

Welcome!

Lesson Aim: I can say the letters of the alphabet and spell words.

0.01–0.02 Audioscripts
pT138

1 0.01 Greet students and welcome them to class. Say: *Hello, I'm (your name). Nice to meet you.* Encourage volunteers to introduce themselves in the same way. Point to the picture and explain that the girl is saying *hello*. Play the audio. Focus on pronunciation and intonation when students repeat.

LOOK!

Draw attention to the *Look!* box. Write the phrases on the board and focus on the long and short forms in bold. Circle the *s* in the short forms and read the phrases aloud. Have students repeat, focusing on the difference between the full and contracted forms.

2 Put students into pairs and tell them to close their books. Have them practice the dialogue. They can use their own names or invent imaginary ones.

Extension

Have the class stand up and walk around greeting each other. Tell them to greet as many classmates as they can in two minutes. Join in with the activity yourself to check students are using the correct language.

3 0.02 Hold up some classroom objects and elicit their names. Ask: *What's this?* Then have students look at the picture and number the items. To check answers, call out the word and have students call out the number.

Extension

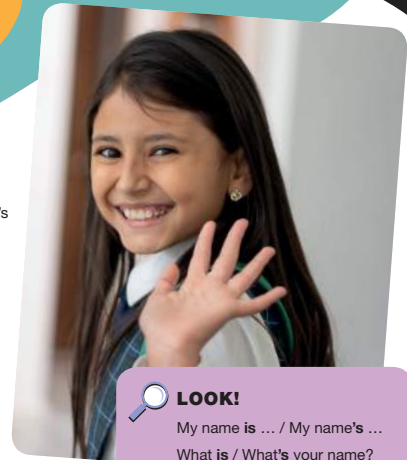
Put students into pairs and have them guess what is in each other's bags. They can say, e.g.: *What's in my bag?* *Guess!* (a book, a notebook, etc.) Tell them to give each other a point for each correct guess.

WELCOME!

HELLO

1 0.01 Read, listen, and repeat.

Jayla: Hi, I'm **Jayla**. Nice to meet you. What's your name?
Anthony: Hi! My name's **Anthony**. Nice to meet you, too.



LOOK!

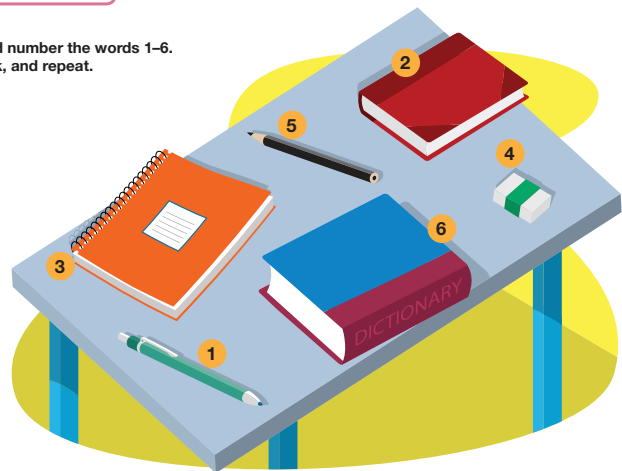
My name is ... / My name's ...
What is / What's your name?

2 Change the words in **blue**. Then practice the dialogue with a partner. *Open answers*

CLASSROOM OBJECTS

3 0.02 Look and number the words 1–6. Then listen, check, and repeat.

eraser ... 4 ...
pen ... 1 ...
pencil ... 5 ...
book ... 2 ...
dictionary ... 6 ...
notebook ... 3 ...



Welcome!

Lesson Aim: I can say the letters of the alphabet and spell words.

0.03–0.04 Audioscripts
pT138

1

0.03 Focus on pronunciation when students repeat the letters. Pay attention to letters that are often confused, such as *a*, *e*, and *i*; and *g* and *j*. Then have students close their books. Go around the class, eliciting one letter of the alphabet at a time in the right order. Allow the class to help if a student can't remember the letter.

2

Have students call out the vowels before they color them. Tell them that the rest of the letters in the alphabet are consonants.

