



Teacher's notes

Reinforcement worksheet 1

- Students count forward and backward along the alphabet to find the words. They transfer the information to the form below and complete it about a favorite singer, sports personality, or other famous person. Pre-teach the meaning of *job*. The students stick a picture of the person into the frame.

Key: 2 age, 3 job, 4 hair, 5 wears, 6 likes, 7 can.

- Optional follow-up activity:** Students take turns reading the information about their chosen personality (omitting the name and not showing the picture). The first student who guesses who it is gets a point. The winner is the student with the most points.

Reinforcement worksheet 2

- Students find and circle the job word, as in the model, and then use the words in the crossword puzzle to write a description of the teacher. They draw a picture to match the description.
- Optional follow-up activity:** Students write another similar description and swap it with a friend. They draw a picture to match their friend's text.

Extension worksheet 1

- Students read the text about Aunt May on page 6 of the Student's Book and use the information to choose the right answers. They then read the text about Uncle Fred and prepare a similar multiple-choice quiz.

Key: 2 A, 3 B, 4 C.

- Optional follow-up activity:** After you have checked the students' work, they swap quizzes and answer them.

Extension worksheet 2

- This can be done as a listening exercise (Track 2) or a reading exercise. If you use the audio recording, pause after each frame while the students write. Students insert the missing vowels. Ask them to count the number of times they have written each letter to see which vowel appears most often in the text. Use the activity to show the children that *e* is the most common vowel in English and remind them that this is useful for playing *Hangman*. (Generally, exclamations such as *Oooh!* and proper names do not count towards vowel frequency because they are not found in dictionaries, but in this activity it is easier if the children count everything.)

Key: See Student's Book, page 9.
 A 37, E 62, I 41, O 31, U 15.

- Optional follow-up activity:** Give students two minutes to write as many words as possible beginning with *e*. The winner is the student with the most words.

Song worksheet

- Students color the pictures to remind themselves of the sounds in these words. They then look at the underlined parts of the words in the box and decide which color they sound like. They color them accordingly and then complete the song with the words, using the color words to guide them. They listen to the song (Track 3) to check their answers.

Key: See Student's Book, page 7.

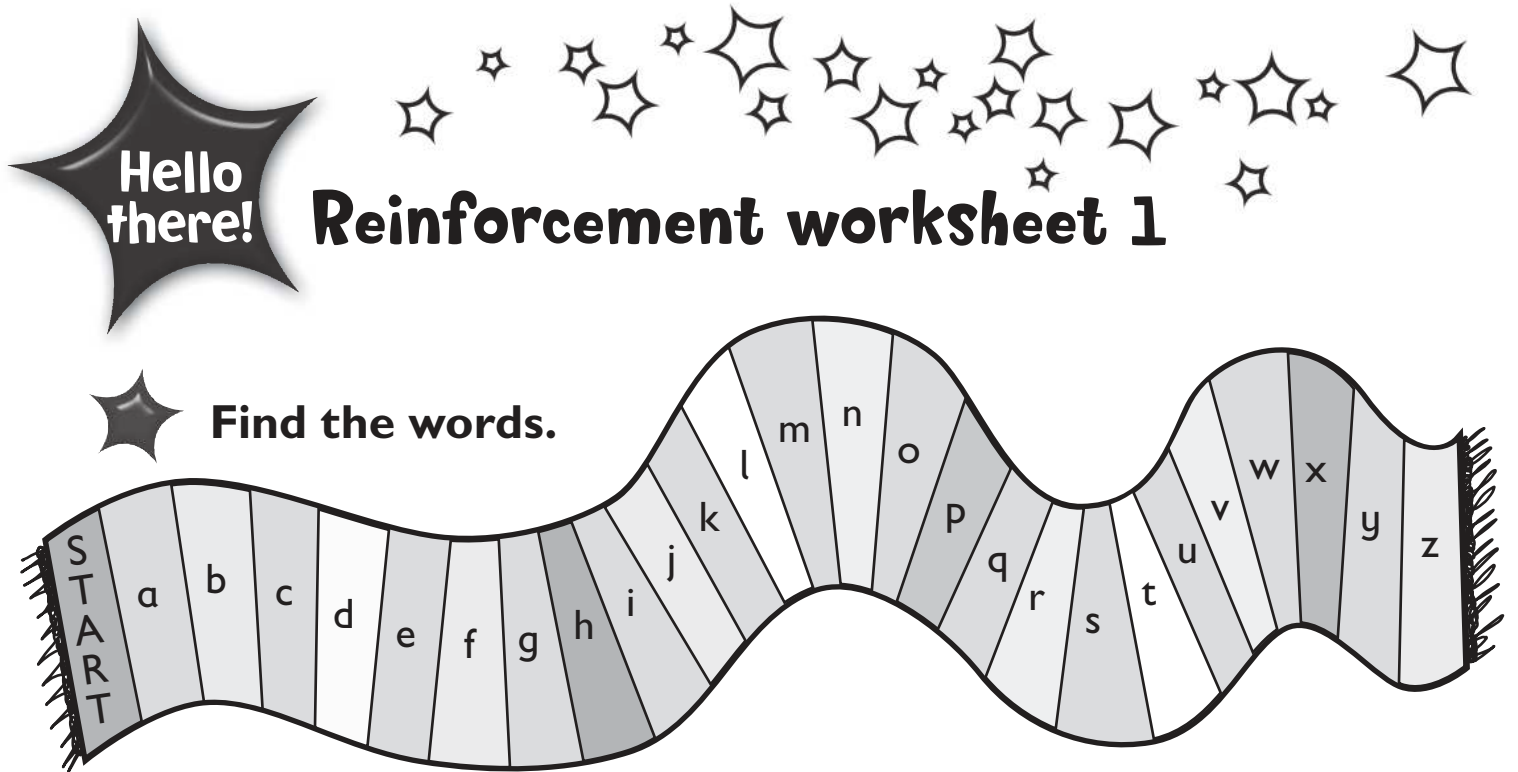
- Optional follow-up activity:** Ask students to find words which sound like *brown*, *green*, and *red*.

