

1 At the castle

Warm-up

Use flashcards 1, 2 and 5 to revise the characters.

Lesson 1 New words and speaking (PB pp24–25)

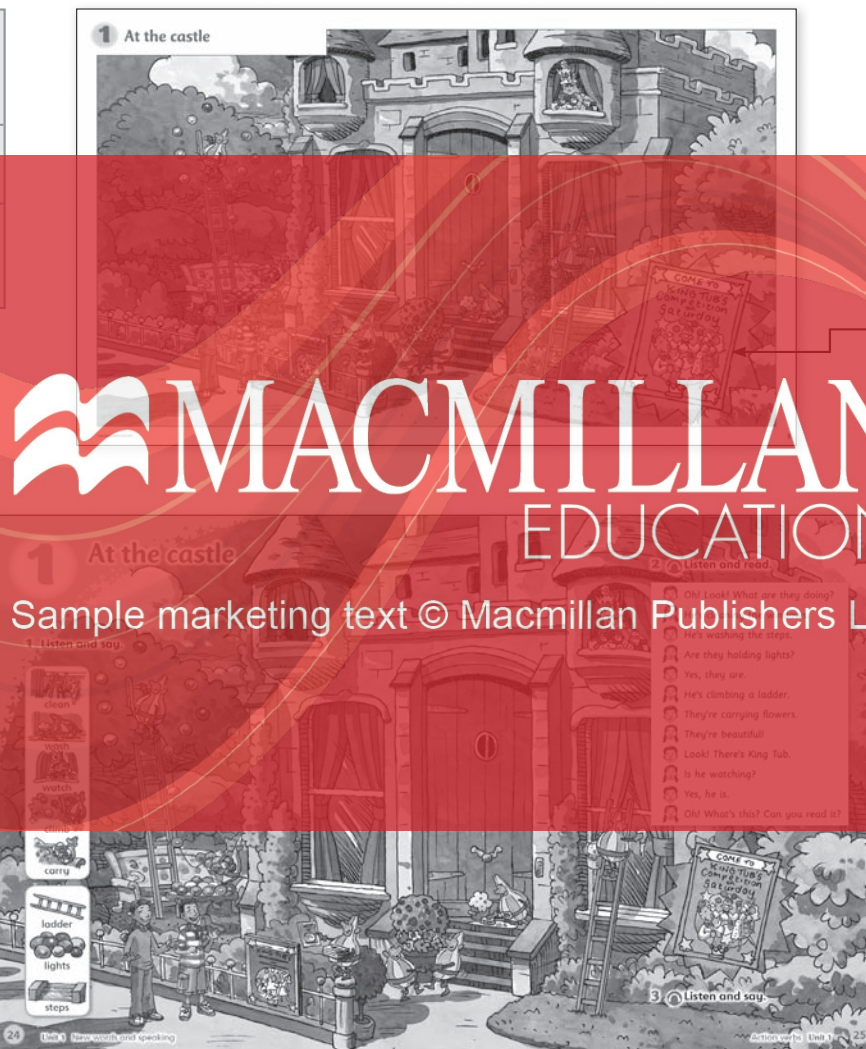
Poster 1

- 1 Show poster 1. Read the title. Class looks for a few moments.
- 2 Show flashcards 13–20. Name the actions and objects. Class repeats.
- 3 Ask different children to find and point to the actions and objects on the poster.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the actions and objects.
- 3 Name the actions and objects. Children point in the boxes. Show flashcards. Children check they are pointing to the correct picture.
- 4 Name the actions and objects in a different order. Children find them in the big picture in their books.



- 4 Ask questions about the picture: *Who is in the picture? Dan, Lily, King Tub. Where is King Tub? In the castle. What colour are the lights? They are red, green, blue, yellow, orange and pink.*

- 5 Play CD1 track 12. Children listen and look at the poster. Point to each of the characters when they speak.

Point out the small poster in the picture. Check understanding. Explain *competition*. Ensure class understands that King Tub is going to hold the competition on Saturday.

