

# 1 Look in a book

## Big question What can you find in a book?

### Unit overview

In this unit learners will:

- discuss what books are for and what types of books there are
- identify and describe different types of objects
- ask each other questions: *What's your name? Can you spell your name please?*
- introduce a new friend: *This is my friend. His/Her name is ...*

Learners will build communication and literacy skills as they read and listen to a poem and a song, recite a poem about books, sing a song about books, talk about different types of books and books they like, identify sounds at the beginning and in the middle of words, spell words and count up to 15.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: making a poster about things they like to read about, making word cards for things in the classroom, or interviewing a friend.

#### Language focus

Singular and plural nouns: *There is/There are*

Possessive 's

Use of articles: *a/an*

Possessive pronouns: *mine, yours, one*

Compound nouns: *lunchbox, classroom, bedroom, bookshop, backpack, hairbrush*

Sight words: *open, read, when*

**Review of:** present tense and imperative, personal pronouns, possessive adjectives

**Vocabulary topics:** number and colour review, classroom objects, books

#### Critical thinking

- Analysing what makes a poem
- Predicting
- Memorising.

#### Self-assessment

- I can write about myself.
- I can talk about a book.
- I can name the vowels and read words with short vowel sounds.
- I can say who things belong to.
- I can understand the words of a song.

#### Teaching tips

Provide opportunities for extended reading by bringing in different books suitable for the level of learners. Encourage learners to handle them, look at the covers and illustrations, read extracts, and if possible, borrow the books for home reading. If it is not possible to take the books home, you may wish to allocate a few minutes at least once a week to reading a story in class.

Review learners' work on the Activity Book quiz, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 2**.

## Lesson 1: Think about it

### What can you find in a book?

Learner's Book pages: 6–7

Activity Book pages: 4–5

#### Lesson objectives

**Listening:** Listen to a poem and a conversation.

**Speaking:** Ask and answer questions, practise theme vocabulary, talk about yourself.

**Reading:** Recite and read a poem, read and identify key vocabulary.

**Writing:** Write about yourself.

**Critical thinking:** Discuss what makes a poem; fill information in a chart and interpret the results.

**Language focus:** Singular and plural nouns: *book, books*; possessive 's': *Nick's backpack; There is/ There are*.

**Vocabulary:** Colour and number review; *bookcase, cupboard, tablet, e-book, book cover, pages*

**Materials:** A calendar, a set of weather symbols, a jar, craft sticks, chart paper, coloured card, staples and markers, photos (optional), enough copies of **Photocopiable activity 1** for the class.

### Learner's Book

#### Warm up

- Ask each learner *What's your name?*
- Establish a warm-up routine for learners to do at the beginning of each class. Each day, learners identify the day of the week and describe the weather, e.g. *Today is Tuesday. It is cold and cloudy.*
- Give learners a copy of **Photocopiable activity 1** to make the weather icons.
- Then help learners to keep count of how many days of school there have been so far. To do this, they add a craft stick to a jar each school day. When ten sticks have accumulated, wrap an elastic band around the bundle of ten sticks. The next day there will be one bundle of ten plus one single stick.
- Write the learners' responses on a chart and then add one or more Learning Objectives. These will often match the 'I can' statements at the end of the unit. A daily chart might look like this:  
*Today is Tuesday.*  
*It is cold and cloudy.*  
*It is the 14th day of school.*  
*Today we will read and talk about the parts of a book.*

#### Introduce vocabulary

- Ask learners if they read and what they like reading. Ask them what they can find in a book. Elicit answers and write them on the board.
- Open the Learner's Book at page 6. Learners point to and name objects they see in the picture which they know the names of in English. Write the objects they name on a chart. Read the chart together.

#### Answers

Learners' own answers.

### 1 Read and listen 2

- Ask learners: *Which book has stayed inside your head?* Tell them which one has stayed inside your head. Elicit answers from learners.
- Point to the poem. Say: *Read and listen.*
- Play the audio a few times. Pause for learners to repeat each line.
- Practise reciting the poem together.
- **Critical thinking:** Ask learners to read the poem again and ask what makes a poem: *rhyming words, text divided into verses*. Ask them to find words that rhyme: *read, head*.

**Audioscript:** Track 2. See Learner's Book page 6.

#### Answers

Learners' own answers.

