



1

# Sophie's joke



## Main language children use

*Where's the (tennis racket)? It's in the (attic).  
 They live in Liverpool. / We don't live in Liverpool.  
 Do you (get up at eight o'clock) on Saturdays?  
 He/She (eats/doesn't eat cake for breakfast) on  
 Saturdays.  
 Does she (walk to school) on (Mondays)? Yes, she  
 does./No, she doesn't.*

## Main vocabulary

The house: *bathroom, bedroom, stairs, hall, attic,  
 sitting room, kitchen, garage, flat*  
 Verbs: *get up, have (lunch), play, live, start, finish,  
 walk, have (maths), go to, find*

Sounds: /ae/ /eɪ/ /ɪ/ /aɪ/

Fact file: Interesting homes

## Multi-disciplinary link

Geography: unusual places to live

## Project

Make a poster about life in an interesting home.

## Cross-curricular theme

Social education: looking after younger siblings

## Checkpoints for assessment

Lesson 3: vocabulary (parts of the house)

Lesson 4: Present Simple 3rd person singular:  
affirmative and negative sentences

Lesson 6: Present Simple 3rd person singular:  
questions and short answers

See also the Teacher's assessment sheet.

## TEACHING TIP

Dealing with mixed ability

The difference in ability among your pupils will become increasingly obvious through these levels. This may be due to exposure; some children have extra-mural teaching. On the other hand it may simply be a question of individual ability. It need not be a problem in the classroom.

- Get the pupils used to group work and pair work. It makes pupils responsible for each other's progress.
- Group work and pair work increase the pupils' learning autonomy in preparation for the next stage.
- Make sure that the groups and pairs are mixed ability.
- Pupils are individuals. Don't expect them to do the same thing at the same time.
- The language objectives in this course are minimum objectives. Demand more of the faster pupils.
- You can increase the challenge by demanding more of their skills and by extending the theme.
- Remember to praise and encourage pupils all the time.



## PICTURE CLUES

See Introduction page 15.

Answers

**PB** p.5 Find a pink towel. Frame 5, page 6.

**PB** p.8 Find a calculator. Activity 1, page 5.

**PB** p.9 Find four bikes. Frame 6, page 7.



# Lesson 1

Activity	Objective
<b>PB</b> 1 Sing the Ready for School Song.	Presentation of parts of the house
<b>PB</b> 2 Ask your friend.	Production of new language
<b>AB</b> 1 Read the sentences and write the names under the pictures.	Reading recognition of new language
<b>AB</b> 2 Draw and label a plan of your own house.	Personalization and writing practice of new language
EXTRA GAME	

## MATERIALS

- Pupil's Book (PB) page 5
- Activity Book (AB) page 6
- Cassette 1, side 1
- CD 1, track 4

- Divide the class into two groups, one for each verse.
- Play the cassette again. Stop the cassette before the last line of each verse and let each group sing the last line without it.

### **PB** 1 Sing the Ready for School Song.

- Say: *Open your Pupil's Book at page 5.*
- Hold up your book and point to the picture of the house. Say: *This is a house. It's Beth's house.*
- Starting at the top of the house point to the attic and say: *This is the attic. Have you got an attic in your house?*
- Continue naming and asking about the other rooms in the house.
- Hold up a school bag. Ask: *What's this? Do the same with a folder.*
- Say: *Beth's going to school. She can't find her school bag or her folder.*
- Ask the pupils if they have problems finding their things in the mornings.
- Say: *Now let's listen to the song.*
- Play the cassette as pupils follow in their books.
- Play the cassette again. Encourage pupils to join in.
- Play the cassette again. Stop after the first verse and ask: *What is Beth looking for?*  
PP: *Her school bag.* T: *Where does she look?*  
PP: *In the sitting room, the garage and the bedroom.*  
T: *Where does she find it?* PP: *(In the bedroom.) (Under the bed.)* Pupils can work from memory or look at the text of the song.
- Repeat with the second verse.

### Tapescript

Beth's Dad: Come on, Beth!  
Beth: I can't find my school bag.  
Oh what can I do?  
Is it in the sitting room, the garage  
Or the bedroom?  
Here it is, under the bed.  
Now, I'm ready for school!  
I can't find my folder.  
Oh what can I do?  
Is it in the attic, the bathroom  
Or the hall?  
Here it is, on the chair.  
Now, I'm ready for school!  
Beth's Dad: Come on!  
Beth: Coming!

### **PB** 2 Ask your friend.

- Say: *Now let's look at Activity 2.*
- Say: *Look at the picture of the house.*
- Read the question in the speech bubble. Ask a pupil to answer.
- Divide the class into pairs. Pupils continue asking each other questions following the model in the Pupil's Book.