Activity 2

Play CD1 track 12. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 13. Children follow and repeat in the pauses. If the class finds a sentence difficult, pause the track. Ask them to say it once or twice more.
- 2 Play track 13 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp2–3)

Check that children understand the tasks before they begin.

Exercise 1



Children circle the word that matches the picture.



Exercise 2



Children look at the pictures then read the sentences. They write the letter of each picture next to the sentence it matches.

1 Words

1 Circle the right word.






1  window flower 2  castle house






3  light ladder 4  night light






5  flower window 6  steps window

Learning to learn




1 Find the same picture. Circle it.




1     

2     

3     

2 Read and match. Write the letters.

A  B  C 

D  E  F 

1 They are washing the car. _____ 2 He is climbing a tree. _____

3 He is carrying a ladder. _____ 4 She is watching TV. _____

5 She is watching TV. _____ 6 There is a cleaning lady. _____

2 Find the same word. Circle it.

1 ball boat balloon ball doll

2 crown down cloud clock crown

3 read rabbit red read reading

4 sweet sweets street targets sweets

5 lamp lamp look light light

Exercise 1

This exercise practises scanning and observation skills using pictures. Children look at the picture on the left and find the matching picture on the right.

Exercise 2

This exercise practises scanning and observation skills using words. Children look at the word on the left and circle the same word on the right.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise scanning and observation skills

Key structure present continuous, interrogative

Key language *What are they doing?*

Key words *clean, wash, watch, climb, carry; ladder, lights, steps*

Materials PB pp24–25; poster 1; flashcards 1, 2, 5, 13–20; WB pp2–3; CD1 tracks 12, 13

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Resource box

* Children may have done this activity in *English World 1*. If they have, continue in the same way: children volunteer, or you choose children, to be one of the characters in the dialogue. They read the lines for their character. If they have memorised quickly, let them say the lines without their books and give them the flashcard for their character to hold. If they need prompting, use the poster to point to each character as they speak. If this is a new activity for your class, do the same, but introduce it slowly. Be ready to help children to remember and say the lines. Encourage them to speak with expression as in the recording. Choose confident children at first so that the class sees the activity being done successfully.

WB answers

p2 Exercise 1: 2 castle 3 ladder 4 light 5 flower 6 steps

Exercise 2: 1D 2E 3F 4C 5A 6B

Lesson 2 Grammar (PB p26) Session 1 Grammar in conversation (PB p27) Session 2

Session 1 Warm-up

Use flashcards 13–17 to revise the words for actions.

Activity 1

1 Children open their books. Point out the Bodkin washing the car. Ask a volunteer to read the bubble. Class repeats.

2 Point out the boy. Check children remember *ladder*. Prompt **He is climbing a ladder**. Continue with the other pictures.

3 Children practise sentences in pairs.*

Activity 2

1 Read, or choose volunteers to read, some or all of the pairs of bubbles.

2 Point out the first picture. Ask the question *Is he reading a book?* Class repeats. Elicit the answer **No, he isn't**. Continue with the other pictures.

3 Encourage children to form the question for the last three pictures.

4 Children practise in pairs.*

Go to Workbook Session 1 ↓

Session 2 Warm-up

Use flashcards 13–17. Ask *What is he/she doing?* **He is climbing**, etc.

Activity 1

1 Point out the man in picture A. Ask *What is he doing?* **He is climbing a ladder**. Ask about the other people in the pictures.

2 Read the first two bubbles. Explain that the boy is looking at the picture while he is counting.

3 Tell the class to listen to the children in the photos. Play CD1 track 14. Children listen and follow in their books.

Activity 2

Play CD1 track 15. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs.

They may also play it as a real game and try to give the correct answer.

Go to Workbook Session 2 ↓



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Grammar (WB p4) Session 1 Grammar in conversation (WB p5) Session 2

Explain the tasks. If you wish, do the first sentences of Exercises 1 and 2 with the class.