### 2 Which book? 3

- Point to the picture and focus on the children and the title of the book each child is reading.
- Ask learners to predict what the books may be about, e.g. *'The Snowy Day' is about a rabbit and a duck. They are playing in the snow.* Help learners with additional vocabulary they may need.
- In pairs, learners ask each other which book they would like to read. Encourage them to give reasons for their answer, e.g. *Which one do you want to read? I want to read The Snowy Day. I like stories with animals.*
- Tell learners they are going to listen to the children talking about the books. They listen and point to the correct book.
- Play the audio at least twice.

**Audioscript:** Track 3

**Boy 1:** I'm reading a story about two boys – the boys are friends. They play together, and they have a lot of adventures. It's a very exciting book.

**Boy 2:** My book tells you how to make things from paper. You can make a paper plane, a paper bird, and lots of other things. I want to make a paper plane.

**Girl 1:** I'm reading a story about two friends: a rabbit and a duck. It's a funny story. Look what they're making with snow!

**Girl 2:** I'm learning some interesting things about sharks. Look, here's a picture of one. This shark is very big and very scary.

**Boy 3:** There are lots of songs in this book. I can play them on my guitar. And I can sing the words too.  
 Old Macdonald had a farm e i e i o.

#### Answers

**Boy 1** *Two Friends*

**Boy 2** *Fun with Paper*

**Girl 1** *The Snowy Day*

**Girl 2** (girl bottom left with tablet)

**Boy 3** *Play and Sing*

### 3 Topic vocabulary 4

- Play the audio once up to the pause.
- Play the first part of the audio again. Pause after each sentence for learners to repeat and point to the object.
- Write the words on the board. Read the words together.
- Tell learners to look at the big picture on page 6. Play the last part of the audio once.
- Play the last part of the audio again and tell learners to listen and follow the instructions.

#### Audioscript: Track 4

Bookcase. There are lots of books in the bookcase.

Book cover. The name of a book is on the book cover.

Tablet. You can read books and play games on a tablet.

E-book. This e-book is about sharks.

Cupboard. There are some pens and a book in the cupboard.

Pages. There are lots of pages in a book.

[\*PAUSE\*]

Point to a tablet with an e-book on it. What colour is the shark?

Find a book inside the cupboard. Point to it. What colour is the book?

Point to a book called *Play and Sing*. What colour is the book cover?

Point to the book with the most pages. It's a big fat book! What colour is it?

#### Answers

**What colour is the shark?** Grey

**What colour is the book?** Purple

**What colour is the book cover?** Green

**What colour is it?** Blue

### 4 Colours and numbers

- Review colour words. Play a game, e.g. *I spy*. Say: *I spy with my little eye something (blue)*. After a few rounds, ask a few learners to take the leading role.
- Review numbers and colours. Ask learners about objects in the classroom, e.g. *How many tables / yellow pencils are there?*
- Focus on the activity. In pairs, learners look at the big picture and ask and answer questions about the colour and number of objects.
- Circulate, checking for correct pronunciation and use of language, especially the use of *There is/There are*.
- Encourage learners to ask as many questions as possible since the picture offers a lot of possibilities.

#### Answers

Learners' own answers.



For further practice, see Activities 1, 2 and 3 and the Challenge in the Activity Book.

### 5 Make a book about you!

- Tell learners they are going to make a book about themselves. You could have one ready to show learners so it is easier for them to grasp the idea.
- Provide plenty of practice by asking questions about their possessions, e.g. *This is Susan's book; Is this Cheng's notebook?* Encourage learners to describe each other's possessions to the class in this way.
- Guide learners through the instructions to make their book.
- Learners make the book cover. If appropriate, they may add a photograph to it.

#### Answers

Learners' own answers.



For further practice, see Activity 4 in the Activity Book.



#### Wrap up

- Collect all the books and ask learners to help you prepare a book fair to display their work. You may wish to invite parents or other classes to see the fair. Each learner describes their book.
- **Home-school link:** Learners show the book to parents and explain what they did in class. They can also make a similar book about one of their parents, or someone in their family, and bring it to the class.
- **Portfolio opportunity:** Collect the books learners have made. Write the date and keep them in their portfolios.