**AB 1** Read the sentences and write the names under the pictures.

- Draw a house and a block of flats on the board. Say: *I live in a (flat).* Point to the correct drawing.
- Say: *I've got (a kitchen, a sitting room, two bedrooms, a bathroom and a toilet).*
- Point to a pupil at random and ask: *(Jack), do you live in a house or a flat? Have you got a kitchen? How many bedrooms have you got?*
- Continue asking the pupils about their homes.
- Say: *Now open your Activity Book at page 6. Look at Activity 1.*
- Hold up your book and point to the first picture. Say: *This is a flat.* Continue pointing to the other pictures and naming them.
- Ask for a volunteer to read the first sentence out loud.
- Say: *Now find the picture and write the name in the box.*
- Continue asking the pupils to read the sentences out loud and then let them match them in silence.
- Check the activity. Say: *Look at picture A. Who lives here?*
- Continue asking about the other descriptions.
- **Answers:** a Ali b Mel c Dan

**AB 2** Draw and label a plan of your own house.

- Draw a floor plan of your house, or an imaginary house, on the board.
- Label the rooms of the house.
- Talk the pupils through the process: *This is my house. I've got two bedrooms. Write bedroom, etc.*
- Hold up your Activity Book. Point to the frame and say: *Now draw your house here and label it.*
- Walk around the classroom monitoring and checking the pupils' work.
- **Optional:** Ask for volunteers to describe their house. If there is time, you can ask them to come out to the board and draw their house as they describe it.



#### EXTRA GAME

#### Scrambled words

- Divide the class into four groups.
- Write the following anagrams on the board. Write them in a circle to make it easier: LALH EILTOT ODREBOM CHITKEN THROOBAM GISTINT-OMOR EARGAG CATIT
- Say: *Ready, steady, go!*
- The first group to unscramble the words correctly is the winner.



## Lesson 2

### Activity

- Story cards** Listen to the story.
- PB** 3 Read the story.
- AB** 3 Match the sentences and the pictures.
- AB** Read and circle True or False.

 EXTRA GAME

### Objective

- Global comprehension
- Global reading comprehension
- Recognition of key text lines in the story
- Comprehension of main concept in the story

### MATERIALS

- Story cards 1–10
- Text cards 1–10
- Pupil's Book (PB) pages 6 and 7
- Activity Book (AB) pages 7 and 61
- Scissors
- Glue
- Cassette 1, side 1
- CD 1, track 5

### --- Story cards Listen to the story.

- Hold up the cards one by one, in the correct order, so that all the pupils can see them.
- Use the cards to review language and as an observation activity by asking the revision questions on the back of each card.
- Once you have reviewed known language, hold the cards up again one by one in the correct order. This time ask pupils to speculate about what is happening in the story card. Ask the pre-listening questions from the back of the card as you show each one.
- As you finish looking at the cards, place them on the board in order so that the pupils can look at them while they listen to the story.
- When all the cards are on the board ask pupils to speculate about what happens in the story.
- Say: *Let's listen to the story.* Play the cassette and point to the story cards as the pupils are listening.
- When they have listened, ask pupils to say what they think happened in the story. Compare this with any ideas they had before they listened.

### Tapescript

#### Sophie's Joke

Narrator: The Little Detectives are painting the clubhouse.

#### Card 1

Narrator: Sophie is Beth's little sister. She's bored.

Sophie: Let's play hide and seek.

Beth: We don't play games. We solve mysteries!

Little Detectives: Yeah!

#### Card 2

Narrator: The Little Detectives are very busy. They don't play with Sophie.

Sophie: It's not fair! I've got a good idea ...

#### Card 3

Narrator: At teatime the Little Detectives can't find Sophie.

Ali: Sophie! It's teatime!

Beth: Where is she?

#### Card 4

Narrator: Beth looks in Sophie's bedroom.

Beth: She isn't under the bed.

#### Card 5

Narrator: Ali finds a clue in the bathroom.

Ali: Come in here, quickly!

Mel: What is it?

Ali: The window is open and here's Sophie's ribbon.

#### Card 6

Narrator: Dan finds another clue in the garage but he doesn't find Sophie.

Dan: Look! Here's Sophie's shoe.

Beth: Oh no! Sophie! Where are you?

### Card 7

Narrator: Now the Little Detectives are very worried.

Beth: Oh no, the gate's open!

Ali: Does Sophie play in the park alone?

Beth: No, she doesn't!

### Card 8

Narrator: Then Mel finds a clue near the gate.

Mel: Look! Her glasses!

Beth: Oh no! Poor Sophie!

### Card 9

Narrator: Suddenly, Dan sees a shadow in the clubhouse.

Dan: Who's that in the clubhouse?

Mel: It looks like ...

Beth: SOPHIE!

### Card 10

Narrator: In the end, the Little Detectives play with Sophie.

Sophie: I love hide and seek. Do you?

## PB 3 Read the story.

- Say: *Open your Pupil's Book at pages 6 and 7.*
- Give the pupils a few moments to look at the story pictures. Say: *Now read the story in your books.*
- Play the cassette again while pupils read the story in their books.
- Give pupils a few minutes to read it again in silence.
- Point to individual cards on the board and ask questions about the dialogue, e.g. *Who says: 'Let's play hide and seek.' / 'Sophie! It's teatime!' / 'Look! Here's Sophie's shoe.'?* Ask pupils to come to the board and point to the character.

Tapescript: see above

## AB 3 Match the sentences and the pictures.

- Say: *Close your Pupil's Book.* Hand out the story cards among the pupils.
- Read the first text card. Ask the pupil with the matching story card to stick it on the board.

