobbies. The students take turns calling out words / phrases for hobbies. They have to try to get all the way around the circle before the minute is up.
- Alternatively, in a large class, students can try to say as many words as they can in one minute.
- Play the game again and see if they can beat their record with the same vocabulary. Alternatively, play the game again using a different set of words.

Listen and draw

- Describe an animal / a monster / a person / an object / a scene to the class and tell them to draw what you are describing.
- See how accurately the students draw what you are describing.
- If you have confident students, you can invite a student to describe something to the class.

Flashcard games

Bingo!

- Show a set of flashcards and ask students to say the words.
- Ask students to write six of the words in their notebooks or on a piece of paper. Alternatively, students can draw pictures to illustrate the words.
- Call out the words or show the flashcards in a random order. When a student hears or sees a word on their list, they cross it out.
- The first student to cross out all their words wins the game, but continue playing until all students have crossed out all their words.
- You can also play this game to review numbers (students write six numbers) or colours (students colour six circles).

Slow reveal

- Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly and ask the students *What's this?*
- Carry on sliding the paper further down the flashcard, stopping now and then to ask the students *What's this?* and to allow the class to offer their ideas, e.g. *It's a (pencil)!*

Find the cards

- Stick a set of flashcards on the board. Point to each flashcard and ask the class *What is it?* Repeat the correct word for each flashcard with the students, then turn each flashcard over.
- When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

Number words

- Stick a set of flashcards on the board. Write a number under each flashcard. Say the word for one of the flashcards and ask *What number is it?* Alternatively, say the number and ask *What is it?*

Noughts and crosses

- Play a game of noughts and crosses using a set of flashcards.
- Divide the class into two teams. Assign noughts to one team and crosses to the other team.
- Draw a 3x3 grid on the board and stick a flashcard in each square. Students from each team in turn say the word for one of the flashcards and draw a nought or cross in the cell. The first team to get three in a row wins.

Pass the flashcards

- Arrange the students in a circle. Hand out flashcards to the students. Play a song from a previous unit.
- The students pass the flashcards around the circle. Stop the music at random points. The students hold up the flashcards they have and say the correct words.
- Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

Stop the cards

- Show a set of flashcards one after the other, fairly fast, saying the name of the item on one of the flashcards as you go. The students call *Stop!* when the word and the picture match.

What's missing?

- Stick ten flashcards on the board. Point to the flashcards and ask the class to say the words.
- Tell the class to close their eyes. Remove two or three of the flashcards.
- The students open their eyes and say which flashcards are missing.

What have you got?

- Invite a student to come to the front of the class.
- Without letting the rest of the class see, give the student a flashcard and tell the student to hold the flashcard behind his / her back. The other students take turns to ask questions, e.g. *Have you got a (pen)?* The student with the flashcard answers *Yes, I have. / No, I haven't.*
- The first student to guess the item on the flashcard can come to the front of the class and take a different flashcard. You can also play this game with small items.

Memory game

- Stick six or eight flashcards on the board. Point to the flashcards and ask students to say the words.
- Tell students to look at the flashcards for about 20 seconds. Tell students to close their eyes. Remove the flashcards from the board.
- Tell students to open their eyes. Ask students to tell you which flashcards were on the board.
- Students can also play this game in two teams. Once you have removed the flashcards, ask students from each team in turn to say one of the flashcard words.
- Award one point for each correct answer. If students in one team can't remember any more flashcards, play passes to the other team.

Have you got ... ?

- Divide the class into two teams. Hand half the flashcards from one vocabulary set to the students in Team A. Hand the other half to the students in Team B.
- Tell the students not to let the other team see their cards. Students from each team in turn ask the other team *Have you got (a scooter)?* If a student from the other team has the flashcard, they must answer *Yes, I have!* and hold up the card (or stick it on the board). Continue until all the cards have been revealed.

Odd one out

- Choose three flashcards from one vocabulary set and one flashcard from a different vocabulary set.
- Stick the flashcards on the board. The students have to say which flashcard does not belong with the others in the group.
- Encourage students to say why this card is the odd one out, e.g. *They're toys. This is an animal.*
- You can play this game in two teams, if you like, showing sets of flashcards to each team in turn.
- Award one point for each correct answer. The team with the most points wins.

Word match

For this game, make wordcards with your students prior to playing.

- Divide the class into two teams. Invite a student from each team in turn to come to the board. Stick a flashcard on the board and hand the student three wordcards (including the wordcard to match the flashcard on the board).
- The student sticks the correct wordcard on the board. Award one point for each correct answer. The team with the most points wins.

Matching pairs

For this game, make wordcards with your students prior to playing.

- Stick one or two sets of flashcards on one side of the board, and stick the corresponding wordcards on the other side of the board, in jumbled order. Invite students from each team in turn to come to the board and take a matching flashcard and wordcard. Repeat until all the cards have gone. Award one point for each correct pair. The team with the most points wins.

Can you remember?