### Activity Book

#### 1 Draw and colour

- Direct learners' attention to the picture and read the instructions. They draw the objects.
- After they have finished drawing, ask them to add up the number of books and answer the question.
- After they have answered the question, ask them to colour in the books according to the instructions.

#### Answer

9

#### 2 Write about yourself

- Ask learners to speak about themselves and revise: *How old are you? I'm ... , How old is (Lisa)? She's ...*
- Tell learners to answer the questions. Explain that they are going to use this information to make a book later on.

#### Answers

Learners' own answers.

#### 3 What do you like?

- Ask learners questions about what they like and don't like. Ask learners to read the sentences and tick what is true for them.

- **Challenge:** Tell learners to think about what they like. Tell them to look in the **Picture dictionary** on page 133 for some ideas and then write a sentence.

#### Answers

Learners' own answers.

## 4 Draw and write

- Tell learners to draw a picture of something that belongs to them.
- Ask learners to write a label with their name and the name of the object.

## I can write about myself.

- Direct learners' attention to the self-evaluation question at the top of page 4. Ask them to think and answer. Emphasise the importance of giving an honest answer.

#### Answers


Learners' own answers.

## Differentiated instruction

### Additional support and practice

- Create a favourite colour chart with the class. Ask: *What colour do you like best?*
- Learners write their name on a square of coloured paper then place the paper in the appropriate row. Discuss the completed chart: *How many children like purple best? What is X's favourite colour?*
- **Critical thinking:** Explain that you use a table or a chart to organise information. Ask how many columns and rows there are in this chart. What other types of information can learners organise in this way?

### Extend and challenge

-  Give each learner eight index cards for a vocabulary concentration activity. They write and illustrate eight vocabulary words, e.g. colours, numbers, new vocabulary. In pairs, lay cards face down in four rows of four cards. Learners take turns turning over two cards, one at a time, saying the words aloud. If two matching cards are turned over, the player keeps the pair of cards. If the cards do not match, the player turns them face down again and it is the next player's turn.

## Lesson 2: Find out more

### Inside a book

Learner's Book pages: 8–9

Activity Book pages: 6–7

#### Lesson objectives

**Speaking:** Discuss the contents of a book.

**Reading:** Read about different types of books.

**Writing:** Guided writing.

**Critical thinking:** Understanding the difference between fiction and non-fiction, predicting, giving opinions.

**Language focus:** Possessive adjectives: *my, your*

Review of: present simple tense, imperative

**Vocabulary:** *author, title, inside, contents, chapter, fiction, non-fiction, character, information, scary, story*

**Materials:** A choice of different types of children's books, one copy of **Photocopiable activity 2** for each learner, chart paper, sheets of paper, card, staples and markers.

## Learner's Book

### Warm up

- Learners identify the day of the week and describe the weather and add a craft stick to the jar.
- Write the learners' responses on a chart and then add one or more Learning Objectives.
- Divide the class into small groups and ask them to recite one line of the poem in **Lesson 1** each. Do several rounds until all the groups have recited a line. Then ask the class to recite the whole poem together.

### Introduce vocabulary

- Review with learners the names of their favourite books. Write the titles on the board. Explain the meaning of *title*.
- Ask learners if they know who the author is. Explain the meaning of *author*. Say: *The author is the person who ...* Point at a book and mime 'write' to encourage learners to complete the sentence.
- You could mention popular authors of children's books the learners may know.

### 1 A book cover

- Tell learners to look at the book cover on page 8.
- Ask them who the author is and to identify the title.
- **Critical thinking:** Ask learners to predict what the book is about. Write the following phrases on the board and encourage learners to use them: *I agree / I don't agree / I think ...*
- Ask learners to look at the cover of their own Learner's Book and answer the same questions.
- Ask them to look for more books in the classroom or in their Learner's Book and choose one. Ask them to answer the questions again.

#### Answers

**Author:** Jack Adler

**Title:** *Busy Boats*

**What is the book about?** Boats – the picture on the cover would suggest that it's about working boats, for example those used to catch fish.

 For further practice, see Activity 1 in the Activity Book.

### 2 Inside a book

- Focus on the illustration of the **Contents page** and ask learners what information this page gives about a book. Elicit the words *page* and *chapter*.

