

# BIG

## ENGLISH 3



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TEACHER'S BOOK

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# The Big Ideas behind *Big English*

*Big English* reflects the most up-to-date and best practices of teaching and learning English. It is supported by research carried out by the authors and other professionals in the classroom and reinforced by internationally recognised educational standards, including the Common European Framework of Reference for Languages and the Global Scale of English.

Let's take a look behind the scenes, and explore the big ideas that laid the foundation for *Big English* . . .

## **Learning happens in context, not in isolation.**

Core to our belief is the notion that human learning is a process of constructing meaning through interaction in social contexts. Our minds – whether we are children or adults – seek to make sense of our surroundings and our experiences.

## **There are many cutting-edge and well-researched ideas in the world of education.**

Three of the central principles of the *Big English* course philosophy are **Assessment for Learning (AFL)** techniques, a focus on **21st Century Skills** and an approach supported by **Content Language** and **Integrated Learning (CLIL)**.

## **Children learn best when they engage with the language in a variety of ways.**

*Big English* provides multiple and varied opportunities for success, including:

singing	thinking critically
role playing	participating in meaningful play
discussing	reading fiction and nonfiction texts
creating journals	viewing and responding to video
doing research	conducting interviews and surveys
reflecting on values	producing and presenting projects of different types

## **Language learners need support to meet their goals.**

Young learners learn about their world within their personal, social *and* educational domains. *Big English* provides opportunities to explore and personalise new language in these domains and helps develop pupils' communicative language competence.

## **It's a digital world.**

Today's pupils are digital natives, who have never known a world without computers and the internet. *Big English* provides digital learning tools, the use of which reflects learners' reality and expectations.



*Big English* is a new, seven-level primary course that engages pupils with fun, exciting material and prepares them to succeed both in the classroom and the outside world. In addition to a balanced integrated-skills approach to instruction, the course includes a CLIL strand and an emphasis on 21st Century Skills, challenging pupils to be creative, to think critically and to collaborate with their classmates. Teachers can pinpoint areas where pupils require extra practice and encourage pupils to become independent, effective learners with the Assessment for Learning techniques.

## Pupil's Book/eText

- Activities present language in context, motivating learners not only to understand key language but also to acquire it. Activities include songs, stories, phonics, content language, and writing lessons.
- Think Big** activities help pupils develop 21st Century Skills.
- Content Connection lessons and Projects integrate use of learning strategies into content-based learning.
- Culture Connection lessons give pupils an insight into different cultures and countries around the world.
- Three 4-page Checkpoints focus on Assessment for Learning and provide opportunities for pupils to assess their own progress.



## unit 4 Amazing Animals

1 Look and number.

bear	camel	deer	fish	lizard
owl	penguin	sea lion	shark	snake

2 Write.  
My favourite animals are \_\_\_\_\_  
They \_\_\_\_\_

3 Listen and write. Then number. Underline the places.

Animals are amazing!  
We see them far and near.  
Some live in forests.  
Like \_\_\_\_\_ and \_\_\_\_\_  
Some live in deserts.  
Like \_\_\_\_\_ and some \_\_\_\_\_  
Some live in water.  
In oceans, seas and lakes.  
Amazing, amazing animals!  
What can animals do?  
They can fly, they can swim, they can jump!  
We share the earth with you!

4 Answer the questions.

- Where do bears live? \_\_\_\_\_
- Where do fish live? \_\_\_\_\_
- Where do toucans live? \_\_\_\_\_
- Where do camels live? \_\_\_\_\_

## Activity Book

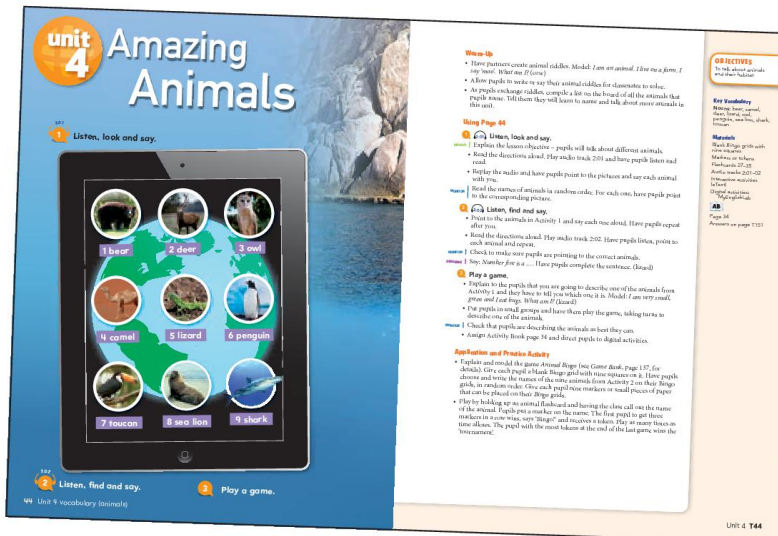
- The Activity Book provides engaging additional practice for each lesson in the Pupil's Book.
- The Activity Book is designed for independent study at home, but can be used for reinforcement in the classroom as well.



# Components (continued)

## Teacher's Book

- This comprehensive overview of each unit includes step-by-step Lesson Plans, activities and ideas, a Game Bank, Pupil's Book and Activity Book audioscript, Activity Book Answer Key and notes and audioscript for using the YLE Practice Materials found at the end of the Activity Book.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated into each Lesson Plan.



## Teacher's eText for IWB

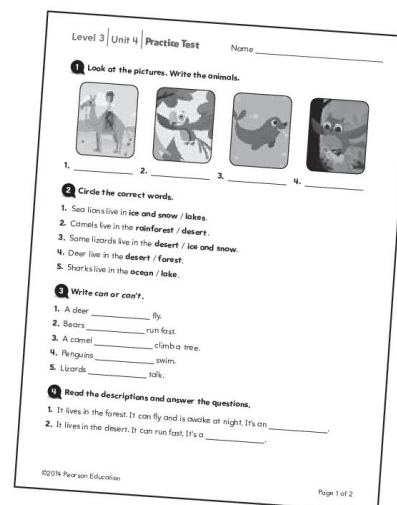
This digital tool includes helpful resources, such as:

- Interactive versions of Pupil's Book activities for use on a whiteboard or a computer and projector. Includes a full range of interactive tools.
- Theme-based CLIL related video with questions.
- Teacher Resources, which include supplementary materials such as games, activities and worksheets, a Grammar Handbook for pupils, interactive classroom games and flashcards.



## Assessment Pack

- The Assessment Pack is found on the Teacher's eText for IWB and includes an overview of language assessment for young children and a comprehensive range of tests. These include a placement test, practice tests and unit tests for each unit, review tests (after every three units), a final exam and materials for oral assessment.



## Flashcards

- Perfect for big classes, A5 cards illustrate target vocabulary.
- Cards are available in print or digital format on the Teacher's eText for IWB.



## Class Audio CD

- Listening activities for the Pupil's Book and Activity Book
- Songs, including karaoke versions
- Unit stories and CLIL readings



## MyEnglishLab

This optional online learning tool includes:

- An interactive *Big English* Activity Book
- CLIL videos
- Assignable tests
- Easy course management and record-keeping for teachers





# A Pupil's Book Unit

Each unit opens with the presentation of key unit vocabulary followed by a high-energy song to introduce the unit theme in a fun context.

**unit 6 Smells Good!**

1 Listen, look and say.

2 This music sounds lovely. 2 This band sounds awful. 3 This soup tastes horrible.

4 This pie tastes delicious. 5 This apple tastes sweet.

**Senses**

6 These flowers smell nice. 7 My hair looks terrible. 8 My jumper feels soft. 9 These shoes feel tight.

3 Listen, find and say. 4 Play a game.

4 Listen and sing. Where do the girls like going?

**Grandma's House**

We love my Grandma's house. It always smells so nice. It smells like ginger cookies. Sweet, with a little spice!

Yummy smells and her smiling face. We really love my Grandma's place. Grandma likes playing old songs. From when she was very young. The music sounds so wonderful. We love to sing along.

We always do my favourite thing. Baking ginger cookies. They taste so nice and yummy. We are both very lucky!

Chorus

5 Match the pictures to the words. Then ask and answer about 1.

1 2 3 4 5

feel look smell sound taste

This pie tastes delicious. Number 4.

**THINK BIG** Can you think of other things you describe with these adjectives? sweet tight lovely horrible

68 Unit 6 vocabulary (senses and adjectives) song/vocabulary Unit 6 69

**THINK BIG** Think Big questions prompt pupils to use critical thinking skills, to personalise language, to collaborate and to use key vocabulary in context.

Fun, highly visual stories engage learner's imaginations.

**Story**

6 Listen and read. What kind of soup does Luke try?

**It Tastes Terrible!**

1 Luke smells something bad coming from the kitchen.

2 Ugh! This soup smells bad. It smells like fish. It is fish soup. Luke thinks it smells horrible.

3 Try it. Anyhow does it taste? It tastes... OK.

4 Really? It looks horrible. Let me try it.

5 Yuck! It tastes terrible!

6 Sorry, I've got a cold... school I can't smell or taste anything!

7 Luke thinks the soup tastes awful.

8 Amy has got a cold. That's why she can't taste the soup.

7 Put the sentences in order.

a Amy thinks the soup tastes OK.  
b Luke thinks the soup tastes terrible.  
c Luke thinks the fish soup smells awful.  
d Amy tries the soup.  
e Luke tries the soup.  
f Luke asks Amy to try the soup.

**THINK BIG** Which senses do we use when we are...  
a in a restaurant? b at a football match?  
c at school?  
How do our senses make us aware of danger?

70 Unit 6 reading Unit 6 71

Comprehension and discussion questions develop comprehension strategies and critical thinking.

On the Language in Action pages, learners listen to new language and manipulate it to build meaningful sentences.

**Language in Action**

9 Listen and look at the sentences. Help Luke and Amy make more.

so/and look smell  
horrible OK nice

How does the soup taste? ?  
It tastes delicious ?  
How do the sandals feel? ?  
They feel tight ?