- Give the text card to the pupil to stick above the story card. If necessary, use the tapescript in this book to check that the text card and story card have been matched correctly.
- Repeat with the rest of the text cards.
- Say: *Open your Activity Book at page 7. Look at Activity 3.* Tell pupils that these are six of the ten cards from the story in jumbled order.
- Ask questions about the pictures. T: *Who's that? Where is she? Is Sophie under the bed?*
- Say: *Now look at the Unit 1 cut-out on page 61.* Read the narration lines out loud.
- Pupils cut out the narration lines.
- Say: *Now match these sentences to the pictures on page 7.*
- Pupils can come to the front and check their work against the cards on the board if they are having difficulty.
- Correct the activity by pointing to the pictures in the Activity Book and asking pupils to read the narrative line for each one. T: *What's the sentence for the (first) picture?*

- Answers: see story pages

## AB 4 Read and circle True or False.

- Take the text cards down from the board and hand them out among the pupils.
- Play the cassette again stopping after each frame.
- The pupil with the matching text card sticks it on the board above the story card.
- Continue with the other frames.
- Check comprehension by making false statements based on the narrative lines in the text cards. Change one key word only.
- Point to story card 1. Say: *Sophie's tired/happy.*
- Ask for volunteers to correct the statement. Pupils can use their Pupil's Books to help them. P1: *Sophie's bored.*
- Say: *Now open your Activity Book at page 7. Look at Activity 4.*
- Pupils read the text in silence and circle *True or False.*

- Read the text cards out loud to the class so that pupils can check their work.
- **Answers:** 1 False 2 False 3 True 4 False 5 True 6 True

Tapescript: see above



### EXTRA GAME Hot or cold?

- Draw a chart on the board with nine boxes in it.
- Write the following words in the boxes: *bathroom, toilet, kitchen, sitting room, garden, attic, clubhouse, bedroom, garage.*
- Divide the class into two groups.
- Give both groups a few minutes to look at the chart.

- G1 stand with their backs to the board.
- Draw a stick figure in one of the boxes.
- G2: *Where's Sophie?* G1: *Is she in the (kitchen)?* G2: *No!* G1: *Hot or cold?*
- G2 answer *Hot* if the stick figure is in a box touching the one they asked about and *Cold* if it isn't.
- G2 cross each place as G1 ask about them.
- G1 continue asking until they guess where the figure is.
- Count the number of boxes crossed on the chart. This is the score.
- Change sides and change the position of the rooms in the chart.
- Play again. The group with the lowest score is the winner.



# Lesson 3

Activity	Objective
<p><b>Story cards</b> Working with the story</p> <p><b>PB</b> 4 Compare yourselves with the Little Detectives.</p> <p><b>AB</b> 5 Complete the sentences about yourselves.</p> <p>✓ CHECKPOINT FOR ASSESSMENT 1</p>	<p>Building the dialogue</p> <p>Presentation and practice of Present Simple 1st and 3rd person plural: affirmative and negative</p> <p>Reading and writing practice of Present Simple 1st person plural: affirmative and negative</p>

- MATERIALS**
- Story cards 1–3
  - Pupil's Book (PB) page 8
  - Activity Book (AB) page 8
  - Cassette 1, side 1
  - CD 1, track 6

**Card 2**  
 Narrator: The Little Detectives are very busy. They don't play with Sophie.  
 Sophie: It's not fair! I've got a good idea ...

**Card 3**  
 Narrator: At teatime the Little Detectives can't find Sophie.  
 Ali: Sophie! It's teatime!  
 Beth: Where is she?

- **Story cards** Working with the story
- Hold up story cards 1–3. Play the cassette. Point to each character as they speak.
  - Ask the comprehension questions from the back of the cards.
  - Divide the class into groups, one for each character in the story.
  - Hold up the story cards one by one and read the dialogue, stopping after each line. Pupils repeat their lines.
  - Divide the class into groups with a pupil for each character and one for the narrator. In their groups they read the dialogue from their Pupil's Book.
  - Go around the class checking intonation and pronunciation.
  - **Optional:** Decide on some mime actions for each of the characters.

- PB** 4 Compare yourselves with the Little Detectives.
- Say: *Open your Pupil's Book at page 8. Look at the pictures in Activity 4.*
  - Hold up your book and point to the first picture. Say: *The Little Detectives live in Liverpool. Do we live in Liverpool?* PP: *No!* T: *That's true. We don't live in Liverpool.* Use gestures to help with meaning.
  - Continue talking about the Little Detectives. After each sentence stop and ask the pupils if they do the same. Model the negative sentence. *They go to Docksider school. They start school at 9 o'clock. They play basketball at school. They go to the swimming pool on Thursdays. They have lunch at school. They have lunch at half past twelve. They finish school at 4 o'clock.*
  - Ask two pupils to read the bubbles at the bottom of the picture.
  - Point to a pupil at random and say: *Tell me something else about the Little Detectives.* P1: *(They play basketball at school.)*

**Tapescript**

Narrator: The Little Detectives are painting the clubhouse.

**Card 1**  
 Narrator: Sophie is Beth's little sister. She's bored.  
 Sophie: Let's play hide and seek.  
 Beth: We don't play games. We solve mysteries!  
 Little Detectives: yeah!

- Point to another pupil and ask (*Do we play basketball at school?*). Indicate that they should follow the model: P2: (*We don't play basketball at school.*)
- Pair work: Pupils continue making statements about the Little Detectives and contrasting their routines to their own.
- Walk around the classroom checking and monitoring their exchanges.