Topic worksheet

- Students read about time zones. They count backward and forward to draw the times on all the clocks to show what time it is in three other world cities when the boy is doing these four different activities. They use the times on the clocks to help them complete the sentences.

Key: 2 is having lunch, 3 is watching TV, 4 is going to bed.

- Optional follow-up activity:** Students think of five activities that they do in a day and decide what children in the other cities on the worksheet would be doing at that time.

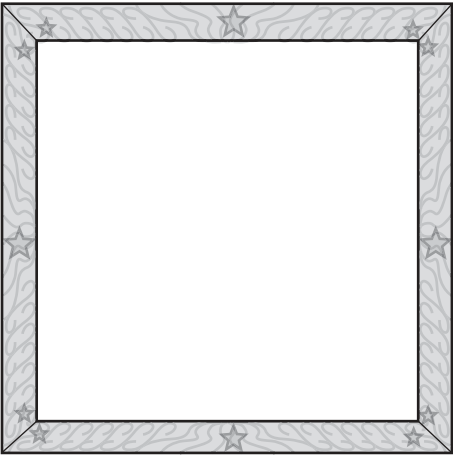


Find the words.

- 1 Count 14 from the start. Go back 13. Go forward 12.
Go back 8. n a m e
- 2 Count 1 from the start. Go forward 6. Go back 2. _ _ _
- 3 Count 10 from the start. Go forward 5. Go back 13. _ _ _
- 4 Count 8 from the start. Go back 7. Go forward 8.
Go forward 9. _ _ _ _
- 5 Count 23 from the start. Go back 18. Go back 4. Go forward 17.
Go forward 1. _ _ _ _ _
- 6 Count 12 from the start. Go back 3. Go forward 2. Go back 6.
Go forward 14. _ _ _ _ _
- 7 Count 3 from the start. Go back 2. Go forward 13. _ _ _

Complete the chart. Write about someone famous.

1	Name	
2		
3		
4		
5		
6		
7		



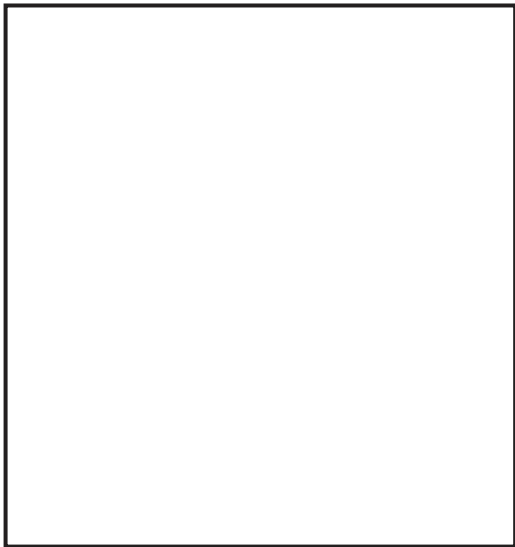
Hello there!