10 Are the adjectives positive or negative? Copy and complete. Then listen and check.

amazing awful bad delicious good horrible lovely nice terrible

Positive	Negative
amazing	awful

10 Read and choose. Complete the answers.

awful good great nice soft

1 A: How do these flowers smell/smells?  
B: ?

2 A: How does my new shirt look/looks?  
B: ? I like the colour.

3 A: How does the sandwich taste/tastes?  
B: ? I don't like tomatoes!

4 A: How does the school band sound/sounds?  
B: ? They practise every day.

5 A: How do your new gloves feel/feels?  
B: ?

11 Complete the questions.

1 ? the guitar music sound?  
2 ? the flowers smell?  
3 ? my hair look today?  
4 ? that pizza taste?  
5 ? the shoes feel?

12 Ask and answer. Use the words in the boxes.

delicious horrible great lovely soft tight

apples flowers hat music trousers

How does the music sound?  
It sounds lovely.

72 Unit 6 language practice (I feel soft/They taste delicious.) language practice (How do they taste? They taste lovely.) Unit 6 73

Activities based on dialogues and class interaction reinforce understanding of the new language.



In Content Connection, pupils learn additional language and engage with topics from curriculum areas such as social studies, science and maths.

**Content Connection | Science**

13 Look, listen and repeat.

avoid brain danger echo information tongues

14 Listen and read. How do lizards smell things?

### Our Senses Keep Us Safe

Every minute of every day, our senses get information and send it to the brain. We use this information to understand the world around us. Our senses tell us whether food is good and fresh or bad and rotten and whether something is hot or cold. Our senses help to keep us safe.

Like people, animals use their senses to find food and avoid danger. But many animals' senses are different from people's senses.

**Did you know?**

- Some animals, such as snakes and lizards, don't smell with their noses. They smell with their tongues!
- Chameleons have got very long, sticky tongues. They use their tongues to catch their food and to taste it!
- Butterflies and some other insects taste things with their legs.
- Bats' eyes cannot see well. To 'see' things, they make a sound and listen for the echo. They can 'see' how big something is and find it.

**PROJECT**

17 Find out about other animal senses. Then present it to the class.

Animal Senses

Bees taste with their jaws and antennae.

See use their senses differently to people.

74 Unit 6

Pupils reflect on the new content related to the theme of the unit and apply this in project work.

In Culture Connection, pupils learn about different cultures and countries around the world.

**Culture Connection | Around the World**

18 Listen and read. Who likes making people happy?

### How Does Your Job Smell?

**André Tyrone**  
I live in Lyon, France. I'm a baker. I get up early every day and make pastries. Of course, everything I make tastes good. But the bakery smells wonderful! It makes people want to share delicious treats together and that makes them happy. And if they're happy, I'm happy!

**Alberto Rivera**  
I'm from Costa Rica. I grow flowers on my farm. I sell them and send them all over the world. I like my job because I can look at flowers and smell them all day!

**Sarah Ang**  
I work at the Singapore Zoo, one of the best zoos in the world. This is Zella. She is an Asian elephant. I take care of Zella at the zoo. Sometimes Zella doesn't smell very good so I give her a bath! I like taking care of animals.

**Candace Reilly**  
I'm from Calgary, a city in Canada. My job is very important. I pick up rubbish and help keep my city clean. Taking Calgary is the cleanest city in Canada! My job doesn't smell great but I like it.

19 Read 18 and find who says what.

1 I work on a farm. 2 I've got an important job.  
3 I work with animals. 4 I get up very early.  
5 Baking makes me feel happy. 6 I like smelling flowers.  
7 When she doesn't smell nice, I give her a bath. 8 I like my job.

**PROJECT**

20 Read and complete with topic sentence, detail sentences and final sentence.

A paragraph begins with a 1. It introduces the subject of the paragraph.  
1 love tomatoes.  
2 expand on your topic by giving details about it.  
Home-grown tomatoes taste delicious and they are good for you. Fresh tomatoes right from the garden smell great. They look nice in a salad, too.  
You end your paragraph with a 3. It expresses the same idea as your topic sentence but in a different way.  
Of all fruits and vegetables, tomatoes are my favourite.

21 Read the paragraphs. Find the best final sentence for each one.

1 Topic Sentence: My favourite toy is my teddy bear, Simpson.  
Detail Sentences: Simpson is very old. He doesn't look very nice. But I like him very much. He feels soft and he always smells so nice. He can't talk or run but that's OK.  
Final Sentence: a Simpson is just an old teddy bear. b I love Simpson more than any of my other toys. c Simpson doesn't do a lot.

2 Topic Sentence: My favourite teacher is Mrs Graham.  
Detail Sentences: Mrs Graham is very nice. She teaches us many interesting things. She never gets angry. Mrs Graham is friendly and she smiles a lot.  
Final Sentence: a Mrs Graham is 40 years old. b Mrs Graham doesn't like cake very much. c Mrs Graham is the best teacher at our school.

22 Write a final sentence for this paragraph.

Autumn is my favourite season. The colourful leaves on the trees look so pretty. The air feels nice and cool and autumn smells great.

76 Unit 6

Models and examples of writing are broken down and explained in an easy-to-follow format. Pupils follow the model to do their own writing.

In the Phonics section, pupils learn about letters and their corresponding sounds in a systematic way.

**Phonics | fl, pl, gl, bl**

23 Listen, read and repeat.

1 fl 2 pl 3 gl 4 bl

24 Listen and find. Then say.

flip-flops plum glass black

25 Listen and blend the sounds.

1 f-l-a-g flag 2 p-l-a-n-t plant  
3 p-l-a-y play 4 f-l-y fly  
5 g-l-a-d glad 6 g-l-o-w glow  
7 b-l-a-c-k black 8 b-l-o-w blow

26 Read aloud. Then listen and chant.

It's summer.  
Yellow plants,  
Green plants,  
Flip-flops,  
Black shorts,  
It's summer,  
I'm glad!

**Review**

27 Look at the pictures. Complete the questions. Then say.

1 How does the ice cream ?  
2 How does the rock band ?  
3 How does the man ?  
4 How does the stuffed animal ?  
5 How do the flowers ?

28 Make the answers for 27.

29 Correct the sentences.

1 Butterflies taste with their tongues.  
2 Snakes and lizards smell with their legs.  
3 To taste, bats use their ears.  
4 Chameleons have got very short tongues.

**I Can**

- describe how things look, feel, taste, smell or sound.
- talk about the five senses in people and animals.
- find and use final sentences.

78 Unit 6 phonics (fl, pl, gl, bl)

On the Review page, pupils show what they have learnt in the unit. The I Can feature helps pupils assess their own learning and reflect on their progress.

# A Pupil's Book Unit (continued)

Checkpoint lessons consolidate material from the three previous units and help train learners in Assessment for Learning techniques (see page xi).

Pupils review key language from the previous units and compare it with their current knowledge of that language.

**Checkpoint Units 4-6**

**How Well Do I Know It? Can I Use It?**

1 Think about it. Read and draw. Practise.

I know this. I need more practice. I don't know this.

	PAGES	
1 Animals: deer, owl, camel, lizard...	44	
2 Habitats: lake, ocean, rainforest...	45	
3 Weather: hot, cold, windy, rainy...	56	
4 Clothes: coat, jumper, scarf...	57	
5 Describing: awful, delicious, nice, pretty...	68	
6 What can penguins do? They can swim but they can't fly. Can bears fly? No, they can't.	48-49	
7 What is the weather like today? It's hot and sunny. What was the weather like yesterday? It was warm and windy last Sunday. It wasn't sunny. We weren't hot.	60-61	
8 How does the apple pie taste? It tastes delicious. How do your new shoes feel? They feel good.	72-73	

**I Can Do It!**

2 Get ready.

A Complete the dialogue. Use the words from the box. Then listen and check.

awful cold fly look swim

Morgan: Look at those penguins!  
Taylor: They're cool!  
Morgan: Yeah. I like penguins. Hey, look at this: "Penguins live in the snow and ice."  
Taylor: That sounds great!  
Morgan: Yes, very cold. Listen. "They eat fish every day." Look. They're eating fish now!  
Taylor: Yuck! That looks terrible to me!  
Morgan: Well, the penguins like it.  
Taylor: Hey, look. They're swimming.  
Morgan: Yes, penguins can swim. But they can't fly.  
Taylor: Wow. I'm learning a lot about penguins!

B Practise the dialogue in A with a partner. Then practise again. Talk about different animals.

C Choose the words for you.

- I like/don't like penguins.
- Their food looks delicious/terrible to me.
- Their home looks warm/cold to me.

The 'Get ready' task helps identify any gaps in learners' knowledge of key language points so that teachers can review as needed.

The 'Get set' and 'Go!' tasks allow learners to consolidate and use the new language in pair and group activities featuring cut-out materials.

**Checkpoint Units 4-6**

3 Get set.

STEP 1 Look and read. Find out information about an animal.

STEP 2 Cut out the book outline on page 123 of your Activity Book. Fold it to make a book.

STEP 3 Write in your own animal information book. Now you're ready to Go!

4 Go!

A Swap books with five classmates. Write notes about their books in your notebook.

Classmate	Animal	Comment
Carla	lizards	great

B Tell the class about some of your classmates' books.

Abby's book was about sharks. Sharks are amazing!

5 Write about yourself in your notebook.

- What was the weather like today?
- What was the weather like yesterday?
- Today I can't...
- Today I can't...
- Today the sky looks...
- My classroom feels...
- My favourite animal is...
- I like this animal because...

**All About Me** Date: \_\_\_\_\_

**How Well Do I Know It Now?**

6 Think about it. Look at page 80 and your notebook. Draw again.

A Use a different colour.

B Read and think.

I can start the next unit.  
I can ask my teacher for help and then start the next unit.  
I can practise and then start the next unit.