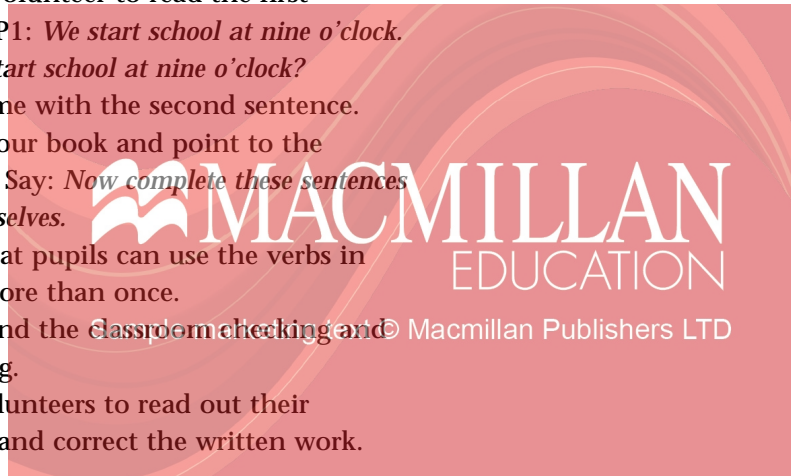
**AB** 5 Complete the sentences about yourselves.

- Say: *Open your Activity Book at page 8. Look at Activity 5. Look at Mel.*
- Tell the pupils to read the bubble in silence.
- Ask for a volunteer to read the first sentence. P1: *We start school at nine o'clock.*  
T: *Do we start school at nine o'clock?*
- Do the same with the second sentence.
- Hold up your book and point to the sentences. Say: *Now complete these sentences about yourselves.*
- Explain that pupils can use the verbs in the box more than once.
- Walk around the classroom checking and monitoring.
- Ask for volunteers to read out their sentences and correct the written work.



#### CHECKPOINT FOR ASSESSMENT 1 Vocabulary (parts of the house)

- Give each pupil a piece of paper and tell them to write the numbers 1-8 on the left of the page.
- Read out these questions and tell the pupils to write *In the* and the name of the room/place next to the number.
  - 1 *Where do I go to sleep?*
  - 2 *Where do I cook the food?*
  - 3 *Where do I wash my face?*
  - 4 *Where do I put the car?*
  - 5 *Where do I play football?*
  - 6 *Where do I sit in the evenings?*
  - 7 *Where do I put all the boxes?*
  - 8 *Where do I come into the house?*





# Lesson 4

Activity	Objective
<p><b>Text cards</b> <b>Story cards</b> Working with the story</p> <p><b>PB</b> 5 Listen and answer the questions.</p> <p><b>AB</b> 6 Ask your friend and circle the answers. Then write about your friend.</p> <p>✓ CHECKPOINT FOR ASSESSMENT 2</p>	<p>Building the dialogue</p> <p>Recognition of Present Simple 3rd person singular: affirmative and negative</p> <p>Practice of Present Simple question form <i>Do you (get up) ... ?</i> and statements <i>He/She (gets up/doesn't get up) ...</i></p>

- MATERIALS**
- Story cards 1–6
  - Text cards 1–3
  - Pupil's Book (PB) page 8
  - Activity Book (AB) page 8
  - Cassette 1, side 1
  - CD 1, tracks 7, 8 and 9

... **Text cards** **Story cards**  
**Working with the story**

- Revise the story by sticking the story cards for the frames 1–3 in a random order on the board.
- Hand out the text cards for the same frames.
- Play the first section of the tapescript pausing after each line.
- The pupil with the correct text card for the frame finds the corresponding story card and sticks the text card above the story card on the board.

**Tapescript**

Sophie is Beth's little sister. She's bored. The Little Detectives are very busy. They don't play with Sophie. At teatime the Little Detectives can't find Sophie.

- Divide the class into groups with a pupil for each character and one for the narrator. In their groups they read the dialogue from their Pupil's Book.
- Go around the class checking intonation and pronunciation.
- **Optional:** Decide on some mime actions for each of the characters.
- Encourage pupils to recite the dialogue and to include the mime actions for their characters.

**Tapescript**

**Card 4**  
 Narrator: Beth looks in Sophie's bedroom.  
 Beth: She isn't under the bed.

**Card 5**  
 Narrator: Ali finds a clue in the bathroom.  
 Ali: Come in here, quickly!  
 Mel: What is it?  
 Ali: The window is open and here's Sophie's ribbon.

**Card 6**  
 Narrator: Dan finds another clue in the garage but he doesn't find Sophie.  
 Dan: Look! Here's Sophie's shoe.  
 Beth: Oh no! Sophie! Where are you?

- Hold up story cards 4–6. Play the second section of the tapescript. Point to each character as they speak.
- Ask the comprehension questions from the back of the cards.
- Divide the class into groups, one for each character in the story.
- Hold up the story cards one by one and read the dialogue, stopping after each line. Pupils repeat their lines.

- ... **PB** 5 Listen and answer the questions.
- Say: *Open your Pupil's Book at page 8. Look at Activity 5.*
  - Say: *Look at the pictures. The Little Detectives don't go to school on Saturdays.*
  - Explain that the pictures represent the Saturday routines of each character and allow pupils time to study each one.