3

0.04 To check answers, have the class chorally say the spellings. Play the audio again, if necessary.

USE IT!

4

Read out the three categories on the list. Tell students they can write any word of their choice in the *Me* column.

5

Put students into pairs to practice spelling. If necessary, demonstrate the activity. Tell a volunteer to spell the name in their *Me* column and write it on the board. Then spell your name for the volunteer to write down. Monitor pairs to ensure they're spelling and writing down each other's words correctly.

LOOK!

Draw attention to the *Look!* box. Write the phrases on the board. Circle *a* and *an* and underline the first letters of each noun. Elicit that we use *a* when the noun starts with a consonant and *an* when it starts with a vowel.

Extension

Give the class a quick spelling test. Tell students to close their books and read out a list of ten words—these can include names, school objects, and colors. Have students write the words on a sheet of paper. Then tell students to switch lists with a partner. Ask volunteers to spell each word aloud for the class. Partners check each other's words and correct any wrong spellings.

WELCOME

THE ALPHABET

1

0.03 Listen and repeat.

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

Vowels (A in blue, E in brown, I in black, O in red, and U in white)
Consonants in green: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z

2

Color the vowels: A in blue, E in brown, I in black, O in red, U in white. Color the consonants green.

3

0.04 Listen and write the words.

1

green

2

eraser

3

notebook

4

pencil

5

red

6

white

USE IT!

4

Complete the chart for you. Open answers

	Me	My Partner
a name		
a school object		
a color		

5

Work in pairs. Partner A: Spell your words. Partner B: Write the words for your partner. Take turns being A and B. Open answers

LOOK!

a | pen
| book
an | eraser

5

Starter | Welcome! T5

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Welcome!

Lesson Aim: I can say the numbers 1–20, the days of the week, and the months of the year.

0.05–0.09 Audioscripts
pT138

- 1 0.05 Focus on pronunciation and word stress when students repeat the numbers. Have them identify that the stress is on the last syllable on the numbers ending in –teen. Exaggerate the stress of these numbers if necessary.
- 2 In pairs, students count up to twenty. Challenge them to go further if they know larger numbers.
- 3 0.06 Write *How old are you?* on the board. Play the audio and have students repeat. After pairs practice the dialogue, invite some of them to say it in front of the class.

Extension

Depending on the size of your class, prepare some slips of paper. For example, if you prepare twenty slips, ten slips should have a numeral from 1–20 on them (e.g., 2), and the other ten should have the corresponding word for the numeral (e.g., two). Give each student one slip of paper. Then have them stand up. Each student with a numeral finds their partner with the word, and vice versa.

- 4 0.07 After students have listened to and repeated the days, have them say them from memory. Draw attention to the days that are often confused (*Tuesday* and *Thursday*) and ensure students pronounce them correctly. Then ask different students: *What’s your favorite day?*
- 5 0.08 When students finish the exercise, have the class spell each word chorally. Play the track again, if necessary.

Extension

Write the days of the week in random order on the board. Invite different students to come to the front to number them in order.

NUMBERS 1–20

1 0.05 Listen and repeat.

0 zero

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

2 Work with a partner. Count by twos.

Two!

Four!

Six!

3 0.06 Listen and repeat. Then practice with a partner.

How old are you?

I'm 12. How old are you?

I'm 11.

DAYS OF THE WEEK

4 0.07 Listen and repeat.

Monday Tuesday

Wednesday Thursday

Friday Saturday Sunday

5 0.08 Listen and write the days of the week.

1 Friday

2 Wednesday

3 Saturday

4 Tuesday

5 Monday

MONTHS OF THE YEAR

6 0.09 Listen and repeat.

JANUARY • February

March • April • May

June • July • AUGUST

September • October

November • December

7 Practice with a partner.

Partner A: Say a number between 1 and 12.

Partner B: Say the corresponding month of the year and spell it.

Six!

June! J-U-N-E

6

- 6 0.09 After students have listened to and repeated the months, challenge them to say them from memory.
- 7 Draw students’ attention to the example. If necessary, model another example with a confident student. Then in pairs, students take turns to play the game. Monitor to ensure students are saying and spelling the months correctly.