7 Rate this Checkpoint.

very easy easy hard very hard fun OK not fun

Pupils have fun with a mini-portfolio section and then reassess their understanding of the key language points from the previous group of units in the 'How Well Do I Know It Now?' section.



## Learner-Centred Approach

The *Big English* course ensures that all learners become active participants in every lesson by activating prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas and opinions in English.

*Big English* also incorporates activities that appeal to pupils having a variety of learning styles. Attention has been paid to visual, auditory and tactile/kinesthetic learners through the inclusion of illustrations, photos, graphic organisers (visual learners), opportunities to hear and repeat key learning targets (auditory learners), sticker activities, routines and games using touch and movement (tactile/kinesthetic learners).

Furthermore, care has been taken to provide activities that capitalize on Howard Gardner's Theory of Multiple Intelligences: logical-mathematical, linguistic, spatial, bodily-kinesthetic, musical, naturalistic, existential, interpersonal and intrapersonal.

*Big English* also considers classes with pupils of different abilities by providing differentiated instruction suggestions throughout the Teacher's Book.

## Assessment for Learning

While all assessment is used to measure pupils' progress and to motivate pupils to learn, the *Big English* Teacher's Book offers opportunities for teachers to train pupils in a more dynamic type of assessment. As opposed to traditional, summative assessment tools that measure what is known or what has been learnt (assessment of learning), Assessment for Learning is based on the following three main principles: having pupils participate in setting goals, in performing ongoing assessment and helping pupils learn how to set goals and self-assess.

Principles of Assessment for Learning		
Set Goals	Perform Ongoing Assessment	Help Pupils Learn How to Set Goals and Self-Assess
Make sure each pupil has a clear understanding from the beginning of each unit what exactly the learning target is and what the expected outcomes are.	With the individual pupil's participation, informally and frequently assess where he or she is on the path to achieving those outcomes, usually during the course of a lesson.	Help pupils understand where the gaps are between what they have learnt and the expected outcome, so they can address whatever areas are still lacking to achieve their goals.

## Assessment for Learning in *Big English*

The Teacher's Book integrates and signposts the Assessment for Learning process throughout each lesson, as applied to all activities in the Pupil's Book.

- INVOLVE** | Make sure pupils know what the lesson objectives are, so they feel ownership of their own learning.
- MONITOR** | Build in opportunities to assess how well the pupils are learning the material and try to work out where the gaps are. Whenever possible, help pupils learn how to assess their own learning at this stage, too.



## Course Features (continued)

### ASSIST

Once you've determined where the gaps are, present the material again in another context or modality so pupils have another opportunity to learn the material.

### CHALLENGE

Go beyond the page and get pupils to internalise the material by personalising it, applying it to new contexts, analysing it critically, etc.

These Assessment for Learning techniques, used in combination with the *Big English* Assessment Pack, provide teachers and pupils with a unique set of tools to achieve both personal and course goals.

## 21st Century Skills

The term *21st Century Skills* refers to the knowledge and skills that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills are divided into three key areas: learning and innovation, digital literacy and career/life skills. The *Big English* series combines rich content, a wide variety of tasks and specific teaching suggestions to ensure ample coverage and opportunities for development of these important skills.

21st Century Skills are reflected throughout the course.

21st Century Skills in <i>Big English</i>			
Learning and Innovation 'The 4 C's'	Critical thinking and problem solving Creativity and innovation Communication Collaboration	→	Think Big tasks Personalisation tasks Communicative tasks Collaborative tasks Activity extension ideas
Digital Literacy	Information literacy Media literacy ICT literacy	→	Print/Digital reading genres Content-based research tasks Activity extension ideas
Career and Life	Flexibility and adaptability Initiative and self-direction Social and cross-cultural interaction Productivity and accountability Leadership and responsibility	→	Think Big tasks Content-based research tasks Values instruction Individual and group projects Content-based discussion tasks

The *Big English* classroom creates authentic learning experiences for pupils. Pupils are encouraged and motivated to think deeply about issues, to develop critical thinking skills and to work together to solve problems creatively. It brings the world into the classroom and takes pupils beyond the classroom out into the world.

## Content and Language Integrated Learning (CLIL)

The content-based materials in *Big English* provide countless benefits to young learners of English. *Big English* implements CLIL by using the target language – English – as the medium for teaching school content areas – for example, science, maths and social studies – as well as to raise learners' awareness of cultural similarities and differences.

Learning content language through the medium of English helps pupils deepen their comprehension of both the subject curriculum and English. This enhanced comprehension places them far beyond where they would be by studying only non-academic, everyday English.

The content-based materials in *Big English* improve pupils' language competence and oral communication skills. They help diversify classroom practices and increase learners' motivation and confidence in both their acquisition of key language and development of content knowledge.

### **Content Connections**

In *Big English*, the content that learners are studying in their first language provides scaffolding for their learning of content-area English. CLIL also promotes learners' application of learning strategies. As these learning strategies become part of a pupil's repertoire of behaviours for learning, they transfer to other content areas and encourage greater pupil autonomy.

### **Culture Connections**

*Big English* also integrates another important category of CLIL in the Culture Connection lessons, which provide insights into how people all over the world have similarities as well as differences that enrich all of our lives. *Big English* content materials broaden pupils' real-world knowledge and understanding, develop intercultural communication skills and multilingual interests and attitudes, and provide opportunities to study content through different perspectives.

### **Theme-Based Units**

*Big English* provides a basis for English language learning through a variety of content areas and high-interest topics. Theme-related language and concepts are presented as a tightly integrated whole. All parts of a unit present, apply, review and/or expand upon the unit theme from a variety of perspectives, from the opening song or activities through to the review. Everything in the unit encourages a deeper understanding of the language, knowledge of the content and better communication.

### **Integrated Skills**

*Big English* provides a balanced approach to developing the four skills – listening, speaking, reading and writing. This approach strengthens communicative competency with presentation of language in a meaningful context. Learners learn to listen and speak in a multiplicity of ways – through singing, dialogues, asking and answering questions, role playing, games, summarising and presenting their own work. Reading and writing are developed through fiction and several types of nonfiction, dialogues, informational texts, songs, maps, graphic organisers and other reading materials, in both print and digital formats. Younger learners are also given opportunities to practise their skills in a developmentally appropriate manner.

### **Systematic Vocabulary Development**

In *Big English*, presentation of new language is done first in context, allowing pupils to develop important learning strategies that they will be able to apply to other learning areas. Vocabulary is then individually presented to make sure that pupils are able to understand each vocabulary item on its own. Pupils practise the new vocabulary in a variety of activities, including categorisation, providing multiple exposures in a variety of contexts. Each time they encounter a word in a new context, they increase their knowledge of the word, linking the new piece of information to other information in mental networks of meaning.



## Course Features (continued)

*Big English* also takes care to target vocabulary appropriate to the developmental age of children. Very young learners focus on concrete vocabulary items that relate to objects they can see and touch in the world around them. Older children are better able to handle abstract words and themes that are more removed from their immediate world and tend to learn the words in categories. The vocabulary is also systematically recycled many times.

### Conceptually and Developmentally Appropriate Grammar Training

In addition to the four skills and vocabulary development, *Big English* recognises that learners need systematic and repeated exposure over time to language structures if they are to make the new language their own. For younger children, due to their level of cognitive development, it is not conceptually appropriate for teachers to present grammar as a set of rules that require analysis and manipulation of the new structure in order to use it properly. Instead, young learners become aware of structures by learning them as 'chunks', which they see and hear again and again until they start using them in a natural way, as do infants learning their first language.

As children become older and begin to think more analytically, they are able to elicit and apply rules to language structures. *Big English* gives pupils the opportunity to consider structures in such devices as grammar boxes in their books. But *Big English* never abandons the necessity of presenting language structures in meaningful contexts and highlights differences and similarities in language use to encourage pupils to work out the grammatical principle. This makes the grammatical 'rule' more meaningful and memorable.

### YLE Practice Materials

Pupils who plan to take the YLE (Young Learners English) Movers test gain exposure to the YLE exam format in combination with language they have learnt in *Big English*. The Activity Book provides practice materials for the three sections found in the YLE Movers exam: Listening; Reading and Writing; and Speaking. Notes for the *Big English* YLE Movers Practice Material are provided in the Teacher's Book.

The image shows two pages from the 'Young Learners English Practice Movers' book. The left page is titled 'Young Learners English Practice Movers: Listening C' and contains a listening exercise. It features a cartoon illustration of a girl named Susie looking at a display board titled 'Susie's School Trip' which shows various items like a hat, shoes, and a bag. Below the illustration are five numbered questions asking for details about her trip. The right page is titled 'Young Learners English Practice Movers: Speaking A' and contains a grid of 12 small illustrations depicting various activities: a doctor, a chef, a basketball player, a waiter, a boy and girl eating, a girl with a cat, a boy washing dishes, a girl in a hospital bed, a girl eating, a girl on a bus, a group of children eating, a boy playing soccer, a girl sitting on a sofa, a girl at a computer, a girl on a bicycle, and a girl sitting in a chair.

**Young Learners English Practice Movers: Listening C**  
– 5 questions –  
Listen and look. There is one example.

Susie's School Trip

What Susie did today: went on a school trip

- Where she went: \_\_\_\_\_
- What she did in the morning: \_\_\_\_\_
- What she had for lunch: \_\_\_\_\_
- What she did in the afternoon: \_\_\_\_\_
- What she learned: \_\_\_\_\_

110 Listening C

**Young Learners English Practice Movers: Speaking A**

116 Speaking A



## Projects

*Big English* includes a pupil-centred project linked to the Content Connection presented in each unit. The project stimulates creative thinking and pupil collaboration. It encourages pupils to use new language in meaningful contexts and also helps pupils to personalise the topic and language being taught in the lesson.

Unit projects further aid the process of language acquisition through the exploration and development of the senses and sensory modalities. At the lower levels, they help pupils develop their small-muscle and hand-to-eye coordination, sensory discrimination and concentration. At upper levels, creativity and self-expression are cultivated. Individuals or groups of pupils present their projects to the class, which gives them the opportunity to build on their presentation skills.