- Check that the pupils understand the vocabulary. Go through the first picture with the class. T: *Look at Dan. On Saturdays he gets up at nine o'clock. He plays basketball.*
- Say: *Now listen and say who it is.*
- Play the cassette, pausing after each section for pupils to answer the question.
- Answers: Ali, Beth, Mel, Dan

#### Tapescript

Sophie: On Saturdays, he gets up at seven o'clock.

He plays football.

Narrator: Who is it?

Sophie: On Saturdays, she doesn't play with her little sister. She has lunch at one o'clock.

Narrator: Who is it?

Sophie: On Saturdays, she has a cheese sandwich for breakfast. She has lunch at twelve o'clock.

Narrator: Who is it?

Sophie: On Saturdays, he gets up at nine o'clock. He doesn't play football.

Narrator: Who is it?

#### **AB** 6 Ask your friend and circle the answers. Then write about your friend.

- Say: *Now open your Activity Book at page 8, look at Activity 6.*
- Say: *Let's talk about Saturdays. (Anna), do you get up at eight o'clock on Saturdays?*  
P1: (No.) T: (David), *do you have cake for breakfast on Saturdays?* P2: (Yes.)
- Encourage individual pupils to continue asking the questions in the Activity Book.
- Pair work: Pupils ask each other the questions about their routine on Saturdays and circle the answers.

- When the pupils have finished asking and answering questions, hold up your book and point to the sentences. Say: *Now complete these sentences about your friend.*
- Walk around the classroom checking that pupils are forming the negative sentences correctly: *doesn't play* not *doesn't plays*.
- Ask for volunteers to read out their sentences.



#### CHECKPOINT FOR ASSESSMENT 2 Present Simple 3rd person singular: affirmative and negative sentences

- Hand out a piece of paper for each pupil.
- Write about the Little Detectives listing the activities from PB5 on the board in two columns:

*plays at nine o'clock*  
*gets up at seven o'clock*  
*has lunch at one o'clock*  
*lunch at twelve o'clock*  
*a cheese sandwich for lunch*  
*basketball*  
*football*  
*with Sophie*

Write on the board.

He \_\_\_\_\_. He doesn't \_\_\_\_\_.


Who is it?

She \_\_\_\_\_. She doesn't \_\_\_\_\_.

Who is it?

- Say: *Open your Pupil's Book at page 8. Look at the pictures in Activity 5. Pupils choose items from the lists to make sentences about the Little Detectives.*
- Ask for volunteers to read out their sentences and ask the question to another pupil.

# Lesson 5

Activity	Objective
<b>Text cards</b> <b>Story cards</b> Working with the story <b>PB</b> 6 Make a card game. Then talk about Sophie's weekly routine. <b>AB</b> 7 Language clue  EXTRA GAME	Building the dialogue Oral practice of Present Simple question form <i>Does she...? Yes, she does./No, she doesn't.</i> Working with the Present Simple 3rd person singular

- MATERIALS**
- Story cards 1–10
  - Text cards 1–6
  - Pupil's Book (PB) page 9
  - Activity Book (AB) pages 9 and 65
  - Scissors
  - Cassette 1, side 1
  - CD 1, tracks 10 and 11

**Text cards** **Story cards**

**Working with the story**

- Revise the story by sticking the story cards for the frames 1–6 in a random order on the board.
- Hand out the text cards for the same frames.
- Play the first section of the tapescript pausing after each line.
- The pupil with the correct text card for the frame finds the corresponding story card and sticks the text card above the story card on the board.

**Tapescript**

Sophie is Beth's little sister. She's bored.  
 The Little Detectives are very busy. They don't play with Sophie.  
 At teatime the Little Detectives can't find Sophie.  
 Beth looks in Sophie's bedroom.  
 Ali finds a clue in the bathroom.  
 Dan finds another clue in the garage but he doesn't find Sophie.

- Hold up story cards 7–10. Play the second section of the tapescript. Point to each character as they speak.
- Ask the comprehension questions from the back of the story cards.

- Divide the class into groups, one for each character in the story.
- Hold up the story cards one by one and read the dialogue, stopping after each line. Pupils repeat their lines.
- Divide the class into groups with a pupil for each character and one for the narrator. In their groups they read the dialogue from the Pupil's Book.
- Go around the class checking intonation and pronunciation.
- **Optional:** Decide on some mime actions for each of the characters.
- Encourage pupils to recite the dialogue and to include the mime actions for their characters.

**Card 7**

Narrator: Now the Little Detectives are very worried.  
 Beth: Oh no, the gate's open!

Ali: Does Sophie play in the park alone?  
 Beth: No, she doesn't!

**Card 8**

Narrator: Then Mel finds a clue near the gate.  
 Mel: Look! Her glasses!  
 Beth: Oh no! Poor Sophie!

**Card 9**

Narrator: Suddenly, Dan sees a shadow in the clubhouse.  
 Dan: Who's that in the clubhouse?  
 Mel: It looks like ...  
 Beth: SOPHIE!

**Card 10**

Narrator: In the end, the Little Detectives play with Sophie.  
 Sophie: I love hide and seek. Do you?