Exercise 1

Children choose the correct verb to complete each sentence. Explain that one word fits each space.

Exercise 2

Children choose the correct verb and use it to form the question.

Exercise 3

Point out the example. Remind the class that each sentence must begin with *No*.

Grammar

1 Complete the sentences with the words in the box.
watch hold point play

1 The boys _____ football.
2 Dad _____ the boys.
3 Mum _____ at the boys.
4 I _____ a ball.

2 Write questions. Use the words in the box.
clean climb read go

1 _____ he _____ the ladder?
2 _____ you _____ to school?
3 _____ they _____ the windows?
4 _____ she _____ a book?

3 Write answers to the questions. Start with No.
1 Are you eating an apple?
No, I am not eating an apple.
2 Is she walking to school?
3 Children! Are you eating sweets?
4 Is he carrying a kitten?

Grammar in conversation

1 Complete the questions with the words in the box.
Who What Where How many?

1 _____ are you drawing? A castle.
2 _____ are you going? To school.
3 _____ girls are singing? Two.
4 _____ are you playing with? My friend.

2 Complete the conversation with the words in the box.
opening girl kitten doing he beautiful box children

Look at those children! I _____
What are they _____?
Is the boy _____ a box?
Yes, _____ is.
What's the _____ doing?
One's in the _____ the box.
What's in the _____?
Look! It's a _____!
Oh! It's _____!

Exercise 1

Children complete the questions using the correct question words in the box.

Exercise 2

Children look at the picture first. If this is being done in class, you may wish to ask questions about it. Children read the words in the box.

They read the sentences in the dialogue. They use the words in the box to complete them.**

Summary box

Lesson aim Grammar

Lesson targets Children:

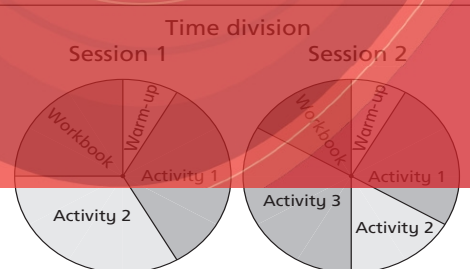
- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation

Key structure present continuous, interrogative, negative

Key language questions words, present continuous questions *What is he/she doing? What are they doing?*

Key words action verbs

Materials PB pp26–27; CD1 tracks 14, 15; flashcards 13–17; WB pp4–5



Resource box

* Bring forward two confident children (or they stand in their places). Prompt the target language. Repeat with other pairs. Alternatively, the whole class can be divided into two groups. Each group has to point to the pictures and speak to their partner.

** If possible, let one or more pairs of children read the complete dialogue to the class. Alternatively, or as well, divide the class in two. One half says the boy's lines, the other half says the girl's lines.

WB answers

p4 Exercise 1: 1 are playing 2 is watching 3 is pointing 4 am holding

Exercise 2: 1 Is, climbing 2 Are, going 3 Are, cleaning 4 Is, reading

Exercise 3: 2 No. She is not walking to school. 3 No. We are not eating sweets. 4 No. He is not carrying a kitten.

p5 Exercise 1: 1 What 2 Where 3 How many 4 Who

Exercise 2: doing, I, carrying, he, girl, opening, box, kitten, beautiful

Grammar Practice Book Unit 1

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class composition.

Lesson 3 Reading (PB p28) Session 1 Reading comprehension (PB p29) Session 2

Session 1 Warm-up

Revise the action verbs using flashcards 13–17.