- Display the flashcards on the board in a row.
- The students say each word in chorus.
- Turn the last card in the row over so that the picture or word cannot be seen.
- The students say each word again, including the last one from memory.
- Repeat the procedure so that finally the students are saying each word from memory.

Fast talk

- Put the flashcards from the unit in a pile face down on your table.
- Pick up the first card, show it briefly and put it down again. Repeat with the rest of the cards, going faster with each

one. Students must try to keep up with you by saying the words as quickly as they can.

Word cloud

- Show a flashcard to the class, then put it on the board, with the picture facing towards the board so that students can't see.
- Repeat with the rest of the cards making a cloud formation on the board.
- Once all the cards are on the board, invite a student to come to the front, name a vocabulary item and turn over the correct card. If he / she gets the answer right, keep the card with its picture displayed and give the student another go. If he / she is wrong, turn the card over again and invite another student to the front of the class.
- Continue until all of the cards have been identified.

Snap!

- Put the flashcards on the board. Point to each card for students to say the word.
- Divide the class into four groups. Ask each group to choose one of the flashcards and write down the word.
- Take the flashcards from the board, shuffle them and put them on your desk.
- Turn over the flashcards one by one. When the flashcard matches their word, the team calls out *Snap!* and they get one point.
- Put the flashcard to one side, ask the teams to choose and write down a new word and continue the game in the same way until all of the flashcards have been turned over.
- The team with the most points at the end wins.

Whispers

- Organize the class into teams. Each of the teams form a line.
- In secret, show the first student in each team a flashcard.
- Say *Go!* The first student in each team whispers the word to the student behind him / her.
- The students continue whispering the word to the student next to them until the word reaches the last student in the line.
- The last student says the word aloud, and the first student holds up the flashcard so the team can check whether the word and the card are the same.

Song activities

Song flashcards

- Hand out the flashcards for the vocabulary set featured in the song. Play the song and tell students to hold up their flashcards when they hear that word in the song.
- You can shuffle the flashcards and hand them out to different students to repeat the game. Alternatively, you can pin flashcards around the classroom and tell the students to point to the flashcards when they hear that word in the song.

Next lines

- When students have sung a song a couple of times and become familiar with the lyrics, play the song again, pausing at random points for students to sing the next line.

Singing groups

- Divide the class into groups. Play a song for students to familiarize themselves with the lyrics, then play the song again, pointing to each group in turn. When you point to a group, only that group should sing along with the recording.
- Start by pointing to groups in order, then point to groups at random to make the game more exciting.

Actions

- Divide the class into groups and tell each group to think of actions for the song. Play the song a few times for the students to practise singing the song and doing the actions in their groups.
- Invite groups to perform their song for the class along with the recording.

Singing stars

- Divide the class into groups. Students should take turns to sing lines from the song verses, then the whole group should sing the chorus. The students can practise singing the song, then perform it for the class, along with the recording.
- If you like, you can have a class vote for the best performance.

Stop and say

- Give the vocabulary flashcards to individual students in the class.
- Play the song from the unit. The students pass the flashcards around the class.
- Stop the music suddenly. The students who are holding the flashcards stand up.
- Each student names their card.
- Repeat the procedure.

Story animation activities

Who said it?

- Say sentences from the story. Ask students to watch or remember the story animation and call out the name of the character who said each sentence.
- You can play this game in two teams if you like, saying sentences to students from each team in turn and awarding one point for each correct answer.

Who did it?

- Ask questions about actions in the story, e.g. *Who ... ?*
- Students watch or remember the story animation and call out the name of the character who did the action.
- You can play this game in two teams if you like, asking students from each team questions in turn and awarding one point for each correct answer.

What's next?

- On the second viewing of the story animation, pause the story at random points and ask students to say what line comes next. Try to do this with memorable lines or answers to questions.

True or false?

- Divide the class into two teams. Say true or false sentences about the story animation to students from each team in turn. The students respond with *True* or *False*.

- Award one point for each correct answer. Award extra points if students can correct the false sentences. The team with the most points wins.

Quiz

- Divide the class into two teams. Ask students from each team questions about the story animation in turn. Award one point for each correct answer. The team with the most points wins.

Who is it?

- Describe a character from the story animation for the class to guess. Invite a volunteer to stand up and describe a character for the class to guess. Repeat with other students.

Grammar games

Possessions

- Select six classroom objects (e.g. a ruler, a pencil, a book, a rubber, a pen and a pencil sharpener). Hand three of the objects to a student. Hold up one of your objects and say *I've got a (pen)*. Encourage the student to say *I haven't got a (pen)*. *I've got a (ruler)*. Respond with *I haven't got a (ruler)*. *I've got a (book)*. Continue until you and the student have named all the items. Then repeat with another student, or have the students play the game in pairs.
- You can play this game with flashcards or other small objects to practise different vocabulary.