Reinforcement worksheet 2

Find the jobs. Write and draw.



1 The farmer has curly hair
and a mustache. He's wearing
pants. He's funny.



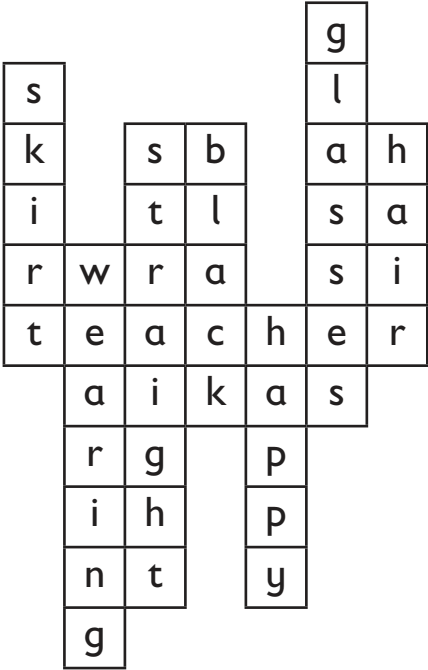
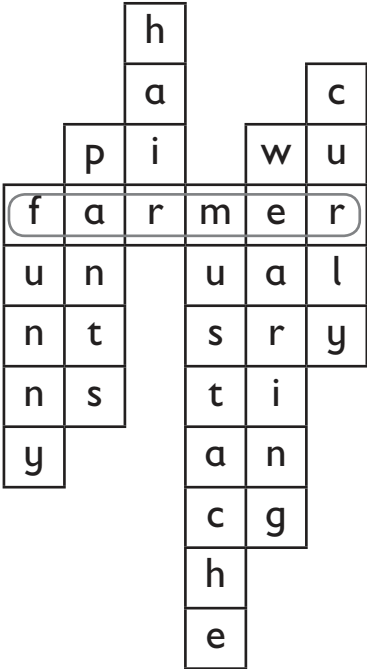
2

.....

.....

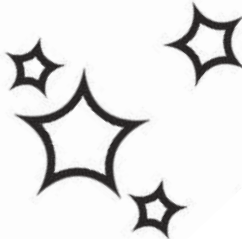
.....

.....





Extension worksheet 1



Read the text about Aunt May on page 6 of the Student's Book. Choose the right answer.

- 1 Is Aunt May a doctor?

☒ A Yes, she is.

B No, she isn't.

C Yes, she has.
- 2 Does she work in a small hospital?

A No, she doesn't.

B No, she isn't.

C Yes, she does.
- 3 Does she always work at night?

A Yes, she does.

B No, she doesn't.

C Yes, she is.
- 4 Does she like listening to music?

A Yes, she is.

B No, she doesn't.

C Yes, she does.



Read the text about Uncle Fred on page 6 of the Student's Book. Write questions. Ask your friend.

- 1 _____ ?

_____ ?

A No, he doesn't.

B Yes, he is.

C No, he isn't.
- 2 _____ ?

_____ ?

A No, he doesn't.

B Yes, he does.

C Yes, he is.
- 3 _____ ?

_____ ?

A Yes, he has.

B No, he hasn't.

C No, he doesn't.
- 4 _____ ?

_____ ?

A Yes, he does.

B Yes, he has.

C No, he doesn't.



Extension worksheet 2



Complete the story.

Excuse me,
Mr. L_ck! Th_s _s
my s_st_r's s_n,
D_nny. H_ n_ds
y_r h_lp.

H_ll_,
D_nny.
W_ll, _
d_n't ...

N_ pr_bl_m,
D_nny. Wh_t's
th_ m_tt_r?

W_ll, th_r's _
p_cn_c
th_f _t
B_k_r's P_rk.