## Songs

In *Big English* Starter Level and Levels 1–4, songs foster a sense of identity and increase rapport among pupils in the classroom. Singing generates positive feelings in pupils and strengthens motivation as it creates a state of relaxed receptivity.

## Games: Meaningful Play

*Big English* includes a variety of games to sustain pupils' interest and motivation through meaningful play in the language classroom. The games help sustain learners' interest through the hard work of understanding, reproducing and manipulating newly learnt language. Games provide enjoyable contexts for communication and provide the same density of practice as exercises while motivating learners to use their language capabilities to the fullest. Using new language in fun contexts intensifies the experience and helps pupils acquire it.

# The First Day

## Class Atmosphere

It is very important to put your pupils at ease as soon as possible and to let them know that their English classroom is a fun, comfortable and exciting place to be. Structure your first class in such a way that pupils get acquainted or reacquaint themselves with their classmates, review some of the English they know, gain some familiarity with their new textbook and set some learning goals and classroom rules for the year, with your help. End with a rousing version of the *Big English Song* (see page xvii).

## Getting Acquainted Activities

For younger learners, a fun and simple way to begin is to provide each pupil with a sticker, geometric shape or coloured index card. Use these to combine and recombine pupils in pairs and groups for different activities throughout the class. For example, you may say, *All pupils with a red triangle/blue card get into groups* or *find a person with the same red triangle*. Once pupils are paired or grouped, you can have them ask questions such as the following:

- What's your name?*
- Have you got any brothers or sisters?*
- Have you got a pet?*
- What's your favourite food?*
- What's your favourite sport?*
- What's your favourite TV programme?*
- What's your favourite school subject?*

At your signal, they can change groupings and repeat the activity and finally report back to the class. You may want to play a memory game to help with names. For the memory game, have one pupil begin by saying *Hi. I'm (Allan)*. The pupil to his left then says *Hi. He's Allan and I'm (Sarah)*. Pupils continue until all of them have introduced themselves.

## Textbook Scavenger Hunt

Take a few minutes to familiarise your pupils with their new *Big English Pupil's Book*. Plan a scavenger hunt – a game in which pupils must find certain things within a time limit. Either individuals or teams compete to find all of the required information first.

1. Name all the colours on page \_\_\_\_.
2. Is there a \_\_\_\_ on page \_\_\_\_?
3. Describe the \_\_\_\_ on page \_\_\_\_.
4. What is the project on page \_\_\_\_?
5. What sounds do you practise on page \_\_\_\_?

Even though pupils are looking for specific pieces of information to play the game, your real purpose lies in their becoming familiar with the parts of the units and with the layout of the book.



# Big English Song



From the mountaintops to the bottom of the sea,  
From a big blue whale to a baby bumblebee-  
If you're big, if you're small, you can have it all,  
And you can be anything you want to be!



**It's bigger than you. It's bigger than me.  
There's so much to do and there's so much to see!  
The world is big and beautiful and so are we!  
Think big! Dream big! Big English!**



So in every land, from the desert to the sea  
We can all join hands and be one big family.  
If we love, if we care, we can go anywhere!  
The world belongs to everyone; it's ours to share.

**It's bigger than you. It's bigger than me.  
There's so much to do and there's so much to see!  
The world is big and beautiful and so are we!  
Think big! Dream big! Big English!**



**It's bigger than you. It's bigger than me.  
There's so much to do and there's so much to see!  
The world is big and beautiful and waiting for me.  
A One, two, three...**

**Think big! Dream big! Big English!**







# Wake Up!

## Objectives

### Vocabulary

- To name daily activities
- To use the prepositions *before* and *after*

### Reading

- To identify important ideas in a story ('I Love Mondays!')
- To use reading strategies to comprehend and appreciate a story

### Grammar

- To talk about different times of day
- To use *before* and *after* to talk about when things happen

### Content Connection

- **Science:** To learn about the importance of staying clean

### Culture Connection

- **Around the World:** To understand and talk about time zones

### Project

- To make a 'Keep It Clean' poster

### Writing

- To write complete sentences that include a subject and a verb

### Phonics

- To identify and say the letters and sounds for *a\_e*, *i\_e* and *o\_e* individually and as part of words

### Think Big

- To develop 21st century skills and 'bigger picture' thinking

## Key Vocabulary

Daily Activities	Times of Day	Everyday English	Content Words
do my homework eat breakfast get dressed go home go to school go to the park play football play video games wake up watch TV	7:10 (seven ten)	Hooray! Hurry! It's great!	bacteria California cough decay germs healthy ill map Montana New York sneeze Texas time zones

## Materials

### Pupil's Book, Unit 1

- Main unit, pages 4–15
- Class Audio CD, Tracks 1:02–17

### Activity Book, Unit 1

- Main unit, pages 2–11
- Extra grammar practice, page 98
- Class Audio CD, Tracks 1:06–18

### Assessment

- Unit 1 Practice test
- Unit 1 Unit test
- Unit 1 Oral assessment

### Additional Materials

- Flashcards 1–10
- Video (eText), Unit 1
- Interactive activities (eText), Unit 1
- Digital activities (MyEnglishLab), Unit 1

## Unit Opener Activities

### Family Connection

Have pupils keep a family journal that lists activities they do before and after school. Suggest that pupils begin their journals by writing the time school begins and ends. Encourage pupils to discuss what activities they do together with family members and add details about these activities. Throughout the unit, allow pupils to revisit their journals and report back to the class about any information they have added.

### Before and After School Bulletin Board

Create a bulletin board display divided down the centre. Label the left side *Before School* and the right side *After School*. Each side should be a different colour. Encourage pupils to add words and drawings throughout the unit to show things they do before and after school. You may wish to have pupils begin by drawing activities from Activity 1 in the Pupil's Book unit.





# unit 1

# Wake Up!



Listen, look and say.

Monday 13<sup>th</sup> May



1 wake up



2 eat breakfast



3 get dressed



4 go to school



5 go home



6 go to the park



7 play football



8 do my homework



9 play video games



10 watch TV



Listen, find and say.



Play a game.



## Warm-Up

- Display a cardboard or plastic clock and set the time for 7:00. Say: *This clock shows the time. It is 7:00.* Then have pupils look at the pictures in the Pupil's Book, page 4, Activity 1. Say: *These pictures show things we do. What does the girl do at 7:00 in the morning?* Model the answer by miming waking up in the morning. Change the clock to show 7:30 and ask pupils to mime what the boy does at 7:30. Continue through the day, having pupils mime activities done at each time.

## Using Page 4

### 1 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will talk about daily activities children do and name the times of the day.

- Read the directions aloud. Say: *These pictures show ten activities. The clocks show times.*
- Play audio track 1:02 and have pupils listen and read.
- Replay the audio and have pupils point to the pictures and say each phrase with you.

MONITOR

Read the ten phrases in random order. For each one, have pupils point to the corresponding picture. Then read the ten times of day in random order and have pupils point to the clock that shows each time.

### 2 Listen, find and say.

- Point to the phrases in Activity 1 and say each one aloud. Have pupils repeat after you.
- Read the directions aloud. Play audio track 1:03. Have pupils listen, point to each phrase and repeat.

MONITOR

Check to make sure pupils are pointing to the correct phrases.

ASSIST

Hold up the relevant flashcards as they listen, to help pupils associate the phrases with the audio.

### 3 Play a game.

- Explain to the pupils that you are going to say a daily activity from Activity 1 and they have to say what time it corresponds to. Say: *go to the park.* Elicit *four o'clock.* Continue with two more examples. Place pupils in pairs and have them complete the activity.

MONITOR

Check that pupils are matching the times and activities correctly.

- Assign Activity Book page 2 and direct pupils to digital activities.



Point out that there are two common ways to read 4:45: *four forty-five* and *a quarter to five*. Have pupils use the cardboard clock to name and model other times that can include the phrase *a quarter to*.

## Application and Practice Activity

- On the board, draw nine clocks, each showing the times represented in Activity 1. Point to the first one and say: *It's seven o'clock in the morning. I wake up.* Then say: *It's eight o'clock in the evening. I watch TV.* Continue with the rest of the clocks.
- Have pupils come to the board and tell the class what they do at different times as they point to the clocks.

## OBJECTIVES

To talk about daily activities people do

To name times of the day

## Key Vocabulary

**Verbs:** do my homework, eat breakfast, get dressed, go home, go to school, go to the park, play football, play video games, wake up, watch TV

**Times:** seven o'clock, seven thirty, seven forty-five, seven fifty-five, three thirty, four o'clock, four twenty-five, five twenty-five, seven fifteen, eight fifteen, in the morning, afternoon, evening

## Materials

Cardboard or plastic clock

Flashcards 1–10

Audio tracks 1:01–02

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 2

Answers on page T148

## OBJECTIVES

To talk about daily activities

To name times of the day

To sing a song

## Key Vocabulary

**Verbs:** do my homework, eat breakfast, get dressed, go home, go to school, go to the park, play football, play video games, wake up, watch TV

**Times:** seven o'clock, seven thirty, seven forty-five, seven fifty-five, four o'clock, four forty-five, eight fifteen, five twenty-five, in the morning, afternoon, evening

## 21st Century Skills

Critical Thinking

## Materials

Flashcards 1–10

Audio tracks 1:04–06

Interactive activities (eText)

Digital activities:  
MyEnglishLab



Page 3

Audioscript on page T139

Answers on page T148

## TEACHING TIP

### Auditory Learners

For pupils who enjoy music, you may wish to play the karaoke version of the song first (audio track 1:05). Recognising the tune and song structure can help prepare these pupils to sing the words when you play the complete song.

## Warm-Up

- Explain to the pupils that they will play a miming game. Have a volunteer come to the front of the class. Say to him/her: *I eat breakfast*. Mime it together with the pupil. Say another action and have the pupil mime the action on their own.
- Place pupils in small groups and have them play the game.