Two truths and a lie

- Tell the students to say or write two true sentences about themselves and one untrue sentence about themselves using the target grammar, e.g. *I've got a brother. I haven't got a sister. I've got ten cousins*.
- Students then read out their sentences. The rest of the class tries to guess which sentence is a lie.
- You can play this game in two teams, if you like, with students from each team in turn reading out a set of sentences for the other team to say which is a lie.

Find somebody who ...

- Write three prompts on the board, using the target grammar, e.g. (for can) ... *can ride a bike / ... can play football / ... can rollerblade*.
- Tell the students to move around the class asking questions until they find one person for each prompt.
- Invite students to tell the class about the people they found, e.g. *Sarah can ride a bike*.

Think fast!

- Divide the class into two teams. Ask students from each team a question in turn, using the target grammar structure, e.g. *What three things can you do? / How many cousins have you got?* etc. The students have 30 seconds to give as many answers as possible, e.g. *I can ride a bike. / I can swim. / I can climb.*, etc.
- Give one point for each answer. The team with the most points wins.

Emotions poster

The *Emotions* poster provides an opportunity to explore and promote students' emotional well-being. It is important to nurture strong social and emotional well-being in the classroom as this is likely to lead to many positive outcomes, both in education and students' future relationships.

How do you feel today?

- Before the students arrive for class, display the *Emotions* poster at a height they can reach. Ask the students to line up to come into the classroom and give each of them a small sticky note. Encourage them to stick their sticky note on the photo which matches how they are feeling today. Then look at the poster and the sticky notes with the students and talk about how everyone is feeling. If possible, try to respond to common feelings, e.g. if a lot of students are tired, play a lively game or sing a song with actions to energize them.

Guess the feeling

- Ask a student to come to the front of the class and stand with their back to the *Emotions* poster. Choose a feeling from the poster and point to it so that the rest of the class can see, but the student standing at the front of the class can't see it. Encourage the rest of the class to mime the feeling for the student to guess. Repeat with different feelings and different students.

The colour of feelings

- Explain to the students that we can think of feelings as colours, and we might have different ideas about which colours different feelings are. Use the *Emotions* poster with the colour flashcards from *Beehive 1* Unit 1, encouraging the students to share their ideas about what colour suits each feeling. As a follow-up activity, ask the students to draw simple emoji-style faces for the feelings from the poster and then colour them using a suitable colour.

What's your weather like today?

- Explain to the students that we can think of our feelings as weather, and we might have different ideas about which weather conditions different feelings are like. Use the *Emotions* poster with the weather flashcards from *Beehive 2* Unit 10, encouraging the students to share their ideas about which kind of weather suits each feeling. You might like to point out that, like the weather, our feelings sometimes change very quickly! The students can also draw a picture of themselves experiencing the weather which matches their feeling. Alternatively, you can use the *Emotions* poster in conjunction with the weather flashcards by asking the students how they feel in different kinds of weather, e.g. *When it's sunny, I feel happy.*, etc.

Noticing the feelings of others

- After reading the grammar presentations and the stories in the *Beehive* Student Book, take the opportunity to ask the students how the different characters feel at different

points in the story. You can refer to the poster when you do this. Encourage the students to share their ideas about why characters have these feelings and why their feelings change. You can also link the character's behaviour to their feelings, challenging the students to notice the way that characters act as a result of the feelings they are experiencing. If you like, invite the students to imagine how they would feel in the situations the characters find themselves in.

Feelings in my body

- Explain to the students that we often have sensations in our bodies when we have strong feelings. Choose and point to some of the feelings on the *Emotions* poster and ask the students to think about where in their body they feel this feeling. You might like to use the body flashcards from *Beehive 1* Unit 5 as well as the poster. Ask *Where can you feel this feeling?* Encourage them to respond with the body words they know in English, e.g., *My hands!* or *My head!* Alternatively, they can touch or point to the parts of their bodies and say *Here!* Encourage them to try and tell you what the feeling is like, e.g. *Is the feeling good or bad? Is it hot or cold?* If you like, explain to the students that noticing how our bodies feel when we have strong feelings can be useful because it shows us when a feeling is just beginning, before it overwhelms us. If this is a feeling like anger, stress or worry, for example, we can stop for a moment and take some deep breaths to help us feel calmer.

How does it make you feel?

- Prepare a mixed set of flashcards from *Beehive*, which show things people would naturally have feelings about, e.g. animals, activities, sports and games, etc. Explain to the students that you are going to show them a flashcard and then ask them to tell you how they feel about what they see in the photo. Hold up a flashcard and then point to relevant photos on the *Emotions* poster. Say, e.g. *What's this? (a cat)* Then ask *Do cats make you feel happy? Do they make you feel scared?*, etc. Repeat with different flashcards. If you like, count the students who put up their hands for each feeling. Then lead a discussion about how our feelings about the same thing can be similar to other people's feelings, but they can also be different.