- Read the sentences together and ask learners to work in pairs to find the answers to the questions.
- After they have finished, ask them to choose one of the books available to them in the class and look for the contents page. Ask them to find out how many chapters there are and whether they have titles or numbers.

**Answers**  
**a** small boat: Chapter 1 'Little boats' page 2  
**b** big boat: Chapter 2 'Big boats' page 5  
**c** new boat: Chapter 4 'New boats' page 10  
**d** an old boat: Chapter 3 'Old boats' page 8

**3 Fiction or non-fiction?**

- Use the books available in the class to introduce the concepts of *fiction* and *non-fiction*. Read the explanations with the class.
- Focus on *The Snowy Day*. Ask learners to identify the characters.
- Focus on the books on the page and ask learners to classify them as either *fiction* or *non-fiction*.
- Ask learners to look at the other books they have in the class. Tell them to classify them into fiction and non-fiction.
- **Critical thinking:** Provide plenty of opportunities for learners to examine and discuss the contents of books to decide if they are fiction or non-fiction. You could bring other books from the school library for learners to examine.

**Answers**  
**Who are the characters?** A rabbit and a duck  
**Fiction books:** *The Elves and the Shoemaker*, *The Flying Panda*, *Four Friends Have an Adventure*  
**Non-fiction books:** *Make Fantastic Cakes*, *The Elephants of India*, *How Do Planes Fly?*

 For further practice, see Activity 2 in the Activity Book.

**4 Choose a book**

- Ask learners to read what the two children say. What sort of books do they like?
- Ask them to look back at the selection of books in **Activity 3** and choose a book the children would like to read. Encourage them to justify their choice.
- Ask them which of these books they would like to read and why.

**Answers**  
**Rasha:** Perhaps *How Do Planes Fly?* – but others are possible if learners can justify their choice.  
**Miguel:** Perhaps *The Flying Panda* – but others are possible if learners can justify their choice.


 For further practice, see Activity 3 in the Activity Book.

**5 A book about your school**

- Tell learners they are going to write a book about their school

- Explain what the title and the main chapters might be. Ask them to suggest more chapters and what they may write in them.
- Possible chapters and ideas for writing are given in the table below. You could copy the table on the board.
- Elicit answers to the questions and review possessive adjectives. Focus on *your* (plural) and *our*.
- Encourage learners to describe the school in as much detail as possible, e.g. *There \_\_\_\_\_ in my (class/classroom).* *We go to school on \_\_\_\_\_. We do not go to school on \_\_\_\_\_.*
- Go through the questions and suggestions from learners and write the text for each chapter on the board with their help.
- Make the book with card, sheets of paper and staples.
- Ask learners to work in small groups to draw illustrations for the chapters. Then they cut them out and glue them in the book.
- Each group then copies in the text for the chapter they have illustrated.

Welcome to our school	
<b>1 Our school</b>	<i>What is the name of your school? How many rooms are in your school?</i>
<b>2 Our class</b>	<i>How many children are in your class? How many boys? How many girls?</i>
<b>3 Our teacher</b>	<i>What is your teacher's name? What colour does your teacher like best? What does your teacher like to read about?</i>
<b>4 Our classroom</b>	<i>How many chairs, desks and tables are in your classroom? How many windows and doors are in your classroom?</i>
<b>5 Our school week</b>	<i>Which days do you go to school? Which days do you <b>not</b> go to school?</i>
<b>6 Our busy day</b>	<i>What do you do in school? What subjects do you learn?</i>

 For further practice, see Activities 4, 5 and 6 in the Activity Book.

 **Wrap up**

- Once learners have finished doing their project, invite another class to come and see the book and ask learners to explain what they have done.
- **Home-school link:** Learners take it in turns to take the book home and show it to their family.

**Activity Book**

**1 Titles and authors**

- Tell learners to look at the book covers. They identify titles and authors.
- Tell them to draw a circle round each title and a line under the name of each author.

**Answers**

Each book title should be circled; each author name should be underlined.

**2 Sorting books**

- Focus on the chart and the books in **Activity 1**. Ask learners to decide which books are fiction and which are non-fiction.
- Then they decide which books are scary and which are funny.
- As regards the concept of *scary*, even if snakes can be scary for many people, there might be learners who don't find them so. Accept an alternative answer.