**PB 6** Make a card game. Then talk about Sophie's weekly routine.

- Say: *Look at page 9 of your Pupil's Book. Now open your Activity Book at page 65. Let's make a game.*
- Hand out the scissors. Show the pupils how to make the game.
- Read the instructions in the Pupil's Book and demonstrate what they should do. Say: *Cut out the cards.*
- Divide the class into pairs. Tell each pair to decide who is going to ask the questions.
- The other pupil chooses a day of the week and one card from each of the pairs of cards. P1: *It's (Monday).*
- P2 asks questions to try and reproduce the timetable for that day that P1 has made up from the cards. P2: *Does Sophie get up at 8 o'clock on Mondays?* P1: *Yes, she does./No, she doesn't.* P2: *Does she walk to school?* P1: *Yes, she does./No, she doesn't.*
- The pupils carry on asking and answering questions until they both have the same result. P2: *On Mondays, Sophie gets up at (7) o'clock. She (goes to school on the bus), etc.*
- The pupils can then change roles and play again.
- They can repeat the game until they have worked with all the days of the week.
- Make sure that they are forming the verb correctly.
- Walk around the classroom correcting and monitoring their exchanges.

**AB 7** Language clue

- Say: *Open your Activity Book at page 9. Look at the Language clue.*
- Read the first sentence in the box. Say: *Find this sentence in the story. T: What picture is it? (picture 8)*
- Repeat with the question. (picture 7)
- Say: *Look at the sentences in your Activity Book. Ask pupils to think about the highlighted words.*
- Point to Exercise 1 and say: *Now circle the correct word.*
- Pupils manipulate the form of the verb to add or remove the 's'.
- Check the activity. Ask: *Do I say, 'Sophie play' or 'Sophie plays in the park'? Do I say, 'Does Sophie play' or 'Does Sophie plays in the park alone'?*
- Repeat with other examples if the pupils do not seem clear about the rule.
- Pupils complete Exercise 2 individually.
- Correct the activity with the whole class.
- Answers: 1 find 2 lives 3 go 4 looks
- Divide the class into two groups.
- G1 writes down ten questions about Sophie using the following verbs: *go, eat, live, wear, drive, play, like, sing, dance, jump.*
- G2 writes down ten answers: five with *Yes, she does* and five with *No, she doesn't* in a random order.
- G1 asks the questions: *Does Sophie go to school?* G2: *Yes, she does./No, she doesn't.* They give the answer they have written down.
- Change sides and play again.

# Lesson 6

Activity	Objective
<b>PB</b> 3 Listen and read the story.	Re-read the whole story
<b>AB</b> 8 Put the sentences in order. Then complete them.	Sequencing key text lines from the story
<b>AB</b> 9 Write a story review.	Written summary using key language
 CROSS-CURRICULAR THEME	
 CHECKPOINT FOR ASSESSMENT 3	

- MATERIALS**
- Story cards 1–10
  - Text cards 1–10
  - Pupil's Book (PB) pages 6 and 7
  - Activity Book (AB) pages 9 and 10
  - Cassette 1, side 1
  - CD 1, track 5

- PB 3 Listen and read the story.**
- Say: *Open your Pupil's Book at page 6. Let's listen to the story again.*
  - Play the cassette. Pupils read the story in their books.
  - Hand out the text cards among the pupils.
  - Show the story cards, one by one. The pupil with the matching text card stands and reads it out loud.
  - Hold up the story cards one by one. Point to a character in the frame. Ask: *What's he/she saying?* Let pupils use their books to give the correct answer.
  - Repeat with all the frames.

Tapescript: see Lesson 2

- AB 8 Put the sentences in order. Then complete them.**
- Stick the story cards in a random order on one half of the board.
  - Hand out the text cards among the pupils.
  - Play the cassette pausing after each frame. Pupils come to the front and stand in order when they hear their narrative line.
  - Ask the pupil with the first text card to read the narrative line out loud.
  - Point to the story cards on the board. Ask P1 to find the story card that matches their text card.

- P1 sticks the story card and text together on the empty half of the board.
- Repeat with all the text cards until the correct sequence of story cards with matching text cards is on the board.
- Say: *Open your Activity Book at page 9. Look at Activity 8.*
- Pupils read the text and put the sentences in order by writing a number next to each sentence.
- Pupils complete the text with the sequencing words in the box.
- Pupils can come to front and check their work against the cards on the board if they are having difficulty.
- Check the activity by asking pupils to read the text lines out loud and say the number.
- **Answers:** 1 The Little Detectives are very busy. They don't play with Sophie. 2 At teatime the Little Detectives can't find Sophie. 3 Ali finds a clue in the bathroom. 4 Then Mel finds a clue near the gate. 5 Suddenly, Dan sees a shadow in the clubhouse. 6 In the end, the Little Detectives play hide and seek with Sophie.

Tapescript: see Lesson 2

- AB 9 Write a story review.**
- Say: *Let's write a story review.* Let pupils look at the activity in the Activity Book for a few moments.
  - Ask: *What's the name of this story? Who are the main characters?*
  - Point to the first story card on the board. Ask: *What happens first?* Let pupils answer in their own words.

- Continue with the other frames. Reinforce the sequencing words/phrases that appear in the narrative text by including them in the question. T: *What happens in the clubhouse / at teatime / in the end?*
- Pupils complete the story review in their books.
- Go around the class helping and correcting where necessary.
- Ask for volunteers to read their reviews out loud.