Small things

- Point to the photo for *happy* on the *Emotions* poster and encourage the students to think about things that make them feel happy. Tell them that these can be small things because often small things can make you happy. Give the students some examples, e.g. a season, a special place or a natural feature like the sea or mountains, a favourite food or drink, a kind of music, an activity, a person who is important to you, etc. Make a class *Happy Poster* by asking each of the students to choose one thing and then either write it down or draw a picture of it. Stick the words and pictures onto a large piece of card to make the *Happy Poster*. Focus the students' attention on the *Happy Poster*.

whenever the opportunity arises, encouraging them to remember the things that make them feel happy. Alternatively, you can make a classroom *Happy Box* with the pictures or words inside. Whenever a student feels happy about something, they can write it down or draw a picture of it and put it in the box.

Catch a smile

- Point to the smile on the face of the happy girl on the *Emotions* poster. Tell the students that a smile is a powerful thing! Explain that you are going to play a game in which they have to catch a smile and then pass it on to another student. Smile broadly at the class. Then pretend to take the smile off your mouth and throw it to a student in the class. Say, e.g. *Catch, Ana!* This student pretends to catch the smile and put it on their own mouth. Then they choose another student to throw a smile to. Continue so that smiles are passed all around the classroom.

Colours, shapes and numbers poster

Colours

- Colours are presented in Unit 1 of the *Beehive 1* Student Book, but they have also been included on the *Colours, shapes and numbers* poster for quick reference in the classroom and for supporting practice of numbers and shapes, which are printed in different colours.
- Review the colours by asking *What colour is it?* about each of the colours on the poster, then about items in the classroom or in the Student Book.

Shapes

- You can use the *Colours, shapes and numbers* poster to present the shapes at any time during the year. Point to the shapes on the poster and say the words, then point to the shapes again and model the words for students to repeat, first chorally and then individually. Next, point to each of the shapes and ask *What is it?* Elicit the answer *It's a (circle)*. Ask students to find shapes in the classroom or in their books and say *It's a (square)*. Draw shapes on the board and ask students to name them. Play a guessing game. Draw one line (or a small section of the outline of a shape) and ask students to guess what shape you are drawing. Continue to draw one line (or section of the outline) at a time until the students guess correctly.

Numbers

- Numbers 1–10 are presented in the Starter unit of the *Beehive 1* Student Book. Numbers 11–20 are presented on the *Colours, shapes and numbers* poster. If your students are already very familiar with numbers 1–10, then use the poster to present numbers 11–20 during the Starter unit of *Beehive 1*. If numbers 1–10 are new to your students, then you may prefer to present numbers 11–20 later in the year when they feel confident with numbers 1–10. However, you will need to present them before Unit 8 as Unit 8 requires students to produce numbers 11–20.
- Point to numbers 11–20 on the *Colours, shapes and numbers* poster and model the words for students to repeat. Ask students to count to a certain number (12, 15, 18, 20), first chorally and then individually.
- Play a game with the class. Call out the colours of the numbers on the poster to the class and ask them to say

the matching number or numbers, e.g. *Blue and orange!* (fifteen) You can also revise numbers 1–10 in this way.

- Ask students to count things in the classroom.

Vocabulary poster

You can use the *Vocabulary* posters to practise and review Lesson 1 vocabulary at any point. Point to known items on the poster and ask *What's this?* Encourage students to say the words. Alternatively, you can use the poster to play one of the vocabulary games below. If you wish, increase the level of challenge by covering up the words with pieces of paper.

Find the word

- Divide the class into two teams and invite one student from each team to come to the poster. Say *Find a (window)*. The first student to point to the correct picture on the poster wins a point for their team.

Yes or no?

- Point to a picture on the poster and ask students around the class *Is it a (desk)?* Encourage students to say *Yes.* or *No.*, then say the correct word if necessary. You can also play this game in teams.

Close your eyes

- Divide the class into two teams. Invite students from each team to come to the poster in turn, close their eyes and point to a picture on the poster. Their team has to say the word. Award one point for each correct answer.

Five questions

- Divide the class into two teams. Invite students from each team in turn to secretly choose a picture on the poster. Their team can ask five questions to guess the picture, e.g. *Is it a (chair)?* Award one point for each correct guess.
- You could also create more vocabulary posters for the vocabulary from Lesson 3 and Lesson 5 using drawings made by the students.

Unit 1

Lesson 5

Avi My name's Avi. I'm from the UK.
Here's my school.
This is my teacher, and this is my classroom.
The desks are white.
The chairs are yellow, red, orange, green, grey and purple.
This is my teacher and the students in my class.
These are my friends. This is the playground.
Let's play! 1, 2, 3, 4! This is fun!
Finished! Let's go home now!

Project

Jack Here's our board game. Let's play!
Poppy Four! One, two, three, four!
Jack What colour is it?
Poppy It's green.
Tom No! It's blue. Miss a turn, Poppy!
Poppy Aww! OK! It's your turn, Jack!
Jack Thanks. Five! One, two, three, four, five!
Tom What is it?
Jack It's a clock.
Poppy Yes!
Tom That's right.
Jack It's your turn, Tom.
Tom Thanks. Three! One, two, three!
Poppy What is it?
Tom It's a chair!
Jack Yes!
Tom It's your turn!
Poppy No. I miss a go.
Tom Oh, yes!
Jack It's my turn.
Poppy One! Yay!
Tom You're the winner!
Jack Well done, Poppy!