**Answers**

**Fiction:** c d [*The Snowy Day, Look out!*]

**Non-fiction:** a b [*Snakes, Silly Cats*]

**Scary:** a d [*Snakes, Look Out!*]

**Funny:** c b [*The Snowy Day, Silly Cats*]

**3 Which book do you want to read?**

- Learners write their choice of book.

**Answers**

Learners' own answers.

**4 Which days do you go to school?**

- Ask learners to read and circle the days they go to school. Then they cross out the days they don't go to school.

**Answers**

Learners' own answers.

**5 What do you do at school?**

- Ask learners to look at the activities listed in the exercise. Ask them to circle the ones they do and cross out the ones they don't do.

**Answers**

Learners' own answers.

**6 What subjects do you learn at school?**

- Learners look at the list of school subjects. Tell them to circle the subjects they learn in school and to cross out the subjects they don't learn in school.

**Answers**

Learners' own answers.

**I can talk about a book.**

- Direct learners' attention to the self-evaluation question at the top of page 6. Ask them to think and answer. Emphasise the importance of giving an honest answer.

**Answers**

Learners' own answers.

**Differentiated instruction****Additional support and practice**

- Give each learner a copy of **Photocopiable activity 2**. Learners work in groups to find answers to the six activities from your supply of children's books.
- Provide additional support by having a spelling competition. Divide the class into two groups. They take it in turns to spell new words, e.g. the days of the week, topic vocabulary.

**Extend and challenge**

- If possible, give learners a copy of one of the books included in the lesson. Otherwise, make books in English suitable for the age and level available to them. Ask them to choose one and read it. When they have finished, they tell the class about the book they have read.

**Lesson 3: Words and sounds****Review of short vowels**

Learner's Book pages: 10–11

Activity Book pages: 8–9

**Lesson objectives**

**Listening:** Listen to a song and identify the letters of the alphabet, identify words with short vowel sounds, review **sh, ch, th**.

**Speaking:** Sing a spelling song, spelling words, blend words with short vowel sounds, review **th**; counting.

**Reading:** Recognise letters of the alphabet.

**Writing:** Spelling dictation.

**Critical thinking:** Memorise a song.

**Language focus:** Spelling words, use of *a* and *an*, Counting from 1 to 15, questions: *How many \_\_\_ are there?*

**Vocabulary:** Letters of the alphabet, numbers 1–15

**Materials:** Card, markers, enough copies of **Photocopiable activity 3** for the class.

**Learner's Book****Warm up**

- Learners identify the day of the week and describe the weather and add a craft stick to the jar.
- Write the learners' responses on a chart and then add one or more Learning Objectives.
- Play a spelling game with names. Ask a learner: *What's your name?* Learner answers, e.g. *Carlos*. Pretend to write and ask: *Can you spell it, please?* Learner spells the name.

**1 Vowels and consonants 5**

- Ask learners if they can remember the alphabet. Tell them to say it as a class.

- Tell them they are going to listen to and sing an alphabet song. Point to the alphabet letters and play the audio.
- Play the audio, pausing after the song. Learners point to the letters as they listen and sing along.
- Read about vowels and consonants. Ask learners to look at the alphabet and identify and say the vowels.
- Play the last part of the audio for learners to check if they are correct.
- Play the ABC song again. Ask learners to clap when they hear each vowel.
- **Critical thinking:** Practise the song until learners have memorised it. Then ask pairs or groups to sing it.

**Audioscript:** Track 5

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  
 [\*PAUSE\*]

The English language has 5 vowels:  
 a, e, i, o, u ... and sometimes y.

**Answers**

a, e, i, o, u and sometimes y

**AB** For further practice, see Activity 1 in the Activity Book.

**2** **Vowels at the beginning** **6**

- Give learners card and markers and ask them to make six cards with a different vowel on each card.
- The letter *Y* can sometimes be considered a vowel, for example in *my*, but would be a consonant in words like *young*, *yellow*.
- They show each vowel in turn and say it.
- Tell them they are going to listen to an audio. They listen and look at the pictures.
- They identify the vowel at the beginning and hold up the correct card.
- Ask learners to spell the words as a class.

**Audioscript:** Track 6

a octopus  
 b egg  
 c insect  
 d apple  
 e umbrella

**Answers**

octopus – o, egg – e, insect – i, apple – a, umbrella – u

**3** **Vowels in the middle** **7**

- Tell learners they are going to listen to another set of words. They listen and look at the pictures.