Extension

If there is space in your classroom, have students stand in a line, in the order of their birthdays in the calendar year. Students whose birthday is in January stand on the left and they’re the first in the line. Students whose birthday is in December stand at the end of the line, on the right. Find out which month has the most birthdays.

Welcome!

Lesson Aim: I can say the numbers 20–100, tell the time, and understand classroom language.

0.10–0.11 Audioscripts
pT138

- 1 **0.10** Focus on pronunciation and word stress when students repeat the numbers. Practice recognition and production of the numbers ending in *-ty* and *-teen*, for example, *forty* (with the stress on the first syllable) and *fourteen* (with the stress on the last syllable). Call out different numbers with these endings. Have volunteers come to the front and write the numbers on the board.
- 2 **0.11** You can extend this exercise by adding in more rows with options. Students circle each correct number as you read it out.
- 3 Write an example date on the board, e.g.: *Monday May 7*. Give students other dates for them to write, for example the first or last day of the year, birthdays, and school vacations.

Extension

Play *Bingo!* Have students draw a nine-square grid in their notebooks and write a number between 20 and 50 in each square. Call out numbers in random order. When a student gets a line of three, they shout *Bingo!* and win the game.

- 4 Read the times with students and point to the example. Help them identify times 2–6: tell them to match the words with the numbers on the clocks. Finally, say: *We use o'clock for times on the hour.*

NUMBERS 20–100

- 1 **0.10** Listen and repeat.



- 2 **0.11** Listen and circle.

1	3	13	30	5
2	5	15	50	4
3	32	52	62	14
4	9	19	99	40

- 3 What's the date today? Write the day, the month, and the number.

Today is [Open answers](#)

TELLING THE TIME

- 4 Match the clocks with the times below.

• eleven o'clock • five fifteen • four fifteen • nine o'clock • twelve forty-five • two thirty



Welcome!

Lesson Aim: I can say the numbers 1–20, the days of the week, and the months of the year.

0.12–0.13 Audioscripts
pT138

1 0.12 Focus on the example. Ensure students understand that they need to write the times in words. Review the use of *o'clock* and elicit how we say other times (we say the hour and the minutes). Ask students if this way of saying the time is similar or different in their own language.

LOOK!

Draw attention to the *Look!* box. Point out that the two questions have the same meaning. Have students write the questions in their notebooks. Then put them into pairs to practice asking for and saying the time.

Extension

Have students write three important times in their notebooks, for example, when their favorite TV show starts, when they go to an after-school club, and so on. Put students into groups. Have each student read out their times for the group to guess what they refer to. Monitor and help with vocabulary as necessary.

2 0.13 Have students look at the pictures and decide what is happening in each. Draw attention to the example. Then tell students to predict which sentence goes with each picture. Encourage them to use their knowledge of classroom objects and other vocabulary. After checking answers, have students repeat the sentences. Tell them you will be using classroom language like this to give instructions. Encourage students to use questions like those in numbers 1 and 3 to ask about new words.

LOOK!

Draw attention to the *Look!* box. Ask students which book is close to the person's hand and say: *This book*. Then point to the other picture and ask if the book is closer to or further away from the person. Say: *That book*. Hold up a book or another object and say: *This (book)*. Then point to it from a distance and say: *That (book)*. Write the phrases on the board and underline *This* and *That*.

1 0.12 Look at the clocks and answer the questions. Then listen and check.

1 What time is it in New York City?



It's seven thirty.

2 What time is it in Tokyo?



It's six forty-five.

3 What time is it in London?



It's five o'clock.

4 What time is it in LA?



It's five fifteen.

CLASSROOM LANGUAGE

2 0.13 Match the classroom language (1–6) with the pictures (A–F). Then listen and check.

- 1 How do you spell *pencil*?
2 Look at that book.

- 3 What does *book* mean?
4 Write in this notebook.

- 5 Read this text.
6 Listen to that music.



LOOK!

This book.



That book.



Practice Extra

Welcome Unit

Extension

Point to near and far objects in the classroom and elicit phrases with *This* or *That*.

Unit 1
Who Am I?

Lesson Aim: I can talk about myself.