Unit 2

Lesson 5

Ben My name's Ben. I'm from the USA.
This is me and my dad. I've got a baseball. It's white and red.
Let's play baseball! This is my bat. It's brown. Yes!
Baseball with my dad is great fun!
Here's my friend, William. He's got a skateboard. It's black.
I haven't got a skateboard. Oops! Careful, William!
I haven't got a scooter, but William's got a scooter. It's red and black. Go, William!
This is my friend Toby. He's got a plane. This is fun!

Project

Tom Here's our survey.
Poppy Teddy, skateboard, plane, ball.
Tom Let's ask ten students. Hi Tia!
Poppy What's your favourite toy – teddy, skateboard, plane or ball?
Tia My favourite toy is a plane.
Tom A plane. Thanks, Tia.
Poppy Let's ask Jack!
Tom What's your favourite toy – a teddy, a skateboard, a plane or a ball?
Jack My favourite toy is a ball.
Poppy A ball. Thanks, Jack.
Tom Now we've got ten answers. Let's count!
Poppy OK. Teddy ... zero.
Tom Skateboard ... one, two, three, four, five. Five!
Poppy Plane ... one, two. Two!
Tom And ball ... one, two, three. Three.
Let's make our block chart.
Poppy This is our block chart.
Tom Here are the scores. Teddy ... zero.
Poppy Skateboard ... five.
Tom Plane ... two.
Poppy And ball ... three.
Tom The favourite toy is a skateboard!

Unit 3

Lesson 5

Charlotte My name's Charlotte. I'm from Canada.
This is fun!
This is me and my friend! We can run!
I can sledge! Watch!
Can you ski? I can ski!
My favourite free time activity is ice skating. I can ice skate with my friends. But my sister can't ice skate!
This is my friend. We can make a snowman. Let's play.

Project

Jack Here's my trophy for Tia.
Tia Here's my trophy for Jack.
Tom Here's my trophy for Poppy.
Poppy Here's my trophy for Tom.
All Ready!
Poppy Tom, this is for you!
Tom Thank you! I can draw! Poppy, this is for you!
Poppy Thank you. I can dance!
Tia This is for you!
Jack Thank you. I can play basketball! This is for you!
Tia Thank you. I can swim!

Unit 4

Lesson 5

Ollie My name's Ollie. I'm from Australia.
I'm at the beach today. There are some trees. I like the sea!
Here's the sun!
Here are my brother and sister. We can run on the beach.
The sand is brown.
Oh look! Is it a sandcastle? Yes, it is!
I love the beach!

Project

Poppy Here's the front of our postcard. There's the sun, a beach, a sandcastle, a boat and the sea. There are some fish and some shells.

Tom And here's the back of our postcard. Dear Teacher, This is the beach. Look at the sun! The sand is yellow.

Tia There's a sandcastle, and there are some shells. I can see the sea. It's blue and green.

Jack There's a boat, and there are some fish. From Poppy, Tom, Jack and Tia.

Unit 5

Lesson 5

Harry I'm Harry. I'm from the UK.
I've got six pets!
I've got a lizard. It's got a head, four legs and a tail.
This is my rabbit, Robbie.
I've got four rabbits.
Look at my rabbit's nose!
It's got a white and brown tail.
I've got a hamster, too.
It's got small ears, and it's got pink feet.
This is a tortoise. I haven't got a tortoise, but I want one!
I love animals!

Project

Jack This is our new animal. It's a fish and a dog!
It's a *Fish Dog*!

Tia This is the head. It's brown. These are the ears. It's got two eyes. It's got a nose and a mouth, too.

Jack This is the body. It's orange. It's got four legs. It's got a tail, too.

Jack and Tia It's a *Fish Dog*!

Unit 6

Lesson 5

Yong My name's Yong. I'm from China. This is my mum and dad.
This is my grandpa and grandma.
We're in the park.
I haven't got a brother or a sister, but I've got cousins.
This is my uncle and aunt.
And these are my two cousins.
This cousin is a boy. His name is Li.
This cousin is a girl. Her name is Lu.
He's my cousin, too.
He's a baby.

Project

Jack This is our family book.

Tia Who's she?

Jack She's my mum. Her name is Amy.

Tia I've got a sister. This is my sister. She's a baby.

Tom I've got a grandpa. This is my grandpa. His name is Tom, too! Who's he?

Poppy He's my cousin. He's a boy. He's 15. His name is Matty.