## Using Page 5

### 4 Listen and sing. Does Kate eat breakfast?

**INVOLVE** | Explain the lesson objective – pupils talk about daily activities and sing a song.

- Read the directions aloud. Play audio track 1:04. Have pupils listen and read along with the song quietly.
- Replay the audio. Have pupils sing along. Then ask pupils to read the song silently again and find the answer to the question: *Does Kate eat breakfast?*
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:05). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

**MONITOR** | Observe pupils to see if they are comfortable learning the new song. Review answers as a class. (*Answer: Yes, she does.*)

### 5 Read, match and say. Ask and answer.

- Point to and say each different time represented in the left column of the activity. Have the pupils point and repeat after you. Then randomly say a time and have pupils point to it.
- Read the directions aloud. Have pupils match the times with the sentences.

**MONITOR** | Check to make sure pupils are matching the correct items. (*Answers: 1 c, 2 d, 3 a, 4 b, 5 f, 6 g, 7 h, 8 e*)

- Read the speech bubbles aloud and have pupils repeat after you. Direct them to Activity 1 and ask them which item shows *She wakes up at seven o'clock*. (Item 1.)
- Have pupils look at the second time in Activity 5 and ask: *What time does he eat breakfast?* Elicit *At seven thirty*.
- Place pupils in pairs and have them ask and answer for each of the times in Activity 5.

## THINK BIG 21<sup>st</sup> Critical Thinking

- Explain the terms *inside* and *outside* by pointing to the classroom and saying: *inside* and then pointing out of the window and saying: *outside*. Then draw two columns on the board, one titled *Inside*, the other one *Outside*. Ask: *Where do you eat breakfast?* Elicit *Inside* and write *eat breakfast* under the corresponding column. Continue with all the daily activities in Activity 1, using the flashcards as prompts if necessary.

**MONITOR** | Make sure pupils have understood the difference between *inside* and *outside*. (*Possible answers: Inside activities: do my homework, watch TV, play video games; Outside activities: go home, go to school, play football, go to the park*)

- Assign Activity Book page 3 and direct pupils to digital activities.

## Application and Practice Activity

- Explain to the pupils that they will correct your sentences. Say: *I eat breakfast at seven o'clock in the evening and I do my homework at seven o'clock in the morning*. Ask pupils why these are incorrect. (We eat breakfast in the morning and do homework in the afternoon/evening). Have a pupil come to the front of the class and ask him to make an incorrect sentence. He chooses a fellow classmate to correct him. That pupil then comes to the front and continues. Continue until all the pupils have had a turn saying an incorrect sentence.





#### Listen and sing. Does Kate eat breakfast?

**Hurry, Kate!**  
 It's Monday, 7:30.  
 Kate has to wake up.  
 Her mum sees the clock and says  
 Wake up sleepy head.

**Go, go, go! Hurry, Kate!**  
**Hurry, Kate! You can't be late!**

Kate eats breakfast, she gets dressed.  
 It's 7:45.

It's time to go to school.  
 And she can't be late!

#### Chorus

Kate's got her backpack  
 And she's got her lunch.  
 What time is it now?  
 Oh, no, it's time to go!

#### Chorus



#### 5 Read, match and say. Ask and answer.

- |        |                    |
|--------|--------------------|
| 1 7:00 | a seven forty-five |
| 2 7:30 | b seven fifty-five |
| 3 7:45 | c seven o'clock    |
| 4 7:55 | d seven thirty     |
| 5 4:45 | e five twenty-five |
| 6 4:00 | f four forty-five  |
| 7 8:15 | g four o'clock     |
| 8 5:25 | h eight fifteen    |

When does she wake up?



She wakes up at seven o'clock.



**THINK BIG** Which activities do you do inside? Which do you do outside?



**Story**

**6 Listen and read. What does Luke do after school?**

**1** Luke wakes up and goes into the kitchen.

**2** Before school, Luke always eats breakfast.

**3** After breakfast, he brushes his teeth. Then he washes his face.

**4** He gets dressed.

**5** He puts on his shoes. He's ready for school.

**6** But there's no school today!

**7 Read and say before school or after school.**

- 1 Luke eats breakfast.
- 2 Luke gets dressed.
- 3 Luke plays football.
- 4 Luke puts on his shoes.
- 5 Luke wakes up.
- 6 Luke plays basketball.

**THINK BIG** Do you like Mondays? Why/Why not? What different things do you do on different days?

6 Unit 1 reading Unit 1 7

### Warm-Up

- Ask seven pupils to come up to the front of the class. Give each pupil an index card with a different day of the week written on it. Have pupils arrange themselves in the order of the days of the week.
- Have pupils ask each other riddles about their days of the week. Model: *I am the day before Tuesday. What day am I?* (Monday) *I am the day after Saturday. What day am I?* (Sunday)

### Using Page 6

#### 6 1:07 Listen and read. What does Luke do after school?

**INVOLVE** Explain the lesson objective – pupils will listen to and answer questions about a story, then discuss ideas related to it.

- Have pupils read the title aloud and preview the pictures in the story frames. Point to and read the name *Luke* aloud. Have pupils repeat. Explain that Luke and his mother are talking. It is Monday morning.
- Read the directions aloud. Have pupils look at the story. Point to the numbered sentences at the bottom of each frame and say: *These sentences tell what happens.* Then point to the speech bubbles and say: *These speech bubbles tell what Luke and his mother say.*
- Explain how the narration and speech is presented in the audio. Say: *First, you will hear what happens in each picture. Then you will hear what Luke and his mother say.*
- Play audio track 1:07 and have pupils listen and read silently.
- Ask: *What does Luke do after school?* Elicit the correct answer. (*Luke plays basketball or football after school.*)

**MONITOR** Ask questions to check for understanding. Say: *Look at Frame 2. What is Luke doing?* (eating breakfast) *What is Luke doing in Frame 3?* (brushing his teeth) *What does Luke's mum want to tell him?* (Today is a holiday. There is no school.)

**ASSIST** Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words, e.g. say: *Eleven ten is ten minutes after eleven.* and draw the time on the board.

- **21<sup>st</sup> Literacy Information** Have pupils look at Luke's words in his speech bubbles. Ask: *How can you tell that Luke is excited?* (Many of his sentences end with exclamation marks.) Point out that many of his mum's sentences end with three dots. Ask: *What do the three dots mean?* (that each time his mum tries to talk, Luke interrupts her before she can finish)

### Using Page 7

#### 7 Read and say before school or after school.

- Review the words *before* and *after*. Show pupils a clock. Have them name times *before* and *after* the current time. Model: *It is 10:30 in the morning. 10:00 comes before 10:30. 11:00 comes after 10:30.*
- Read the directions aloud. Model completing the first item for pupils. Say: *Luke eats breakfast before school.* Have pupils complete the activity independently.

**MONITOR** | Review answers as a class. (*Answers: 1 before school, 2 before school, 3 after school, 4 before school, 5 before school, 6 after school*)

**ASSIST** | Discuss and correct any errors in understanding.

**CHALLENGE** | Intentionally ask pupils questions that will have them correcting you, e.g.: *Does Luke eat breakfast after school?* Elicit *No, he doesn't. He eats breakfast before school.*

#### **THINK BIG** 21<sup>st</sup> Communication

- Read the story aloud to the class. Ask the pupils to talk in pairs about why Luke likes Mondays. Give them some time for discussion.
- Then ask pupils if they like Mondays and why/why not? Ask them what they usually do on Mondays? Continue the discussion by going through each day of the week.

**MONITOR** | As pupils are talking, listen for correct pronunciation.

**ASSIST** | Display the index cards with the days of the week on them.

**CHALLENGE** | Have pupils write a sentence for each day describing what they do on it and if they like it or not.

- Assign Activity Book page 4 and direct pupils to digital activities.

### Application and Practice Activity

- Have pupils draw pictures of something they do before or after school. Display the pictures and have the class guess whether each activity happens before or after school. Allow the artist to say whether or not pupils' guesses are correct.
- Encourage pupils to add a caption underneath their drawing. Model: *I eat breakfast before school. I play basketball after school.*
- Have pupils check to make sure that their captions are written and punctuated correctly.

### OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

### Key Vocabulary

**Nouns:** art, holiday, ready, teeth

**Verbs:** brush, eat, draw, wash, put on

**Adverbs:** before, after

**Times:** eleven ten, two fifteen

### 21st Century Skills

Communication

Literacy Information

### Materials

Index cards

Audio track 1:07

Digital activities:  
MyEnglishLab

### AB

Page 4

Answers on page T148

### Summary

Luke wakes up and gets ready for school. He is excited because he loves Mondays. He eats breakfast, brushes his teeth and gets dressed. Finally, his mum tells him that it's a holiday so there's no school.

### TEACHING TIP

#### Calendars

Point out that calendars in some countries begin with Sunday on the left; in other countries they begin with Monday on the left. For some children, the school week starts on Sunday and for others on Monday. Explain that the dates do not change: All countries use the same numbers for the days. If possible, show pupils samples of each calendar layout. Ask advanced pupils which style they prefer and why.

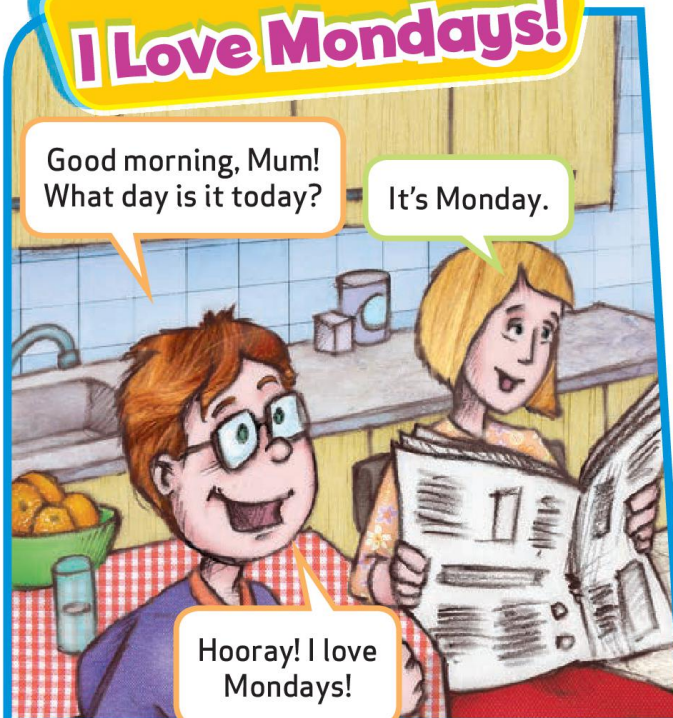


# Story



Listen and read. What does Luke do after school?