Activity 1

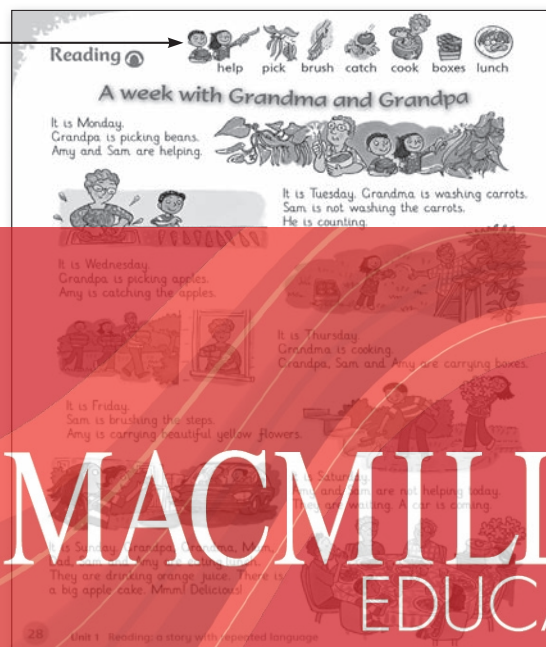
- 1 Teach the new words using flashcards 21–25.

Ask children if they know the days of the week in English. Ask *How many days are there?* If necessary, explain there are seven days in a week.

- 2 Ask children to open their books. Give them time to look at the whole page.

Ask volunteers to name the actions and small objects.

- 3 Point out the title. Play CD1 track 16. Children listen and follow.



- 4 Read the first section. Ask *What day is it? What is Grandpa doing? What are Sam and Amy doing?* Read the other lines and ask questions.*

- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

- 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p1 of Dictionary 2. Continue Grammar Practice Book Unit 1.

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Session 2 Warm-up

Use flashcards 21–24 to revise *pick*, *catch*, *brush* and *cook*. Ask *Do you help at home?*

Activity 1

- 1 Play CD1 track 16 or read *A week with Grandma and Grandpa* again to the class.

- 2 A child reads the first sentence and the beginning of the next one. Ask another to read the two endings. Elicit the correct word. Check that the class agrees.

- 3 Children circle in their books. A child reads both sentences.

Reading comprehension

- 1 Read. Circle the correct ending.

- | | | |
|---|-----------|----------|
| 1 It is Monday. Amy and Sam are picking | carrots. | beans. |
| 2 It is Tuesday. Grandma is washing | Sam. | carrots. |
| 3 It is Wednesday. Amy is catching | apples. | oranges. |
| 4 It is Thursday. Grandma is | cleaning. | cooking. |
| 5 It is Friday. Amy is carrying beautiful | flowers. | yellow. |
| 6 It is Saturday. The children are | washing. | waiting. |
| 7 It is Sunday. They are eating | apples. | lunch. |

- 4 Continue in the same way with the remaining sentences.

- 5 When the activity has been completed, children may do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p6) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children look at the pictures and read the text. They match the pictures and the sentences then write the day under the picture.

Reading comprehension

1 Read, look and write the day.

It is Monday. Grandpa is picking beans.
It is Tuesday. Grandma is washing carrots.
It is Wednesday. Amy is catching apples.
It is Thursday. Grandpa is carrying boxes.
It is Friday. Amy is carrying flowers.
It is Saturday. Sam and Amy are waiting.
It is Sunday. There is a big apple cake.



2 Read, match and write.

carry wash carry catch pick

1 Amy is catching...
2 Grandpa...
3 Amy...
4 Grandpa...
5 Grandma...
6 Unit 1: Reading comprehension: matching pictures and sentences, completing sentences

Exercise 2

Children refer back to the text in Exercise 1 if necessary.

They complete the sentences by choosing the correct verb and writing the name of the object.

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Summary box

Lesson aim Reading

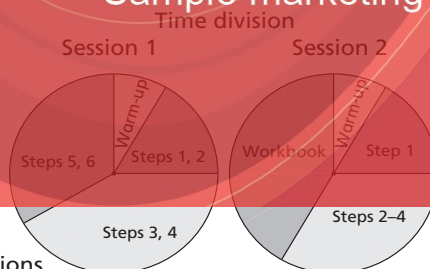
Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structure present continuous

Key words help, pick, brush, catch, cook; boxes, lunch

Materials PB pp28–29; CD1 track 16; flashcards 13–17, 21–25; WB p6



Resource box

* Use these questions or any of your own:

(Tuesday) Is Sam washing carrots? **No, he isn't.** What is he doing? **He's counting.** (Wednesday) Who is picking apples? **Grandpa.** What is Amy doing? **She is catching them.** (Thursday) What are Grandpa, Sam and Amy carrying? **Boxes.** (Friday) What is Sam doing? **He is brushing the steps.** What colour are the flowers? **Yellow.** (Saturday) What are the children doing? **Waiting.** Who is in the car? **Mum and Dad.** (Sunday) What are they eating? **Lunch.** What are they drinking? **Orange juice.**

PB answers

Activity 1: 2 carrots. 3 apples. 4 cooking. 5 flowers. 6 waiting. 7 lunch.

WB answers

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

Exercise 2: 2 is picking beans. 3 is carrying flowers. 4 is carrying boxes.
5 is washing carrots.

Lesson 4 Phonics (PB p29) Listening (PB p30)

Warm-up

Play *Action Mime*. Put verb word cards on the board. Do an action. Children guess, e.g. **Are you climbing a ladder?**

Mr Jolly's box

1 Children find Mr Jolly. Tell them to point to the box and listen.
Play CD1 track 17. Children listen the first time. Then they repeat in the pauses.

2 Write *cake* on the board. Say /eɪ/. Class repeats. Point to the word. Class says the word.
Repeat until they say them accurately and confidently.

Activity 1

1 Tell children to look at the pictures. Ask who or what is in each picture.
2 Ask what the different characters are doing in each one. Encourage children to name objects when appropriate.

Activity 2

1 Play CD1 track 19. Children listen the first time and find the correct picture. See Resource box for audioscript.
2 Play track 19 again. Children write the letters (1D 2A 3E 4B 5F 6C).

Activity 3

Children listen to track 19 again. They check the order of pictures and follow the story for a third time.

Phonics Look and listen!

1 Look and say.

c ake cake m ake make
b ake bake g ate gate

2 Listen, read and say.

Make a cake, bake a cake,
Carry the cake to Grandma.
Eat the cake, finish the cake,
Shut the gate for Grandma.

Reading comprehension: close Phonics a-e Unit 1 29

Activity 1

1 Point out the e at the end of the word. Explain that this 'magic e' changes the phoneme /æ/ to /eɪ/.
2 Two children hold c and ake word cards. Point and say each sound. Class says the sounds with you.
3 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
4 Repeat with make, bake and gate.

Activity 2

1 Ask who or what is in the pictures. Play CD1 track 18. Class listens and follows.
2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 4

1 Ask Which picture is number 1? D. Ask a volunteer to say a sentence or two about the picture, e.g. **There is an apple tree in the garden.**
2 When all the pictures have been talked about, ask if anyone can tell the whole story.

Activity 5

Play CD1 track 20. Children listen. Ask the question. Class answers. Play CD1 track 21 (music only). Class sings.

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Listening

1 Look!

2 Listen and write the letters.

3 Listen again.

4 Tell the story!

5 Listen and sing.

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

What's the day today? *****!

Unit 1 Sequencing

Phonics (WB p7)

Make sure that children understand the tasks before they begin.

Exercises 1 and 3

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 4




Children use different phonemes to make words with the endings *ake* and *ate*.

Exercise 5

Children complete the sentences using words they have written on the page.

Phonics




1 Say the sounds.

 **c** **a** **k** **e**  **m** **a** **k** **e**  **b** **a** **k** **e**

2 Write *ake*. Write the words. Read the words.

ake _____ *ake* _____ *ake* _____

3 Say the sounds.

 **g** **a** **t** **e**  **p** **l** **a** **t** **e**  **d** **a** **t** **e**

4 Write *ate*. Write the words. Read the words.

ate _____ *ate* _____ *ate* _____

5 Complete the sentences. Read the sentences.

1 I can see the _____ in the garden.

2 We can see the _____ in the garden.

3 We can see the _____ in the garden.

4 We can see the _____ in the garden.

5 We can see the _____ in the garden.

Check children's work at the end of the lesson, or at the beginning of the next if these exercises are done for homework.