Unit 7

Lesson 5

Lara My name's Lara.
I'm at the carnival in Venice, in Italy.
Look! That dress is beautiful! It's got flowers. They're green and orange.
These women have got flowers on their heads.
Their flowers are very colourful.
They've got white masks, too.
She hasn't got a mask, but her face is blue!
She's got a blue hat and a blue skirt with stars.
That man is in a boat. He's got a black hat.
His jacket is red, and his shirt is white.
Wow! Look at those purple feathers! They're fantastic!
And look at these feathers. They're colourful! They're green, pink, orange, blue, yellow, black and red.
There are lots of people! Carnival is fun!

Project

Jack This is our paper chain. This boy has got a T-shirt. His trousers are green. His shoes are blue.

Tom His T-shirt is colourful.

Jack Yes, it is!

Poppy This boy has got a kilt. This is his jacket. His shoes are grey, and his socks are long.

Jack His kilt is cool!

Poppy Thanks!

Tia This girl has got a dress. It's long. It's got flowers. These are her shoes. They're red.

Jack Her dress is beautiful!

Tia Thank you!

Tom This girl has got trousers. They're blue.

Her T-shirt is white. Her cap is pink, and her shoes are purple.

Poppy Her shoes are nice!

Tom Thank you!

Unit 8

Lesson 5

Ahmet I'm Ahmet. I'm from Turkey.
It's breakfast time!
There's some cheese. I like cheese. I like oranges, too.
There are some olives.
And there's some salad, too. I like salad.
These olives are black. I don't like olives. But I like bread!
Mmm! More eggs! Eggs are my favourite! Can I have some eggs, please?
Now we can eat!
Here are Mum and Dad.
And my uncles and aunts, too!
Goodbye!

Project

Tom & Poppy Hello!

Tia & Jack Hello!

Jack Can I have some strawberries, please?

Tom Yes, here you are!

Jack Thank you!

Tia Can I have some grapes, please?

Poppy Oh! No, sorry! I've got some mangoes!

Tia Oh yes! I like mangoes. Can I have three mangoes, please?

Poppy Yes, here you are!

Tia Thank you!

Jack Can I have some pizza, please?

Poppy Yes, here you are!

Tia And can I have some eggs, please?

Tom Yes, here you are!

Tia Thanks!

Tom Thank you! Goodbye!

Poppy Goodbye!

Tia Bye!

Jack Thank you!

Unit 9

Lesson 5

Lucia My name's Lucia.

I'm from Spain.

This is my home.

This is the living room.

There are pictures on the walls, and there are lots of plants.

This is the kitchen.

The walls are white, and the floor is white.

This is my mum and my brother. They're in the dining room.

This is my sister. She's in her bedroom.

She's got a desk and a bed.

She's got a chair, too. It's white.

Here's my bedroom. This is my bed.

There's a cupboard under my bed. I've got a chair. It's green.

My bedroom is my favourite room.

Project

Jack This is a living room.

Tia The walls are orange, and the floor is yellow.

Tom There's a table, there's a cupboard and there's a bookcase. There are books in the bookcase.

Poppy Look! There's a cushion. It's colourful!

The cushion is on the sofa.

Jack There's a mirror and a picture on the wall, too.

Tia There are two windows. Here. And here.

Unit 10

Lesson 5

Diego I'm Diego. I'm from Mexico.

My country has got lots of fruit.

Can you see the bananas and the mangoes?

There's some watermelons, too.

Watermelons grow here.

This is my uncle. He's got a farm.

There are big watermelons on the farm.

There are fruit trees, too.

These are lemon trees.

Here are the yellow lemons.

Are these lemons?

Yes, they are! They're green lemons.

Lemons can be yellow or green!

These are peach trees.

Here are the peaches!

Oh, look! Here's the donkey.

He's big and brown.

Pineapples grow here, too.

There are lots of pineapples on the farm.

This is my uncle's kitchen.

My uncle and I like pineapples. Pineapple is my favourite fruit.

Yum! Let's eat.

Project

Poppy This is our poster. There are brown and white cows in our country. There are big horses. Horses are my favourite animals.

Tia There are white sheep, too. They're noisy sheep! Baaaaa!

All Hahaha!

Tia They're my favourite animals.

Tom There are fruit trees in our country. Pears grow here.

These are green pears. There are apples. They're red and green apples. Apples are my favourite fruit.

Jack Strawberries are my favourite fruit! Strawberries grow here. They're big strawberries!