Warmer

Encourage students to say a couple of sentences about themselves, following your model. For example: *Hello! My name is Claudia. I'm 38 years old. My favorite thing is my cell phone!*

THINK!

- 1 Ask students to look at the image and write as many words related to it as they can in English. Give them two minutes to do this.
Open answers. Suggestions: girl, tablet, shirt, green, yellow, gray, hands, eyes, hair, etc
- 2 Start by telling students why you are special. You can use vocabulary from the Starter Unit and say, for example: *I'm special. My name's My favorite color/number is My birthday's on (May 7).* Then encourage students to say a sentence about why they are special.
Open answers

1.1 What's important?

Summary
The video is about what is important to us, including family, friends, pets, and our homes.

In Class
Tell students they're going to watch a video about things that are important to us. Ask them what is important to them, for example friends, family, their homes, or pets.

- Exercise 1**
Ask students to watch the video to answer the questions:
- 1 Say three things in the video that are important to us. Check the answer with the class. There are six ideas in the video. Encourage students to say more, if they can.
family, friends, home, name, pets, possessions
- 2 What sports are in the video? Check the answer with the class. The visual images should give students clues.
swimming and baseball

1 WHO Am I?



UNIT GOALS

- Talk about your favorite things.
- Read a digital poster.
- Listen to a dialogue.
- Learn about students around the world.
- Talk about your personal information.

THINK!

1 Look at the image and write words in English.

2 Why are you special?

VIDEO

1 Say three things in the video that are important to us.

2 What sports are in the video?

- Exercise 2**
Write these gapped sentences from the video on the board. You can provide the missing words in a box:
- 1 Our family is important to us.
- 2 Life is fun with our friends.
- 3 What's important to you?
- Play the video again. Students watch and complete the sentences. Check answers with the class.
- At Home**
Exercise 3
Ask students to write a list of five things that are important to them. They can draw a picture of each thing that is important in their lives, or they could even make their own video to bring to the next class.

Resources

- Teacher's worksheets Unit 1
- Test Generator Unit 1
- Practice Extra Unit 1
- Workbook pages 112–115
- Puzzles and Games page 102

Flipped Classroom

Ask students to make a list of their five favorite things in English to bring to the next class. They can also draw a picture next to each item.

Unit Aims

Cambridge Life Competencies Framework

- I can ...
- use appropriate forms of address, greetings, and farewells to talk about my personal information. (Communication)
 - use simple techniques to start, maintain, and close conversations of various lengths to talk about my favorite things. (Communication)
 - understand essential grammatical terms and concepts: the verb to be in the affirmative, Wh- questions, and the verb to be in the negative. (Learning to Learn)
- show understanding of other peoples's perspective and feelings through texts about my favorite things and global students. (Emotional Development)
 - discuss what makes me feel different emotions when talking about my country. (Emotional Development)

Unit 1
Who Am I?

Vocabulary in Context
Lesson Aim: I can talk about my favorite things.

Warmer

Start by finding an object in your bag. Tell the class it's your favorite thing. Ask students to look in their school bags and find their favorite thing. Go around the class asking students to say what their favorite thing is.

Flipped Classroom Check

Ask students to share their lists of their five favorite things with the class. Are any items similar?

Target Vocabulary

bike	/baɪk/
cell phone	/'sel ,fəʊn/
home	/hoʊm/
jeans	/dʒiːnz/
music	/'mjuːzɪk/
school	/skuːl/
school uniform	/'skuːl 'juːnə,fɔːrm/
sports	/spɔːrts/

- 1 Before students check the items in each category, tell them which your favorites are. Encourage them to talk about more of their favorite things, places, activities, or clothes.

VOCABULARY IN CONTEXT

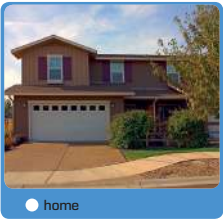
- 1 Check (✓) the things that are true for you. [Open answers](#)

FAVORITE THINGS

A MY FAVORITE THING:



B MY FAVORITE PLACE:



C MY FAVORITE ACTIVITY:



D MY FAVORITE CLOTHES:



Unit 1
Who Am I?

