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 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.

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

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.*
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.

---

**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

---

**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
Grammar (WB p4) Session 1

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 in conversation (WB p5) Session 2

Grammar in conversation
1. Complete the questions with the words in the box.
   - Who
   - What
   - Where
   - How many?
   - Are you playing?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
   - Is he carrying on a box?
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.


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.

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.

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.
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.

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.

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 /kei/. Class repeats. Point to the word. Class says the sound. 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.

**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**

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.

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.

Time division

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!