Key vocabulary

Unit 1

Lesson 1

bin
door
chair
clock
board
window
desk
cupboard

Lesson 3

green
red
orange
yellow
grey
brown
purple
pink
blue
white
black

Lesson 5

student
classroom
teacher
playground

Unit 2

Lesson 1

skipping rope
boat
teddy
ball
board game
robot
plane
kite

Lesson 3

book
pencil
rubber
pen
bag
ruler

Lesson 5

baseball
bat
skateboard
scooter

Unit 3

Lesson 1

draw
read
play basketball
play tennis
dance
sing
play football
climb

Lesson 3

catch
run
talk
jump
swim
fly

Lesson 5

sledge
ski
make a snowman
ice skate

Unit 4

Lesson 1

dog
cat
snake
duck
frog
fish
spider
bee

Lesson 3

tree
lake
flower
plant
beach
shell

Lesson 5

sea
sun
sand
sandcastle

Unit 5

Lesson 1

eyes
mouth
face
hands
arms
legs
feet
body

Lesson 3

ears
nose
beak
head
tail
wings

Lesson 5

hamster
rabbit
tortoise
lizard

Unit 6

Lesson 1

grandpa
grandma
mum
dad
brother
sister
aunt
uncle

Lesson 3

happy
sad
thirsty
hot
cold
hungry

Lesson 5

girl
boy
baby
cousins

Unit 7

Lesson 1

cap
jacket
hat
T-shirt
trousers
skirt
socks
shoes

Lesson 3

long
short
old
new
beautiful
colourful

Lesson 5

shirt
dress
mask
feathers

Unit 8

Lesson 1

pears
apples
oranges
bananas
mangoes
grapes
kiwis
strawberries

Lesson 3

pizza
soup
noodles
salad
juice
ice cream

Lesson 5

eggs
bread
cheese
olives

Unit 9

Lesson 1

bedroom
upstairs
bathroom
dining room
living room
kitchen
downstairs
garden

Lesson 3

wardrobe
bed
mirror
bookcase
wall
floor

Lesson 5

sofa
picture
cushions
table

Unit 10

Lesson 1

donkey
cow
bird
horse
chicken
mouse
goat
sheep

Lesson 3

small
big
dirty
noisy
quiet
clean

Lesson 5

pineapples
limes
watermelons
lemons

Dear parents,

This year, your child will be learning English using **Beehive** Level 1. **Beehive** provides a modern, motivating and fun presentation of topics which students can relate to their own studies or to their daily lives.

Beehive recognizes that your support and encouragement are important to your child's success, and the course provides plenty of ways for you to join in actively with the **Beehive** community of learners, even if you don't speak English.

Interactive games, exciting stories, videos and entertaining songs will enrich your child's learning of English and improve their understanding of a variety of topics. Make time to read the stories with your child and encourage them to sing you the songs they learn in class. Ask them to tell you about the texts they have read, and invite them to tell you what topics they have learned about in **Beehive**. Try to look at their work regularly, and ask them to tell you their favourite activities in each unit. Remember to give them lots of praise for their efforts!

The stories in **Beehive** teach important values which promote good citizenship. They provide an opportunity to talk about emotions and social skills which will promote your child's emotional well-being. **Beehive** also has a strong focus on the development of your child's literacy skills with its variety of modern, real-world text types. Get involved by reading the stories and texts together, and encourage your child to read you his / her own pieces of writing.

Each unit of **Beehive** presents aspects of life in other countries for students to read about and compare to their own lives. The lively and motivating videos in **Beehive** introduce children to many different cultures and provide a fascinating window to the world around them. Ask your child to tell you what they have learned about other cultures in each unit, and take the opportunity to talk about the similarities and differences in culture between the country presented and your own country.

In each unit of **Beehive**, students carry out a project, which enables them to take the language they have learned and use it to talk about something they have created. Ask your child to describe their projects to you and tell you what they said about their projects in English so that they can demonstrate how much they have learned.

Beehive provides individual digital learning, too. Your child will have access to Oxford Online Practice which supports students' learning outside the classroom with varied and engaging practice activities.

In addition to the material they will encounter in the **Beehive** course, you can help to expose your child to the English language by finding English films or online videos to watch and English comics, magazines or children's websites to read. Encountering English outside the classroom will help your child to see English as a real means of communication in the modern world.

Your child will be encouraged to self-evaluate his / her progress at the end of each unit and to ask for help in any areas in which he / she has difficulties. Encourage your child to tell you about any problems he / she may have with the material covered in class, and feel free to contact me at any time to ask for any extra help and support necessary.

Please do not hesitate to ask me anything about your child's progress this year.

Welcome to our community of learners!

Yours sincerely,

Class teacher

Great Clarendon Street, Oxford, ox2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2022

The moral rights of the author have been asserted

First published in 2022

2026 2025 2024 2023 2022

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

ISBN: 978 0 19 484576 2 Teacher's Guide Pack Component

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Emotions Poster and Colours, Shapes and Numbers Poster:

Illustrations by: A Corazon Abierto/Sylvie Poggio (number icons), Hannah McCaffery/The Bright Agency (Team Task Characters), John Haslam (Doodles and Emojis)

The Publishers would like to thank the following for their kind permission to reproduce photographs and other copyright material: Shutterstock (Africa Studio, GUNDAM_Ai, Inna photographer, ladybirdstudio, Nanette Dreyer, New Africa, Pixel-Shot, stockfour, TY Lim).