Vocabulary in Context
Lesson Aim: I can talk about my favorite things.

UNIT 1

1.01 Audioscript pT138

- 2 1.01 Focus on the example and review colors, if necessary. Tell students that they need to complete the phrases with words from page 10. When students have completed the exercise, ask them to cover their answers, look at the images, and say the words. Pay particular attention to pronunciation.
- 3 This is a *learn to learn* activity, which offers students techniques for retaining vocabulary. In this case, students categorize the new words they have learned. This should help them remember the words more easily. Encourage students to add more words to the categories, or even to add their own new categories.

USE IT!

- 4 Encourage students to complete the sentences using the vocabulary from Exercise 1. Ask them to find similarities and differences when they share information with their partners.

Homework

Workbook page 113, Exercises 1 and 2

Practice Extra

Unit 1

Fast Finishers

Puzzles and Games page 102, Exercise 1

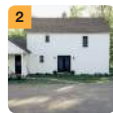
Extension

Ask students to make their own picture dictionary using the words for favorite things. They can do this on paper or online. Encourage them to keep adding to their dictionaries as they learn new words.

- 2 1.01 Look at the images and complete the phrases. Then listen, check, and repeat.



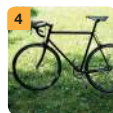
A green cell phone



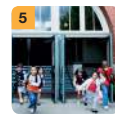
A white home



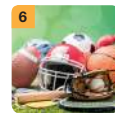
My blue and white school uniform



A black bike



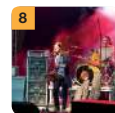
My awesome school



Popular sports



My blue jeans



My favorite music

- 3 Write words from Exercise 2 in the circles. *Open answers*

PLACES

CLOTHES

THINGS

ACTIVITIES

USE IT!

- 4 Complete the sentences so they are true for you. Use a dictionary to help you. Then tell your partner. *Open answers*

- 1 My favorite thing is
- 2 My favorite place is
- 3 My favorite activity is



WORKBOOK p.113



PRACTICE EXTRA

11

Unit 1
Who Am I?

Reading
Lesson Aim: I can understand a text about a class.

Warmer

Write these words on the board:
My class
My teacher
My friend
My favorite thing
My family
My pet
Then ask students to write one word or to draw a picture next to each of the words—they can write or draw a name, an adjective, a color, a number—whatever they first think of when they read each word. Ask for volunteers to explain what they wrote or drew.

1.02 Audioscript pT138

- 1 Draw students' attention to the poster. Ask them what they can see—images, different colors, icons, post-it notes, etc. Go through the words in Exercise 1 with students to check understanding. Check answers with the class.
- 2 1.02 Ask students to highlight the key words in the three options (*important events*, *favorite things*, *special students and teachers*). When students read and listen to the text, ask them to think of those words and look at the images. This should help them choose the correct option.
- 3 Ask students to find the four adjectives in bold in the text. This should help them work out the missing words in the sentences.

THINK!

Ask students to write down three things that make their class special. Then put them into pairs to share ideas. Are their ideas the same or different? Point to the empty note in the poster and tell students to write their sentence there. Remind them they should use at least one of the adjectives in Exercise 3. Invite volunteers to share their sentences with the class.
[Open answers](#)

Homework
Workbook page 115

READING

6TH GRADE SPECIAL THINGS

Look at us! This is 6th grade and we're awesome!

Hi, I'm Olivia. I'm 11. My new cell phone is my favorite thing. It's cool! — Olivia

I'm Emma and this is Anna. She's my awesome friend. She's awesome! — Emma

Hello, 6th grade teachers! You're cool!!

Hi, my name's Raul and Flamenco is a family tradition. The music is great! — Raul

Look! Max is my dog. He's black and white. He's two and he's very happy! 😊 Kyle

Who are you? What's special about you?

meridianforestschool.edu/6thgrade/about.pdf

1

Look at the poster. Check (✓) all the elements that you see.

☐ date and time

☒ images

☐ long texts

☒ title

2

1.02 Read and listen to the poster. What is it about? Check (✓) the correct option.

☐ important events at Meridian Forest School

☒ favorite things for 6th grade students

☐ the special students and teachers at Meridian Forest School

3

Read the poster again and complete the sentences.