**I Love Mondays!**



Good morning, Mum!  
What day is it today?

It's Monday.

Hooray! I love  
Mondays!

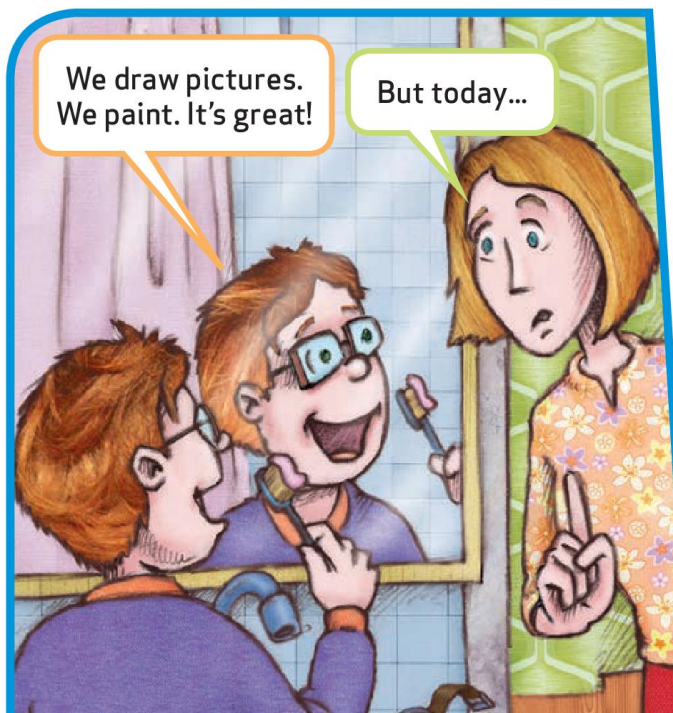
1 Luke wakes up and goes into the kitchen.



Before lunch, at eleven ten, I've got Art. Art is fun!

But...

2 Before school, Luke always eats breakfast.



We draw pictures.  
We paint. It's great!

But today...

3 After breakfast, he brushes his teeth. Then he washes his face.



After lunch, at two fifteen, we've got English. I love English!

But Luke...

4 He gets dressed.





5 He puts on his shoes. He's ready for school.



6 But there's no school today!

7 Read and say **before school** or **after school**.

- 1 Luke eats breakfast.
- 2 Luke gets dressed.
- 3 Luke plays football.
- 4 Luke puts on his shoes.
- 5 Luke wakes up.
- 6 Luke plays basketball.

**THINK  
BIG**

Do you like Mondays? Why/Why not?  
What different things do you do on different days?

# Language in Action



Listen and look at the sentences. Help Luke and Amy make more.

Word bank:

- get dressed
- do my homework
- 7:20
- 2:15
- in the morning/afternoon/evening

Sentences on the screen:

- When does he go to school ?
- He goes to school at 8:10 .
- When does she go home ?
- She goes home in the afternoon .

## 9 Read and match. Make sentences with a partner.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1 Sam eats breakfast at 7:30 | a games at 5:00 in the afternoon. |
| 2 Jack wakes up at           | b in the morning.                 |
| 3 Paula gets                 | c TV at 8:00 in the evening.      |
| 4 Tim does his homework in   | d dressed at 7:50 in the morning. |
| 5 Sandra plays video         | e 6:45 in the morning.            |
| 6 Alice watches              | f the afternoon.                  |

## 10 Look at 9. Ask and answer.



When does Paula get dressed?

She gets dressed at seven fifty.





## Warm-Up

- On the board write 7:00, 7:30, 8:00 in one column on the far left, titled *In the morning*. On the far right, make a column with 3:30, 5:30, 8:15 titled *In the afternoon/evening*. Between the two columns stick flashcards of different activities such as *eat breakfast, get dressed, go to school, go home, watch TV* and *do my homework* in random order.
- As you point to the different times and activities, say: *I wake up at seven o'clock in the morning. I go home at three thirty in the afternoon.*
- Have a volunteer come to the board and make his/her own sentences. Continue until all pupils have come to the front. Explain that they can talk about as many activities as they like.

## Using Page 8

### 8 Listen and look at the sentences. Help Luke and Amy make more.

**INVOLVE** Explain the lesson objective – pupils will make questions and answers about daily activities.

- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
- Read the directions aloud. Play audio track 1:08. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Have pupils practise making questions and answers using the alternative language provided on blocks at the top of the board.

**MONITOR** Check for understanding. Ask: *What time do you go to school? What time do you watch TV?* Accept all logical times.

**CHALLENGE** Have pupils look at Activity 1, choose a random activity and say: *Seven fifteen in the evening. What does she do?* Elicit *She plays video games.*



Remind pupils that 9:00 can be a time in the morning or at night. Revise *in the morning, in the afternoon* and *in the evening*.

### 9 Read and match. Make sentences with a partner.

- Have pupils look at the column on the left and read each phrase aloud, pausing after each one. Encourage pupils to complete the phrase with their own ideas, e.g.: *Sam eats breakfast at seven thirty in the morning.*
- Have pupils look at the left column and again read each phrase aloud, pausing after each one.
- Read directions aloud and have pupils match the sentences.

**MONITOR** As pupils are making sentences, check that they have matched them correctly. (Answers: 1 b, 2 e, 3 d, 4 f, 5 a, 6 c)

### 10 Look at 9. Ask and answer.

- Tell pupils they will ask and answer questions about what the children in Activity 9 do. Read the directions and the speech bubbles aloud. Place pupils in pairs and have them do the activity independently.

**MONITOR** Walk around the room and listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 5 and direct pupils to digital activities.

## Application and Practice Activity

- On the board draw a boy and a girl, each in a big circle. In the circle, write five different times and activities e.g.: *7:30 get dressed, 8:00 watch TV*. Ask: *When does she ... ?* (refer to an activity in the girl's circle). Elicit the correct answer. Continue until all pupils have answered a question.

## OBJECTIVES

To ask questions about daily activities in relation to time

To use unit language in context

To use correct stress, pronunciation and intonation

## Key Vocabulary

**Verbs:** do my homework, get dressed, go home, go to school

**Times:** seven twenty, two fifteen, eight ten, in the morning, afternoon, evening

## Materials

Flashcards 1–10

Audio tracks 1:08, 1:10

Digital activities:  
MyEnglishLab



Page 5

Audioscript on page T139

Answers on page T148



## OBJECTIVES

To ask and answer about what time it is

To talk about schedules

### Key Vocabulary

**Verbs:** wake up, go home, get dressed, get up, eat breakfast, do my homework, go to school, play football, eat dinner, ride my bike

**Times:** six thirty, three twenty, seven, six forty five, seven fifteen, four forty-five, seven thirty, five thirty, six thirty, three thirty

### Materials

Cardboard or plastic clock

Flashcards 1–10

Audio track 1:09

Audioscript, page T139

Interactive activities (eText)

Digital activities:  
MyEnglishLab



Page 6

Answers on page T148

## Warm-Up

- Place the plastic clock at the front of the class and ask a volunteer to come to the front. Say: *It's three thirty* and have the pupil place the hands of the clock in the correct position. Continue until all pupils have had a turn.

## Using Page 9

### 11 Listen and find the clocks.

INVOLVE

Explain the lesson objective – pupils will talk about different times of the day and about schedules.

- Look at the clocks in Activity 11 and have volunteer pupils tell you what time it is on each one.
- Tell them they will listen to the audio and should find the correct clock based on what they hear.
- Read the directions aloud. Play audio track 1:09 pausing after each sentence.

MONITOR | Review the answers as a class. (Answers: 1 d, 2 b, 3 a, 4 c)

ASSIST | If necessary, repeat the audio.

### 12 What does Claudia do before and after school? Make sentences.

- On the board make two columns titled *Before* and *After*. Ask pupils what they do before and after school. Write the activities on the board in the relevant columns.
- Read the directions aloud. Place pupils in pairs and have them complete the activity orally.

MONITOR | As pupils complete the exercise, check that the activities are placed in the correct place e.g. *before* or *after*. (Possible answers: *Claudia wakes up before school. Claudia does her homework after school.*)

### 13 Look at 12. What does Claudia do in the morning, afternoon and evening?

- Read the directions aloud. Ask volunteers to read the speech bubbles at the bottom of the page. Then have pairs or small groups work together to talk about what Claudia does before and after school.

MONITOR | As pupils work, listen for proper intonation and check that they are referring to the correct times and activities.

- Assign Activity Book page 6 and direct pupils to digital activities.