- They identify the vowel in the middle and hold up the correct card.
- Then ask them to say a sentence to go with each picture. Elicit a variety of simple present tense sentences for each picture:  
*This is a ... I see a ...*  
*The (hen / dog / fish) has (6 eggs / a ball / green fins).*  
*The (cat) is in a (box).*  
*The (cat / fish) is orange / yellow and green).*

**Audioscript:** Track 7

a hen  
 b cat  
 c dog  
 d fish  
 e duck

**Answers**

hen – e; cat – a; dog – o; fish – i; duck – u

**4** **How do you spell it?**

- Focus on the pictures. Learner A chooses one picture. Learner B asks for the spelling. Learner A spells the word and Learner B writes it down in their notebook and finds the correct matching picture.
- Model the activity with one learner first.
- Circulate, checking for correct spelling and pronunciation.
- Ask learners to add more words of their choice and continue playing.

**AB** For further practice, see Activities 2, 3 and 4 in the Activity Book.

**5** **Numbers 1 to 15** **8**

- Ask learners if they remember the numbers. Ask them to count from 1 to 10.
- Tell them they are going to listen and to count along.
- They listen and count from 1 to 10.
- Then they listen and point to the numbers 11 to 15.
- Focus on the pictures. Ask learners to work with a partner and count the number of people they can see in each.

**Audioscript:** Track 8

1 2 3 4 5 6 7 8 9 10  
 [\*PAUSE\*]  
 11 12 13 14 15

**Answers**

**A** 11 people    **B** 14 people

**AB** For further practice, see Activity 5 in the Activity Book.

**Wrap up**

- Pass out paper and pencils, markers or crayons. Learners choose and write words and numbers.

They add the number and a picture for the words.  
 They show them to the class and say and spell them.

## Activity Book

### 1 Find the vowels

- After learners have practised the ABC song a few times, focus on the activity and ask them to circle the vowels.
- When they have finished, check as a class.

#### Answers

Vowels: a e i o u A E I O U

### 2 Matching words

- Focus on the exercise; ask learners to look at each picture and draw a line to the matching word.
- When they have finished, check as a class and ask learners to spell each word.

#### Answers

1 ship 2 think 3 shop 4 chips

### 3 Read and draw

- Tell learners to read the instruction and complete the picture.
- Ask them to say the sentences as fast as they can as a tongue twister, e.g. *a big black bug in a pink box*.

### 4 What is it?

- Focus on the activity and ask learners to write what each thing is using the correct article, *a* or *an*.
- Elicit from learners when they use *a* and when *an*.
- Ask learners to give more examples of the use of *a* and *an*. They draw a picture, show it to the class and say what it is, e.g. *It's an umbrella*.

#### Answers

1 It's an octopus. 2 It's a fish. 3 It's an ant.

### 5 Crossword puzzle

- Ask learners if they have ever solved a crossword puzzle. Focus on the exercise and mime *across* and *down*.
- Tell learners to look at the clues then write the words.
- Some learners may need additional support with this activity. You may wish to group them together and supervise their work directly, helping as necessary.
- Check as a class. Ask for the correct word and the spelling.
- **Informal assessment opportunity:** Take advantage of this activity to assess learners' spelling.

#### Answers

##### Across:

2 clap 4 fifteen 6 pens 7 duck

##### Down:

1 eleven 3 ships 5 neck

## I can name the vowels and read words with short vowel sounds.

- Direct learners' attention to the self-evaluation question at the top of page 8. Ask them to think and answer. Emphasise the importance of giving an honest answer.

#### Answers

Learners' own answers.

## Differentiated instruction

### Additional support and practice

- Use **Photocopiable activity 3**. Review words beginning with each letter, e.g. *Find the picture of the table. What is the first letter in 'table'? How do you spell 'table'? Can you think of another word that begins with the t sound?*
- Ask learners to look for more words beginning with vowels in the **Picture dictionary** on pages 132–143. Can they spell them? How do they pronounce them?

### Extend and challenge

- Ask learners to look back at **Activity 4** in the Learner's Book and put together words that sound similar then add one more word to each group. They say the words and spell them.