#### CROSS-CURRICULAR THEME

Social education: looking after younger siblings

- Hold up your Pupil's Book at page 6 and say: *Who wants to play hide and seek?*  
PP: *Sophie.*
- Ask the children if they have younger brothers and sisters.
- Ask them if they ever play with them or look after them for a while. Ask them if they like playing with younger children.
- Discuss the importance of caring for younger children. Point out that in the story, Sophie wasn't in danger but she might have been. Beth and the others ignored Sophie because they were too busy.
- Talk about caring for younger children in the playground and taking responsibility for younger members of your family or friends.

#### Act out the story (Optional)

- Divide the class into four groups. In groups pupils choose their roles (including the narrator).
- Pupils act out the story.





#### CHECKPOINT FOR ASSESSMENT 3

Present Simple 3rd person singular: questions and short answers

- Write the following on the board. Write only the first of the two alternatives given below.
  - 1 like blue/red
  - 2 eat bananas/ice cream
  - 3 wear a hat/gloves
  - 4 play computer games/tennis
  - 5 live in a flat/house
  - 6 drive a car/a bus
  - 7 speak Italian/German
  - 8 go to the beach/the mountains
  - 9 sing rap/opera
  - 10 get up at 8 o'clock/6 o'clock on Mondays
- Divide the class into two groups.
- Tell G1 to make questions about you from the list: *Does Mary like blue?*, etc.
- Tell G2 to predict your answers: (*Yes, she does.*).
- Before they continue, write your answers Yes/No against the numbers 1 to 10 on a sheet of paper. Don't show the class.
- Members of G1 read out the questions and members of G2 answer. They tick or cross the item on the board depending on whether they answer Yes or No.
- When they have finished, ask for a volunteer to take your list to the board and read out the answers: *Number 1. (Yes, she does.)*, etc.
- G2 add up the number of correct answers.
- Write a new list using the second alternative above, then ask groups to swap roles and play again.
- The group with the highest number of correct answers is the winner.

# Lesson 7

Activity	Objective
<b>PB</b> 7 Reading rhyme. Listen and say the rhyme. <b>AB</b> 10 Reading rhyme. Label the pictures. Classify the words.	Sound discrimination: listening, speaking and reading Sound discrimination: reading and writing
<b>PB</b> 8 Fact file. Read and answer the questions.	Reading for information
 MULTI-DISCIPLINARY LINK	
 EXTRA GAME	

- MATERIALS**
- Pupil's Book (PB) pages 9 and 10
  - Activity Book (AB) page 10
  - Cassette 1, side 1
  - CD 1, track 12

**PB 7 Reading rhyme**  
 Listen and say the rhyme.

- Say: *Open your Pupil's Book at page 9. Look at the Reading rhyme.*
- Play the cassette. Pupils follow in their books.
- Stop the cassette after the rhyme.

**Tapescript**

Listen to some words  
 And say them with me.  
 Kick, bat, tick, cat.  
 Now, listen to some words  
 With the magic e.  
 Kite, make, write, cake.  
 Listen to the difference  
 The magic e makes.

- Write on the board *cat, cake*. Say the words as you write.
- Repeat the words alternately, emphasizing the difference in the vowel sound.
- Say the word *cat*. Show the pupils how to form the open /æ/ sound.
- Pupils repeat the word and play around with the key sound.
- Repeat with the other word on the board, *cake*.
- Focus on the long /ei/ sound.

- Point to the 'e' at the end of the word and say: *That's why the letter 'a' is /ei/ and not /æ/.*
- Point to the 'e' at the end of the word again and say: *That's the magic 'e'.*
- Write on the board *kick, kite*. Say the words as you write.
- Repeat the words alternately, emphasizing the difference in the vowel sound.
- Say the word *kick*. Show the pupils how to form the open /ɪ/ sound.
- Pupils repeat the word and play around with the key sound.
- Repeat with the other word on the board, *kite*.
- Focus on the long /ai/ sound.
- Point to the 'e' at the end of the word and say: *That's why the letter 'i' is /ai/ and not /ɪ/.*
- Point to the 'e' at the end of the word again and say: *That's the magic 'e'.*
- Repeat with other words.
- Read another key word from the rhyme.  
*Ask: Does this word sound like (cat) or (cake)?*  
 Read the words on the board putting emphasis on the key sound.
- Continue with the rest of the key words in the rhyme.
- Divide the class into pairs. Ask pupils to read the words below the book to their partner.
- Play the rest of the cassette pausing after each word. Pupils check if they read them correctly or not.
- Ask for a volunteer to read the rhyme out loud.

**Tapescript**

cave	snake	bike
save	lake	mice

**AB** 10 Reading rhyme

Label the pictures. Classify the words.

- Say: *Now open your Activity Book at page 10. Look at the Reading rhyme activity.*
- Hold up your book and point to the picture of the six. Ask: *What's this?* PP: *(Six).*
- Continue with the rest of the pictures. Pupils label the pictures in their book. Write the words on the board as the pupils say them, if necessary.
- Point to one of the words (*six*), say the word and ask: *Has this word got a magic 'e'?* PP: *(No.)*
- Underline the letter(s) making the sound
- Clean the board and say: *Now classify the words in your Activity Book.*
- Walk around the class checking and monitoring the pupils' work.
- Pupils swap books and correct each other's work.
- Answers: magic e snake, cake, kite, lake, bike no magic e six, hat, ship, cat, king



**MULTI-DISCIPLINARY LINK**

Geography: unusual places to live

Sample marketing text © Macmillan Education

**PB** 8 Fact file

Read and answer the questions.