For Exercises 1 and 3, children say the sounds. For Exercises 2 and 4, ask different children to read the whole word they have written. For Exercise 5, children read the complete sentences aloud.

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Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

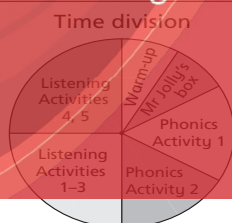
- sound out, read and write words with the *a_e* spelling pattern
- listen to a story and order pictures
- listen to and sing a song

Key language Vocabulary and structures from Unit 1

Key words *cake, make, bake, gate, plate, date*

Materials PB pp29–30; CD1 tracks 17–21; WB p7; phoneme cards for PB p29, Activity 1

Preparation Make phoneme cards for *cake, make, bake* and *gate*, with the initial letter on a separate card, as shown in the PB.



Resource box

Activity 2 audioscript (CD1 track 19)

Voice 1: Number 1.

Voice 2: There is an old apple tree in Grandpa's garden. There are lots of red apples on the tree. [pause]

Voice 1: Number 2.

Voice 2: It is a sunny day today. Amy and Grandpa are in the garden. Grandpa is carrying a ladder. [pause]

Voice 1: Number 3.

Voice 2: Grandpa is standing on the ladder. He is picking the apples. [pause]

Voice 1: Number 4.

Voice 2: Amy is helping Grandpa. She is catching the apples. [pause]

Voice 1: Number 5.

Voice 2: Look! Grandma and Sam are in the garden, too. What are they carrying? [pause]

Voice 1: Number 6.

Voice 2: Grandma, Grandpa, Amy and Sam are sitting under the apple tree. They are drinking orange juice. They are eating cakes. Mmm. Delicious!

Lesson 5 Class composition (PB p31) Session 1

Session 1 Warm-up

Sing the song from PB p30, CD1 track 20 or use word cards to revise the days of the week.

Dan's box

- 1 Ask a child to read the sentences.
- 2 Write them on the board. Class reads.
- 3 Volunteers circle the capital *M* for Monday and the *es* plural in boxes.

Activity 1

Ask one or more children to read the verbs. Put word cards on the board. Class reads.

Activity 2

- 1 Read the title of the story. Check children understand it.
Tell children to look at the pictures for a few moments.
Ask a child to read the first two sentences.
- 2 Tell children to look at the next picture. Ask *What day is after Monday?* **Tuesday.** Elicit the complete sentence. Write it on the board.
Ask *What are Sam and Amy doing?* Point out the prompt word cards as necessary. Elicit **Sam and Amy are carrying boxes.** Write it on the board.
- 3 Continue in the same way with the pictures for the other days of the week.
Remind children of the verbs on the word cards as necessary.
Write all the sentences on the board.

Class composition



Look!
It is Monday.
Sam is carrying boxes.

1 Read the words.

eat pick help carry watch drink cook

2 Look at the pictures. Write the story.

At home



- 4 Ask different children to read the sentences you have written. Class reads all the sentences.
- 5 Children write the sentences in their books. Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary
Children revise all words on p1.
Grammar Practice Book
Children complete Unit 1.

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Lesson 5 Class composition (PB p31) Session 1

Session 1 Warm-up

Sing the song from PB p30, CD1 track 20 or use word cards to revise the days of the week.

Dan's box

- 1 Ask a child to read the sentences.
- 2 Write them on the board. Class reads.
- 3 Volunteers circle the capital *M* for Monday and the *es* plural in boxes.

Activity 1

Ask one or more children to read the verbs. Put word cards on the board. Class reads.