## Lesson 4: Use of English

### Talking about possessions

Learner's Book pages: 12–13

Activity Book pages: 10–11

### Lesson objectives

**Listening:** Listen and identify, listen and answer.

**Speaking:** Say what you remember, describe a picture, speak about your possessions.

**Reading:** Read and follow instructions.

**Critical thinking:** Memorising.

**Language focus:** *have got* + noun to describe and ask about possessions: *She's got a pink hairbrush*; singular/plural nouns: *pencil, pencils*; subject pronouns: *he, she, you, I*; compound words, possessive pronouns

**Vocabulary:** colour names (review), *backpack, hairbrush, skipping rope, camera, jumper, pencil, lunchbox, shoe, jacket, book, sock*

**Materials:** Enough copies of **Photocopiable activity 4** for the class, pictures of camping equipment or real small camping equipment items.

## Learner's Book

### Warm up

- Do the warm-up routine.
- Sing the ABC song. Ask learners to clap each time they say a vowel.



- Divide the class into two groups. They take it in turns to sing and clap. Round 1: Group A sings and Group B stands up and claps the vowels; Round 2: Group B sings and Group A stands up and shouts the vowels.

### 1 Whose backpack? 9

- Ask learners if they like going camping. Ask them what they need to put in their backpack when they go camping. Display the objects or the pictures and elicit some vocabulary.
- Focus on the picture. Encourage learners to describe it in as much detail as possible.
- Tell learners that they are going to listen to the audio and find out which backpack belongs to which child.
- Play the audio at least twice. Learners identify the backpack owners.
- Play the audio again and ask the class to help you write the dialogue on the board by filling in the words.
- Practise the dialogue with the class.
- Divide the class into small groups and ask learners to act the dialogue out.
- Still in groups, learners collect their backpacks or school bags. They try to match them up with their owners by using the target language.
- Circulate, checking for correct language use and pronunciation.

#### Audioscript: Track 9

**Woman:** Jill, is this backpack yours?

**Jill:** Yes, it's mine.

**Woman:** OK, here you are ... Nick, is this red one yours?

**Nick:** No, mine is the blue one with the stars.

**Woman:** This one? OK ... Jack, which backpack is yours?

**Jack:** The black one is mine.

**Woman:** So which one is Lucy's?

#### Answers

Orange and yellow-striped backpack – It's Jill's.  
 Blue with white stars – It's Nick's.  
 Black – It's Jack's.  
 Red with a picture of a monkey – It's Lucy's.

 For further practice, see Activity 1 in the Activity Book.

#### Language detective

- Write the word *backpack* on the board and explain what a compound noun is. Draw a line between *back* and *pack* to make the concept clear to learners.
- Look at the other examples and ask learners to complete the explanations.
- Discuss more compound vocabulary words: *hairbrush* (a brush for your hair), *toothbrush* (a brush for your teeth), *a notebook* (a book in which you write notes).

#### Answers

A classroom is a room with a **class** inside.  
 A bedroom is a room with a **bed** inside.  
 A bookshop is a shop that sells **books**.

### 2 What's in the backpack?

- Ask learners to look at the picture of Jill's backpack. Read the sentence and the question.
- Remind them of the use of personal pronouns. Draw a girl on the board and write *she* next to it. Draw a boy and elicit the correct pronoun from the class. Write it next to the picture.
- In pairs, learners take it in turns to describe the contents of each backpack using *He's got / She's got*.
- Circulate, checking for correct pronunciation and use of the target structure.

#### Answers


She's got ...  
 a blue shoe  
 a red and yellow skipping rope  
 three yellow pencils  
 a blue jacket  
 a red lunchbox  
 a pink hairbrush

He's got ...  
 a white jumper  
 a green lunchbox  
 a yellow book  
 a silver camera  
 four red pencils  
 two white socks

 For further practice, see Activity 2 in the Activity Book.

### 3 Can you remember?

- Divide the class into pairs. Learners choose one of the backpacks and decide if it is Jill's or Nick's. They look at the things inside, close their eyes and tell their partner what is in the backpack.
- They win a point for each thing they remember.

 For further practice, see Activity 3 and the Challenge in the Activity Book.

### Wrap up

- Learners draw the imaginary backpack of a fictional character they like and describe the contents.

## Activity Book

### 1 Colour the pictures

- Focus on the activity. Tell learners to read the instructions and colour the backpacks.
- Check as a class.