- Say: *Open your Pupil's Book at page 10. Let's look at the Fact file for this unit.*
- Ask questions about the photos. T: *Look at the photos. What can you see?*
- Read the title of the Fact file. T: *Interesting homes.* Explain that a home is a place where somebody lives; a house is a type of home.
- Give pupils information about the general theme of the Fact file. Use L1 if necessary. T: *This is a lighthouse. It helps ships. This is a mill. It makes flour.* Explain that this type of flour mill is a thing of the past in the UK. Ask the class where they think flour is produced now.
- Focus on the homes and ask the pupils if they know anybody who lives in a home like these. Ask them if they can think of any other unusual home.

- Give pupils a few minutes to read the information in the Fact file in silence. Answer any questions pupils might have about meaning.
- Divide the class into four groups. Give each group a name, e.g. of a colour. Write the names of the groups on the board.
- Explain that you are going to ask questions about the Fact file. Groups will take turns to answer and will get a point for each correct answer. If a group is unable to answer, or answers incorrectly, then the first group to answer correctly gets a point.
- Read one of the questions in margin. T: *Does the girl from the houseboat live on the sea?* Ask similar questions about the other homes, e.g. *Does the boy from the castle live on an island?*
- Continue the pattern with the other questions.
- The team with the most correct answers is the winner.

**Be detectives! (Optional)**

- Brainstorm information about interesting homes from the Fact file. For example: *The lighthouse is near the sea. It's a very tall building with a light on the top. It's very important for ships. Where do we have lighthouses in our country?*
- Let each group find other examples of interesting homes and give information about them in the next lesson.



**EXTRA GAME**

The magic 'e'

- Divide the class into groups of four.
- Give them a set time (3 minutes) to write down all the words they can think of that have a magic 'e' on the end.
- Ask each group to read out their words and write them on the board.
- The other groups should tick the words if they have any the same, and when it is their turn, give you any other words on their list.
- The group with the highest number of words, spelt correctly, is the winner.



# Lesson 8

Activity	Objective
<b>PB</b> 9 Project. Make a poster about life in an interesting home. <b>AB</b> I can do it! UNIT ASSESSMENT BILINGUAL DICTIONARY	Personalization: free writing practice based on the Fact file Self and teacher assessment

- MATERIALS**
- Pupil's Book (PB) page 10
  - Activity Book (AB) pages 11 and 59
  - A sheet of A3 paper for each pupil
  - Felt-tip pens
  - Rulers
  - Cassette 1, side 1
  - CD 1, track 13

**Be detectives! (Optional)**

- Pupils give the results of their search from the previous lesson.

**AB** I can do it!

- Say: *Open your Activity Book at page 11.*
- Explain to pupils that this is the end of the

- PB** 9 Project  
 Make a poster about life in an interesting home.
- Say: *Open your Pupil's Book at page 10. Let's do the project.*
  - Explain that the project is about the Fact file. Review the key concepts in the Fact file by reading the questions in the margin of the Fact file.
  - Ask for volunteers to make up their own questions.
  - Say: *Now let's make a poster about an interesting home.*
  - Point to the model in the Pupil's Book. Ask for volunteers to read the text out loud.
  - Ask comprehension questions. T: *Is the windmill near the sea? Are there lots of doors? What can you see from the top of the windmill?*
  - Hand out materials to the pupils: a large sheet of paper (A3 size), felt-tip pens and rulers.
  - Ask pupils to think about an interesting home.
  - Pupils make a poster following the model in the Pupil's Book.
  - Collect the finished work and display it around the classroom.

- unit and they are going to work alone to see what they can do.
- Walk around offering individual help where necessary.
- Activity 1: Pupils listen and circle *True* or *False*.
- Answers: 1 False 2 False 3 True 4 False 5 True 6 False



Beth: Hello! I'm Beth.  
 Mel: Hello! I'm Mel.  
 Beth: We go to Dockside school.  
 Mel: And we have lunch at school.  
 Beth: The food is horrible!  
 Mel: Yuk! We have English every day but not Wednesdays.  
 Beth: That's right, we don't have English on Wednesdays.  
 Mel: After school we play basketball for the school team.  
 Beth: And then we go home together on the bus.  
 Mel: But we don't live in the same street.

- Activity 2: Pupils answer the questions using house vocabulary.
- Answers: 1 bedroom 2 kitchen 3 bathroom 4 garage 5 sitting room/bedroom

- Activity 3: Look at the pictures and complete the sentences.
- **Answers:** 1 gets up/half past nine  
2 has/kitchen 3 goes/park 4 play 5 has



### UNIT ASSESSMENT

My work is ...

- While pupils are working, go around the class looking through the work in the Activity Book for this unit.
- Pupils tick one of the boxes for their own assessment of their work. Discuss this with them individually as you walk around the class.
- Collect all the Activity Books and check their work. Write a comment. See Introduction page 15.



### BILINGUAL DICTIONARY

- Say: *Now look at the dictionary pages of your Activity Book.*
- Ask: *Do you remember these words from the unit?*
- Divide the class into pairs and ask them to find examples of these words in the pages of the unit.
- Ask for volunteers to read the sentences containing the key words out loud.
- Pupils complete the dictionary by writing the meaning in their own language.
- Go around the class checking as pupils work.