Activity 2

- 1 Read the title of the story. Check children understand it.
Tell children to look at the pictures for a few moments.
Ask a child to read the first two sentences.
- 2 Tell children to look at the next picture. Ask *What day is after Monday?* **Tuesday.** Elicit the complete sentence. Write it on the board.
Ask *What are Sam and Amy doing?* Point out the prompt word cards as necessary. Elicit **Sam and Amy are carrying boxes.** Write it on the board.
- 3 Continue in the same way with the pictures for the other days of the week.
Remind children of the verbs on the word cards as necessary.
Write all the sentences on the board.

Class composition



Look!
It is Monday.
Sam is carrying boxes.

1 Read the words.

eat pick help carry watch drink cook

2 Look at the pictures. Write the story.

At home



- 4 Ask different children to read the sentences you have written. Class reads all the sentences.
- 5 Children write the sentences in their books. Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary
Children revise all words on p1.
Grammar Practice Book
Children complete Unit 1.

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Writing skills (WB p8) Composition practice (WB p9) Session 2

Session 2 Warm-up

Show flashcards 13–17.
Children name the actions.

Dan's box

Write the sentences on the board. Remind the class of the capital letter and plural *es*.

Exercise 1

Children write the letters.

Exercise 2

Children read the words.
Children write the *es* plural and the whole word. Class reads the words in plural.

Exercise 3

Children choose three days and write. Check by asking children to read sentences.

Writing skills

Remember! It is Monday. Sam and Amy are carrying boxes.

1 Write the letters.
 _ onday _uesday _ednesday _ursday
 _riday _aturday _unday

2 Read these words. They end in *ch*, *s*, *sh* and *x*.
 sandwich bus dish box
 Write *es*. Write the words. Read the words.
 sandwich _ bus _ dish _ box _

3 Choose three days. Finish the sentences. Use the words in the box.
 carry climb eat

1 It is _
 Sam is _ a ladder.

2 It is _
 Amy is _ sandwiches.

3 It is _
 Grandpa is _ boxes

Composition practice

1 Choose two days. Write about the pictures. Use the words in the box.
 cook watch eat carry pick climb

It is _
 Mum _

Exercise 1

1 Explain the task. Children read the verbs.

2 If you are able to do this work in class, ask questions about the pictures and elicit, e.g. **Mum is cooking (in the kitchen)**. Make sure children realise they may choose which day it is.

3 Children complete the first two sentences and write about the other characters and picture.

4 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences to the class.

Homework tasks

Portfolio (see Resource box)
 Check-up 1 WB pp10–11
 (Answers on page 59)

Summary box

Lesson aim Writing

Lesson targets Children:

- write about activities on days of the week
- practise capital letters for days of the week and plural *es*
- write about activities on two days of the week

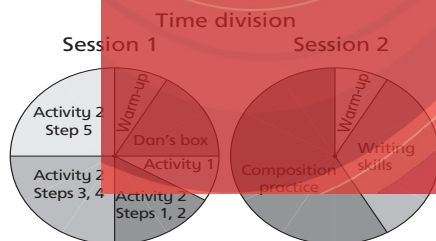
Text type Story with repeated language

Key structure present continuous

Key words Vocabulary from Unit 1

Materials PB p31; flashcards 13–17; WB pp8–9; CD1 track 20; word cards for Activity 1

Preparation Make word cards for *eat*, *pick*, *help*, *carry*, *watch*, *drink*, *cook*.



Resource box

Class composition: target writing (optional words in brackets)

It is Tuesday. Sam and Amy are carrying boxes (of apples). It is Wednesday. Sam and Amy are drinking orange juice. It is Thursday. Mum is cooking (in the kitchen). It is Friday. Sam is eating a cake. It is Saturday. Sam and Amy are helping Mum. It is Sunday. Amy is watching TV.

Composition practice: target writing (sentences may be in any order)

It is ... Mum is cooking (in the kitchen). Dad is watching TV. Sam is eating an apple. Amy is carrying boxes/a box.

It is ... Grandma is picking flowers. Grandpa is climbing a ladder. Sam and Amy are eating sandwiches. Sam is watching the birds.

Portfolio

Children may make neat copies of the WB writing for inclusion in their portfolio.