#### Answers

Learners colour according to instructions.

### 2 Whose backpack?

- Tell learners to read the sentences and fill in the missing words using the words that are in the **Word box**.
- When they have finished, they write the names below the backpacks in the picture in **Activity 1**.

### Answers

**Teacher:** Jill, is this backpack yours?

**Jill:** Yes, it's **mine**.

**Teacher:** Nick, is this red one yours?

**Nick:** No, mine is the blue **one** with the stars.

**Teacher:** Which one is Lucy's?

**Nick:** The red one with the **monkey**.

Nick's backpack, Lucy's backpack, Jill's backpack.

### 3 What's in the backpack?

- Ask learners to look at Lucy's and Nick's backpacks and write what's in them.
- Check as a class.
- **Challenge:** Learners write sentences about what they have in their own backpacks.

### Answers

1 She's got a jumper, two shoes and a hairbrush.

2 He's got a ruler, a camera and an apple.

### I can say who things belong to.



Direct learners' attention to the self-evaluation question at the top of page 10. Ask them to think and answer. Emphasise the importance of giving an honest answer.

### Answers


Learners' own answers.

### Differentiated instruction

#### Additional support and practice

-  Learners do a variation of **Activity 3** in the Learner's Book. Instead of a learner saying what they remember, the partner asks them questions. e.g. *Is there a yellow jacket? Are there two white socks? How many pencils are there?*
-  Play a matching game in pairs or small groups. Ask learners to make word cards and picture cards. They put them face down on the table. They take it in turns to turn over two cards. If they have a match of picture and words, they say, e.g. *I've got a (toothbrush)*

#### Extend and challenge

-  Give each learner a copy of **Photocopiable activity 4**. They cut out the nine word cards and place them face down.
- Learners play the game with a partner. Learner A chooses three cards and holds them in his/her hand. Say: *Don't let your partner see your cards!*
- Learner B gets six chances to guess which three pictures Learner A is holding.  
 Learner B: *Have you got (a book)?*  
 Learner A: *No, I haven't.*  
 Learner B: *Have you got (a camera)?*  
 Learner A: *Yes, I have.* (Learner A places the correctly guessed picture face up on the table.)  
 Learner B continues to ask questions (a total of six questions). Write the number of pictures correctly guessed on a score board. Partners reverse roles for the next round of the game.

## Lesson 5: Read and respond

Learner's Book pages: 14–17

Activity Book pages: 12–13

### Lesson objectives

**Listening:** Listen to a song, listen and sing.

**Speaking:** Speak about books and reading.

**Reading:** Read along as you listen to the song, recognise the sight words *open*, *read* and *when*.

**Writing:** Write an original verse for a song.

**Critical thinking:** Predicting; learning ways to find the meaning of words.

**Language focus:** *When* clause

**Vocabulary:** *recipe, dinosaur, to whisper, sport, train, monkey, king, amazing, dictionary, computer, mobile, phone, volcano*

**Materials:** Writing supplies, pieces of paper.

### Learner's Book

#### Warm up

- Do the warm-up routine.
- Remind learners of the poem in **Lesson 1**. What was it about? (stories). Ask the class to recite it.
- Ask learners what stories they have read lately. Encourage them to tell the class about them.


#### 1 Before you read 10

- Tell learners to look at the picture and the title of the song and say why they think a book is like a window. Elicit as many suggestions as possible, e.g. *we can look at different worlds, we can 'meet' new people.*
- Tell learners that a book helps you discover new things you would not otherwise 'see'. It's like looking through a window and seeing something new and exciting. For example, you can read for fun or to learn new things.
- Ask learners if the book in the picture is a fiction or a non-fiction book. Ask them to find the characters.
- Ask the class if they would like to read the book. Encourage them to justify their answer.
- Tell the class they are going to listen to a song. While they listen, they read the text in their books.
- Play the song a few times and encourage learners to sing along as they grow more confident.
- Ask learners to look at the illustrations on page 15 and point to the pictures as they hear the words in the song.

**Audioscript:** Track 10. See Learner's Book pages 14–16.

### Answers

It's a fiction book. The characters are a girl, a boy and a monster.

 **For further practice, see Activities 1, 2 and 3 in the Activity Book.**