Vocabulary Poster:

The Publishers would like to thank the following for their kind permission to reproduce photographs and other copyright material: 123RF (ababilhot, Arina Zaiachin, Artush Foto, HighwayStarz, Ivonne Wierink, photomelon/Elisabeth Burrell, Piotr Zawisza, Rudmer Zwerver, yurakp, zstockphotos); Alamy Stock Photo (CBW, David Tiberio, William Leaman); Getty Images (Photodisc); OUP (Gareth Boden); Shutterstock (alexandre zveiger, Anastasija Popova, Anna Kucherova, AnnaStills, Artazum, Artem Kutsenko, Carlos Caetano, chris2766, claire norman, David Prah, Denis Kuvaev, Diana Golysheva, Elena Elisseeva, eurobanks, FamVeld, feeling lucky, fizkes, Gaf_Lila, Gatot Adri, Gelpi, Grigvovan, HomeStudio, Iakov Filimonov, ILIA BLIZNYUK, Irina Rogova, Joan Carles Juarez, John Kasawa, Jonathan Park, Jonathan Vasata, Karkas, Kittyfly, LanKS, Lopolo, Maks Narodenko, Matthias Pahl, Monkey Business Images, Nadino, Natalia Aggiato, naten, ober-art, P Maxwell Photography, Peter Baxter, photastic, Photographee.eu, Rido, Robert Kneschke, Ruslan Ivantsov, smereka, Studio Light and Shade, Svetlana MKM, Tom C Amon, vdimage, Veniamin Kraskov, Veronika Stuksrud, Vlad Teodor, witaaker).

Beehive Level 1 Flashcards

The Publishers would like to thank the following for their kind permission to reproduce photographs and other copyright material: 123RF (ababilhot, Arina Zaiachin, Artush Foto, design56, HighwayStarz, Ivonne Wierink, Nik Merkulov, Oksana Kuzmina, Olga Yastremska, Pauliene Wessel, photomelon/Elisabeth Burrell, picsfive, Piotr Zawisza, rawpixel.com, rtsubin, Rudmer Zwerver, toxitz, yurakp, zstockphotos); Alamy Stock Photo (Alarta, Andrea Obzerova, Andrey Bandurenko, CBW, David Tiberio, Elizabeth Whiting & Associates, Eugene Sergeev, EyeEm, Farlap, Horizon International Images Limited, Juniors Bildarchiv GmbH, Kevin Sawford, Kian Khoon Tan, Oleh Honcharenko, Rajalakshmi Julpi, Roger Askew, Rostislav Glinsky, Sedat Seven, Simon Turner, Steve Skjold, Susanne Fritzsche, Wavebreak Media Ltd, Westend61 GmbH, William Leaman); Getty Images (Andreas von Einsiedel, Photodisc, Siede Paris); Oxford University Press (Gareth Boden); Shutterstock (135pixels, 5 second Studio, AdemAY, Alan Sau, alexandre zveiger, AlexeiLogvinovich, amorn_me, Anastasija Popova, AnEduard, Anna Kucherova, Anna_Pustynnikova, AnnaStills, AnurakPongpatimet, Artazum, Artem Kutsenko, avevizavi_com, ball2be, Bildagentur Zoonar GmbH, bitt24, Carlos Caetano, cge2010, chris2766, claire norman, Dasha Gerasimova, David Prah, Denis

Kuvaev, DenisNata, Diana Golysheva, Elena Elisseeva, Elena Sherengovskaya, eurobanks, FamVeld, feeling lucky, fizkes, foodiepics, Gaf_Lila, Gatot Adri, Gelpi, GOLFX, Gregory Johnston, Grigvovan, hkeita, HomeStudio, Hung Chung Chih, Iakov Filimonov, ILIA BLIZNYUK, ilterriorm, imtmphoto, irin-k, Irina Rogova, Iurii Kachkovskiy, Jagodka, Joan Carles Juarez, John Kasawa, Jonathan Park, Jonathan Vasata, Julia Fokina, Karkas, Karuna Tansuk, Kat Ka, Katy Flaty, Kittyfly, KK Tan, LanKS, Lara Cold, Lopolo, Maks Narodenko, mangpor2004, Manny DaCunha, margouillat photo, Mark III Photonics, Matthias Pahl, MF production, Mikhail Turov, Monkey Business Images, Nadino, NadyaEugene, Natalia Aggiato, naten, nelea33, New Africa, ober-art, Odua Images, P Maxwell Photography, Peter Baxter, Philippe 1 bo, photastic, Photographee.eu, Picsfive, pogonici, pondpony, Purple Clouds, Richard Peterson, Rido, Rob Hall UK, Robert Kneschke, Ruslan Ivantsov, schankz, Sergey Novikov, smereka, Studio Light and Shade, Sunward Art, Svetlana MKM, Syda Productions, Tasha Cherkasova, Tatevosian Yana, TierneyMJ, Tom C Amon, Tsekhmister, Valentina Proskurina, vdimage, Veniamin Kraskov, Veronika Stuksrud, Vlad Teodor, Warren Goldswain, witaaker, Yuliia D).