1 Students..... in 6th grade are **awesome**.

2 The **teachers**..... are **cool**.

3 The **music**..... is **great**.

4 The **dog**..... is **happy**.

THINK!

What is special about your class? In the poster, write a sentence about you, a friend, a thing, or your class. Use the **bold** words in Exercise 3.

12

WORKBOOK p.115

Unit 1
Who Am I?

Language in Context
Lesson Aim: I can understand how to use the verb to be (affirmative).

UNIT 1

- 1
- If necessary, students look at the sentences in the poster on page 12 to help them complete the chart. When they finish, elicit sentences about themselves, their friends, and their class.

- 2
- Students can use the grammar chart in Exercise 1 for help. Focus on the example and do number 2 with the class, if necessary. Tell students that they need to use short forms. Check answers with the class.

LOOK!

Draw attention to the Look! box. Focus on the words in bold in the sentences. Ask: Which is the short form? (He's). Which is the long form? (Max is). Then you can say a few sentences using full forms and elicit the short ones, for example: *Sofia is a student. She's a student.*

Common mistakes: Students sometimes omit the subject pronoun, *Is my dog. He's my dog.* or sometimes include an unnecessary subject pronoun. *Max it's my dog. Max is my dog.*

- 3
- Encourage students to say the sentences with options out loud as they do the exercise. Reading out loud often helps you hear which option is correct and which one isn't.
- 4
- Ask students to try to complete the exercise without looking at the grammar chart. They can then to check their answers with a partner before you check them with the class.

USE IT!

- 5
- Tell students that they can look back at Exercise 4 to help them, if necessary. When they have finished working in pairs, ask volunteers to read out their descriptions to the class. Alternatively, you could ask students to record themselves reading their descriptions for homework and bring them to the next class.

🏠 Homework
Workbook page 114,
Exercises 1 and 2

LANGUAGE IN CONTEXT

- 1
- Look at the examples below and complete the sentences from the poster.

Verb to be Affirmative (+)	
Long Form	Short Form
I am Olivia.	I'm Olivia.
You are my friend.	You're my friend.
He/She is two, and he/she is very happy!	He's/She's two, and he's/she's very happy!
It is cool!	It's cool!
We are awesome!	We're not awesome!
They are cool!	They're cool!

- 2
- Change the underlined parts of the sentences. Use the example to help you.

- 1
- The teachers are great! *They're great!*
- 2
- Flamenco is a type of music and dance. *It's a type of music and dance.*
- 3
- My friend and I are happy. *We're happy.*
- 4
- Evelyn is my favorite friend. *She's my favorite friend.*
- 5
- Arthur is a cool student. *He's a cool student.*

- 3
- Circle the correct words.

- 1
- Sarah is / are my teacher.
- 4
- My bike is / are at home.
- 2
- Max am / is my dog.
- 5
- I 'm / 're a student.
- 3
- My jeans is / are blue.
- 6
- We is / re friends!

- 4
- Complete the text with the correct forms of the verb to be.

My name's Maria and I ¹ 12 years old. I ² in 6th grade at Meridian Forest School. My favorite thing ³ my cell phone. My favorite friends ⁴ Lucia and Marco. They ⁵ cool!

LOOK!
Max is my dog.
He's my dog.



USE IT!

- 5
- Complete the text so it is true for you. Then tell your partner.

My name ¹ s [name] and I ² m [number] years ³ old.
I ⁴ m in ⁵ [grade level] grade at ⁶ [name of school] School.
My favorite thing ⁷ is my ⁸ [favorite thing]. My favorite friends are
⁹ [friend's name] and ¹⁰ [friend's name]. They ¹¹ are cool / awesome!



WORKBOOK p.112 and p.114 PRACTICE EXTRA

13

Practice Extra
Unit 1

Grammar Game

Make cards as follows:

I	am
You	are
He	is
She	is
It	is
We	are
They	are

Put students into groups of three or four. Make enough sets for all groups. Ask students to match the subjects with the verbs. Give them a time limit of one minute. Check answers with the class.