B_h! _
p_cn_c
th_f ...

L_t's g_ _nd
s_!

R_gh_t h_r_, n_xt t_ th_
l_k_. _v_ry t_m_ _ pl_y w_th
my fr_nds, s_m_b_dy t_k_s
_r p_cn_c.

G_ _nd pl_y,
D_nny. P_t
y_r f_d
_n th_bl_nk_t.
_t's s_f
w_th _s.

_xc_s_ m_,
s_r. Wh_t
c_n y_ _t_ll m_
_b_t th_
p_cn_c th_f?

Y_ _h,
wh_r_ w_r_
y_ _t
th_s t_m_
y_st_rd_y?

_ _h! _ w_s
_t _ p_cn_c.
H_r_ _n th_
p_rk.

h! S, y_ _
l_k_ p_cn_cs.

L_ck, _ h_v_
th_ p_cn_c
th_f ... _r,
_m, _t h_s
m_! H_lp!

_t's _K, D_nny. _
h_v_ y_r p_cn_c.

_h, _m,
th_nk y_ _,
Mr. K_y.



Song worksheet



Color the pictures.

blue shoe



gray train



yellow boat



white kite



Color the words.

clo <u>th</u> es	Goodbye	sh <u>oe</u> s	to	W <u>a</u> ke	S <u>o</u>	to	g <u>o</u>	I <u>’</u> m
Goodbye	w <u>a</u> ke	l <u>o</u> se	r <u>ou</u> tine	N <u>o</u>	to	d <u>a</u> y	t <u>i</u> me	
Co <u>mb</u>	to	t <u>i</u> me	do	M <u>y</u>	s <u>a</u> me	to	Y <u>ou</u>	s <u>a</u> y

Read and write. Listen and check. Sing.

The morning rap,
We **blue** do it every **gray**
The **gray** **blue**
Now listen and **gray**
It’s seven o’clock,
gray up, **gray** up!
blue must get up
And wash, wash, wash.

Come on, come on,
It’s **white** **blue**
yellow
Get dressed, get dressed!
Put on your **yellow**

Run **blue** the kitchen,
Sit on a chair.
Eat your breakfast,
yellow your hair.
The morning rap ...
Brush your teeth.
yellow **white**
blue **blue**
Get your bag,
Put on your **blue**
white **blue** Mom,
white **blue** Dad.
white friends are at school,
yellow **white** not sad.
The morning rap. The morning rap.

Hello there!

Topic worksheet

Read about time zones.

What time is it now? Do you know that it's a different time in different countries? When it's twelve o'clock in the afternoon in England, it's twelve o'clock at night in Australia. The world has different time zones, and in some countries there are different time zones. Are there different time zones in your country?

Draw the times on the clocks.

New York -5	Brasilia -3	London	Athens +2	Tokyo +9

Complete the sentences.

- 1
- When it's six o'clock in the morning in Brasilia, Bob is starting school.
- 2
- When it's ten o'clock in the evening in Tokyo, Bob
- 3
- When it's two o'clock in the afternoon in New York, Bob
- 4
- When it's eleven o'clock at night in Athens, Bob



Teacher's notes

Reinforcement worksheet 1

- Students discuss Braille and use the key to solve the crossword puzzle. They note their answers in the chart.

Key: Braille is a language for the blind invented by a Frenchman named Braille. The dots represent the bumps that the blind can feel and “read” with their fingers.

1 exciting, 2 easy, 3 boring, 4 brave, 5 difficult, 6 quick, 7 slow

- Optional follow-up activity:** In pairs or small groups, students write sentences, or find them in their Student's Book, to act as clues for the crossword puzzle. Give them this example for the word *difficult*:

1 We like his class because it's not
_ _ _ _ _ _ _ _ _ _ . (from Student's Book, page 11)

Reinforcement worksheet 2

- Students look at the three pictures and choose which one they prefer. They complete and write the sentences. Write this key on the board:
 $a = 3$ $b = 2$ $c = 1$

The students add up the points to discover what kind of person they are, based on the following key which you can read out to the class:

7–9 points

You are happy doing exciting things. You like difficult activities. You like doing quick things and being busy. You think slow activities are a little boring.

4–6 points

You like some exciting things, but you like activities that are not too difficult. You like some quick activities, but you don't need everything to be quick. Sometimes you like to be busy – but not too busy!