## Application and Practice Activity

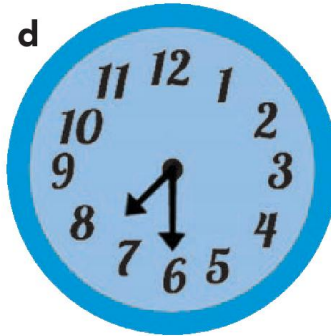
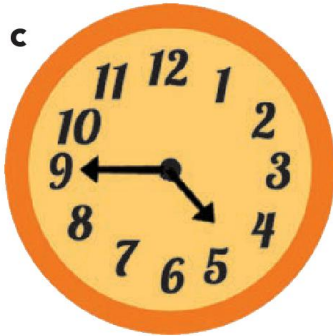
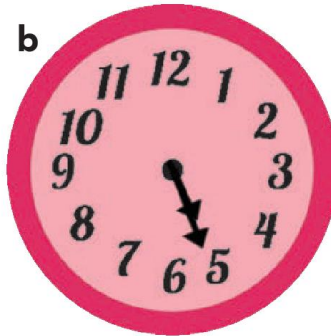
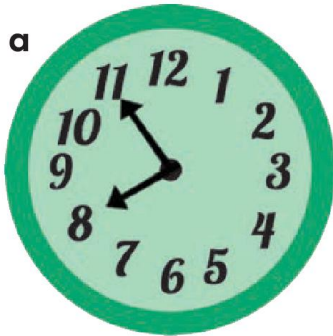
- Have pupils create their own schedules showing things they do before and after school. Remind pupils to list a time for each activity.
- Have partners use their schedules to tell each other about things they do before and after school.

MONITOR | As pupils work, listen and identify those who are having difficulty producing the target language.

ASSIST | Provide models for pupils who need help and use the flashcards as prompts.



Listen and find the clocks.



12 What does Claudia do before and after school? Make sentences.

### Claudia's Schedule

6:30 wake up	3:20 go home	7:00 get dressed	6:45 get up
3:30 ride my bike	5:30 play football	4:45 do my homework	7:15 eat breakfast
6:30 eat dinner		7:30 go to school	

13 Look at 12. What does Claudia do in the morning, afternoon and evening?



Claudia wakes up at 6:30 in the morning.

She plays football in the afternoon.





**Content Connection** Science

**14** Look, listen and repeat.  
bacteria cough decay germs healthy ill sneeze

**15** Listen and read. What are bacteria?  
**Keep It Clean!**  
Washing your hands, showering and brushing your teeth are three easy things you can do each day to keep yourself clean and healthy.

**Have a shower**  
When your parents tell you to have a shower, they are giving you good advice. Wash your face, behind your ears and under your arms. Make sure you wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you ill.

**Brush your teeth**  
To keep your teeth strong and healthy, make sure you brush them twice a day. Brush them in the morning after breakfast. And brush them at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It's important to brush your teeth for two minutes.

**Wash your hands**  
Every day, our hands pick up millions of germs that can make us ill. It's important to wash your hands with soap and water for at least 20 seconds. Wash your hands before you eat, after you go to the toilet, after you cough or sneeze and any other time your hands get dirty.

**16** Read and say **true or false**.  
1 Have a shower to wash away bacteria.  
2 Bacteria can make you ill.  
3 Brush your teeth only once a day.  
4 Brushing your teeth causes tooth decay.  
5 Our hands pick up germs that make us healthy.  
6 Wash your hands after you cough or sneeze.

**17** Ask and answer.  
brush/teeth? comb/hair? have/shower? take/bath? wash/hands?  
When do you brush your teeth?  
I brush my teeth after breakfast and before I go to sleep.

**PROJECT**  
**18** Make a **Keep it Clean** poster. Then present it to the class.  
Eat healthy food.  
Brush your teeth after you eat sweets.  
I eat healthy food.

**10** Unit 1 content connection (keeping clean) Unit 1 11

### Warm-Up

- Teach pupils the meanings of the words *dirty* and *clean* to connect the lesson with the ideas of *before* and *after*. Then have volunteers mime washing their hands, brushing their teeth or taking a shower and have other pupils use the words *dirty* and *clean* in sentences in response to what the volunteers are doing. Model: *Before you wash your hands, they are dirty. After you wash your hands, they are clean.*

### Using Page 10

**14** **1:11** Look, listen and repeat.

**INVOLVE** Explain the lesson objective – pupils will read about things people do to stay clean and healthy, ask and answer about how they keep clean and make a poster.

- Read the directions aloud and play audio track 1:11 once through.
- Play the audio again, this time pausing after each word so that pupils can repeat. Explain to pupils that they will now learn the words in context.

**15** **1:12** Listen and read. What are bacteria?

- Have pupils look at the photos and tell you what they see. Ask what these items do and where they are found.
- Play audio track 1:12 and have pupils listen and read. Tell pupils to make a note of any words they do not understand.
- Pause after each section and ask questions to check for understanding. Ask: *Why do people have a shower?* (to wash away bacteria that can make you ill) *When should you wash your hands?* (before you eat, after you go to the toilet, after you cough or sneeze, whenever your hands are dirty)
- Have pupils find the words from the Activity 14 word box in the text and make sure they have understood them.
- Ask the question: *What are bacteria?* Pupils look back at the text to find the answer. (*Bacteria are tiny living things that can make you ill.*)

**ASSIST** Replay the audio as necessary. Use simple language and gestures to explain any words that pupils wrote down while listening.

- Point out that *bacteria* is a scientific term. Bacteria are one kind of tiny living thing. *Germs* is not a scientific term. It is a common word that people use to describe tiny living things that can make people sick. Scientists do not use the word *germs* because it is too general in meaning.

### THINK BIG 21<sup>st</sup> Critical Thinking

- Ask pupils why we go to doctors, what we should eat to be healthy, why exercise is important to encourage a discussion on ways to stay healthy. Ask pupils where we can learn about staying healthy (magazines, articles, the internet). (*Possible answers: If you want to stay healthy, you can play sports and go to bed early. We can learn about staying healthy at school and from our parents.*)

### Using Page 11

#### 16 Read and say true or false.

- Read the directions aloud. Complete Item 1 with the class. Then have pupils complete the activity independently, looking back at the text in Activity 15 to confirm their answers.

**MONITOR** | Review answers as a class. (*Answers: 1 true, 2 true, 3 false, 4 false, 5 false, 6 true*)

**CHALLENGE** | Have pupils correct each false sentence to make it true.

#### 17 Ask and answer.

- Read the activities from the box aloud and mime each one with the pupils. Ask them when they do each activity.
- Place pupils in small groups. Ask two volunteers to read the dialogue. Have pupils ask and answer about the activities in the box in their pairs.

**MONITOR** | Have pupils mime the actions as they do the activity.

#### 18 Make a *Keep it Clean* poster. Then present it to the class.

- Direct pupils to Activity 15 and ask them to recall what they do to keep clean. Write the activities they tell you on the board.
- Read the directions aloud and have pupils work alone, in pairs or in small groups to make their posters. Tell them they can draw ways of keeping clean or use pictures from magazines.
- Invite pupils to present their posters to the class by describing how they keep clean, using the speech bubble as a guide.

**MONITOR** | As pupils work, go round and ask them to tell you what they are drawing. When they are presenting their project, check for intonation and pronunciation.

- Assign Activity Book page 7 and direct pupils to digital activities.

### Application and Practice Activity

- Have pupils work together to create a skit using the vocabulary items from Activity 14. Pupils may write down the dialogue or make it up as they go along, according to their preferences. Have pupils perform their skits for the class. Ask listeners to raise their hands each time they hear one of the words.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

### OBJECTIVES

To read and talk about ways to stay clean and healthy

To understand the importance of staying clean

To read and understand a science text

### Content Words

**Nouns:** bacteria, cough, germs, healthy, sick, sneeze

### 21st Century Skills

Critical Thinking  
Cross-Cultural Skills

### Materials

Pictures of keeping clean from magazines, newspapers, etc

A3 paper, crayons, marker pens, coloured pencils

Audio tracks 1:11–12

Interactive activities (eText)

Video (eText)

Digital activities:  
MyEnglishLab



Page 7

Answers on page T148

### TEACHING TIP

#### 21<sup>st</sup> Cross-Cultural Skills

Point out that people from different cultures say different things to someone after he or she sneezes. Have volunteers pretend to sneeze and model these responses: *Bless you. Gesundheit. Salud.* Explain that people in Arabic countries often say *alhamdulillah* ('praise be to God'). When a person in China sneezes, he or she is told *bai sui*, which means 'may you live 100 years'. In France, people say *à vos souhaits* ('may your wishes come true').





**Look, listen and repeat.**

bacteria cough decay germs healthy ill sneeze



**Listen and read. What are bacteria?**

# Keep It Clean!

Washing your hands, showering and brushing your teeth are three easy things you can do each day to keep yourself clean and healthy.



## Have a shower

When your parents tell you to have a shower, they are giving you good advice. Wash your face, behind your ears and under your arms. Make sure you wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you ill.

## Brush your teeth

To keep your teeth strong and healthy, make sure you brush them twice a day. Brush them in the morning after breakfast. And brush them at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It's important to brush your teeth for two minutes.

## Wash your hands

Every day, our hands pick up millions of germs that can make us ill. It's important to wash your hands with soap and water for at least 20 seconds. Wash your hands before you eat, after you go to the toilet, after you cough or sneeze and any other time your hands get dirty.

**THINK BIG** What other things can you do to stay healthy?  
Where can we learn about staying healthy?



16 Read and say **true** or **false**.

- 1 Have a shower to wash away bacteria.
- 2 Bacteria can make you ill.
- 3 Brush your teeth only once a day.
- 4 Brushing your teeth causes tooth decay.
- 5 Our hands pick up germs that make us healthy.
- 6 Wash your hands after you cough or sneeze.

17 Ask and answer.

brush/teeth? comb/hair? have/shower? take/bath? wash/hands?



When do you brush your teeth?

I brush my teeth after breakfast and before I go to sleep.



PROJECT

18 Make a **Keep it Clean** poster. Then present it to the class.



*Eat healthy food.*



*Brush your teeth after you eat sweets.*

I eat healthy food.