3 points

You don't like difficult activities. You like doing slow activities, and you are happy when people are quiet. You don't like being busy all the time.

- Optional follow-up activity:** Students think of another school subject involving three alternative activities. They choose their favorite of the three. In groups, they compare their results to produce a survey about favorite activities in different subjects.

Extension worksheet 1

- Students read the sentences in the grid. They find the people in the picture and number the boxes accordingly. They then figure out the missing numbers by getting each side of the grid to add up to 20. They write *This is the ...* sentences for the other four squares in the grid.

Key: Top line: 1, 4, 5, 10; Middle line: 11, 7;
Bottom line: 8, 0, 9, 3.

- Optional follow-up activity:** Students color in the scene and then write alternative *This is the ...* sentences in their notebooks, for example, *This is the boy who is wearing a blue sweater.*

Extension worksheet 2

- Students listen to the story (Track 4) and follow on the worksheet. They then follow the instructions to write the sentences from the story. They can write in their notebooks or on the back of the worksheet, as you prefer.
- Optional follow-up activity:** In groups of four, each student cuts out the six frames. The dealer shuffles them and deals them all out. Student A puts one of the frames face up on the table and the others race to put down the next frame. The first to do so keeps the cards, and play passes to Student B, and so on. The game continues until one student has won all the cards. Tell the students that, in this game, frame 1 follows on from frame 6.

Song worksheet

- Students match the rhyming pairs, then complete the song. They listen to the song (Track 5) to check their answers.

Key: See Student's Book, page 13.

- Optional follow-up activity:** In groups, students think of as many words as possible to rhyme with the words they have paired.

Topic worksheet

- Pre-teach words you think the students may find difficult. Students read the text and do the activities. They may need time to measure people at home if they have already measured their friends in class.

Key: 2 65 cm, 3 37.5 cm, 4 42.5 cm.

- Optional follow-up activity:** Students convert the measurements of their classroom objects from page 17 of the Student's Book into inches.

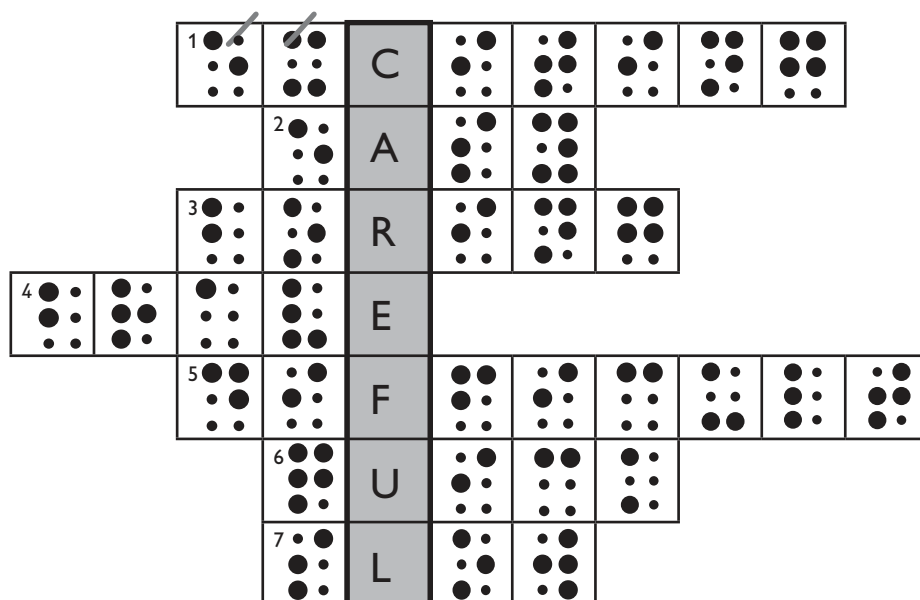
A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z



Use the Braille key to solve the crossword puzzle.

1	ex
2	
3	
4	
5	
6	
7	



Unit

1

Reinforcement worksheet 2

What do you prefer? Choose a picture.

1 On the playground

playing basketball skipping rope sitting down and talking



I prefer the children who are Picture ☐

2 In art class

painting coloring in learning about art



..... Picture ☐

3 In English class

doing crafts playing games doing exercises



..... Picture ☐