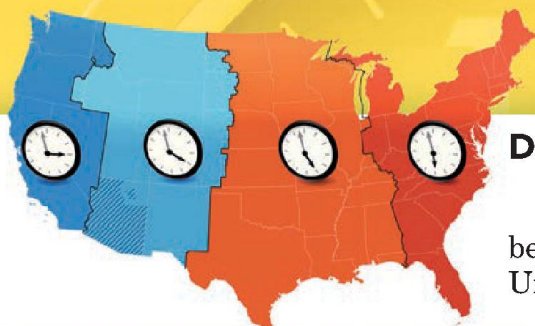




1:13

19 Listen and read. It's twelve fifteen in Texas, what time is it in California?

# Time Zones



## Do You Know What Time It Is?

Is it the same time everywhere in the world? No, it's not. That's because the world is divided into time zones. Look at the map of the United States. It's got four different time zones.

		two hours later	five more hours later
 <b>New York</b>	It's 1:15 in New York and Manuel and his friends are finishing their lunch.	Now it's 3:15 in New York and school is over. Manuel is playing video games.	It's 8:15 at night now in New York and Manuel is finishing his homework.
 <b>Texas</b>	In Texas, it's 12:15 and Maria is just finishing a Maths lesson.	In Texas, it's 2:15 and Maria is still in school.	In Texas, it's 7:15 and Maria is eating dinner.
 <b>Montana</b>	John, in Montana, is hungry and is thinking about lunch. He looks at the clock. It's only 11:15 in the morning!	It's 1:15 in Montana and John is finishing his lunch.	In Montana, it's 6:15 now and John is playing basketball with friends.
 <b>California</b>	And for Kara, in California, it's only 10:15 in the morning.	Kara, in California, looks at the clock and it's 12:15. Hooray! It's lunchtime!	In California, Kara is playing with her sister. It's 5:15.

20 Look at 19 and make false sentences, then correct.

It's three fifteen and Manuel is playing football.

No, he's playing video games.

**THINK BIG** It's ten o'clock in the morning where you are. Find out what time it is in Buenos Aires, Cairo and Sydney.

## Warm-Up

- Have groups of pupils play a game to practise adding and subtracting hours. A volunteer from each group should create a game board by drawing a big clock face. To begin the game, each player rolls one die. That number is his or her starting time. Model: *I rolled a 5. I start at five o'clock.* The first player rolls again and finds the times that many hours before or after. Model: *I am on 5:00. I rolled a 2. I can move to two hours before 5:00 or two hours after. I will move two hours after 5:00. I land on 7:00.* The first player to land on all twelve times is the winner.

## Using Page 12

### 19 Listen and read. It's twelve fifteen in Texas, what time is it in California?

INVOLVE

Explain the lesson objective – pupils will read and talk about what time it is in different parts of the United States.

- Point out the map at the top of the page. Ask: *What do the colours show?* (different time zones)
- Write these vocabulary items on the board: *California, map, Montana, New York, Texas, time zones.* Have pupils locate these words in the article before they read.
- Read the directions aloud. Have pupils listen to audio track 1:13 and locate the times in the text.
- Ask the question: *It's twelve fifteen in Texas, what time is it in California?* Pupils look back at the text to find the answer. (*It's ten fifteen in the morning.*)

ASSIST

Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.

### 20 Look at 19 and make false sentences, then correct.

- Read the speech bubbles aloud and have pupils read along with you.
- Have pupils look at Activity 19 and say false statements about each child in the text. Write them on one side of the board. Have pupils orally correct the sentences that are written on the board. Write the correct statements next to the false ones.

MONITOR

Listen for proper pronunciation, appropriate intonation and correct use of language.

CHALLENGE

Place pupils in pairs. Have one pupil say a false statement about each child in Activity 19 and the other one correct him.

## THINK BIG 21<sup>st</sup> Global Awareness

- Take out a world map or globe that has different time zones on it. Tell pupils that there are 40 time zones around the globe. Have a volunteer come to the front and ask him to look for a city and to tell you what time it is there. Continue with a few more pupils. Then, have pupils find the times for the countries mentioned in the rubric. An alternative would be to set this for homework so that pupils can research the topic on the internet.
- Assign Activity Book page 8 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils write sentences for the vocabulary items they located in the text (*California, map, Montana, New York, Texas, time zones*). Tell them to write their sentences on index cards, replacing each item with a gap. Partners can then exchange cards and guess which vocabulary item completes the sentence. Model: *When it is 4:00 in California, it is 6:00 in ...* (Texas)

## OBJECTIVES

To read and talk about time zones

To understand the concept of time zones

## Content Words

California, map, Montana, New York, Texas, time zones

## 21st Century Skills

Global Awareness

## Materials

Dice

Game pieces or markers

World map or globe with time zones

Index cards

Audio track 1:13

Digital activities:  
MyEnglishLab



Page 8

Answers on page T148

## TEACHING TIP

### Labelling the Map

Pupils may wish to label the time zone map with sample times, such as 1:00, 2:00, 3:00 and 4:00. This can help them remember that the time zones move ahead in time from west to east.



## OBJECTIVES

To learn the difference between a subject and a verb

To use unit vocabulary in sentences

To write about their day

## Key Vocabulary

subject, verb

## Materials

Index cards

Digital activities:  
MyEnglishLab



Page 9

Answers on page T148

## Warm-Up

- On the board, write the terms *Subject* and *Verb*. Under *Verb* write the word *eat* and under *Subject* write the word *Luke*. Explain to the pupils that a verb describes an action whereas a noun describes a person or thing.
- Have pupils write five verbs and five subjects on their index cards in pairs. Then have them mix up their cards and place them face down. They pick up one card at a time and say whether it's a verb or subject.

## Using Page 13

### 21 Read and find.

**INVOLVE** Explain the lesson objective – pupils will distinguish between a verb and a subject and write about their day.

- Read the directions aloud and then read the text in the box. Explain the difference between a verb and subject again if necessary.
- Have pupils read Item 1 silently and find the subject and the verb.

**MONITOR** Check the answer as a class by writing the sentence on the board and showing which is the verb (*ride*) and which is the subject (*I*).

### 22 Find the subjects and verbs. Compare with your partner.

- Write Item 1 on the board. Read it aloud and have pupils repeat after you.
- Ask a pupil to tell you which word in the sentence is the verb. Ask another pupil to tell you which word is the subject.
- Have pupils complete the activity independently and then compare their answers with a partner.

**MONITOR** Review answers as a class. (Answers: 1 Andrew, eats, 2 Marcia, goes, 3 We, go, 4 My brother, does, 5 You, eat)

### 23 What's missing, subject or verb? Make new sentences and compare with a partner.

- Read aloud Item 1 and elicit the correct answer.
- Have pupils find what's missing in each item – the subject or the verb – and think of a suitable word to fill each gap.
- In pairs, pupils tell each other their new sentences and compare them.

**MONITOR** Review answers as a class. (Answers: 1 verb, 2 subject, 3 subject, 4 verb, 5 subject. Possible answers: 1 wakes up, 2 Alex, 3 sister, 4 eats (lunch), 5 I)

### 24 Read about Jack's day. Change all the information in blue and red. Write a new paragraph.

- Have volunteers read sentences from the paragraph individually.
- Read the directions aloud and have pupils complete the activity on their own or with a partner, writing their new paragraph in their notebooks.

**MONITOR** Check the answers as a class. (Possible answer: Sally has a shower at six ten in the morning. She eats breakfast and gets dressed before school. etc.)

### 25 Write four sentences about your day. Read them to your partner.

- Read the directions aloud and have pupils do the activity, writing four sentences about their day in their notebooks.
- When they have finished writing, invite pupils to read their sentences aloud.
- Assign Activity Book page 9 and direct pupils to digital activities.

## Application and Practice Activity

- Use the index cards from the Warm-up activity and place them face down.
- Have pupils line up in two teams. Show a card to the pupils at the front and ask them to say the correct term (*verb* or *subject*). If it's correct they sit down, if not, they go to the back of the line. The team with no players on the line is the winner.

**21 Read and find.**

A sentence has got a **subject** and a **verb**.  
**She eats** breakfast before school.

1 I ride my bike to school.

**22 Find the subjects and verbs. Compare with your partner.**

- 1 Andrew eats lunch at 12:30.
- 2 Marcia goes to school at 8:05.
- 3 We go home at 3:50 in the afternoon.
- 4 My brother does his homework at 4:30.
- 5 You eat dinner with your family in the evening.



**23 What's missing, subject or verb? Make new sentences and compare with a partner.**

- 1 Bridget ? at 6:45 in the morning.
- 2 ? eats breakfast at 7:00.
- 3 Her ? goes to the park with friends.
- 4 Beth ? after school with her family.
- 5 ? get dressed in the morning.

**24 Read about Jack's day. Change all the information in blue and red. Write a new paragraph.**

Jack **wakes up** at six ten in the morning. **He has a shower** and gets dressed before school. **He** rides a bike to school and gets there at eight o'clock. **His brother** gets to school at eight ten. **Jack plays football** after school in the park. **He does his homework** at five fifteen. The family eat dinner together and then they **watch TV**.

**25 Write four sentences about your day. Read them to your partner.**





1:14

Listen, read and repeat.

1 a\_e

2 i\_e

3 o\_e



1:15

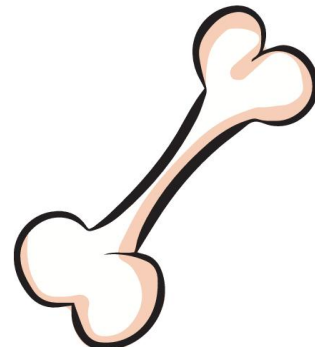
Listen and find. Then say.



face



bike



bone



1:16

Listen and blend the sounds.

1 g-a-me game

2 c-a-ke cake

3 t-i-me time

4 n-o-te note

5 h-o-me home

6 sh-a-pe shape

7 r-i-de ride

8 l-i-ke like



1:17

Read aloud. Then listen and chant.

What time is it?  
It's time to play a game.  
What time is it?  
It's time to eat cake.  
What time is it?  
It's time to ride a bike.  
What time is it?  
It's time to go home.



## Warm-Up

- Make flashcards (words only) using index cards for the words in this lesson (*face, bike, bone*) and a few other words with the same sounds that pupils know (*place, like, stone, etc.*).
- Write the letters *a, e, i* and *o* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.

## Using Page 14

### 26 1:14 Listen, read and repeat.

**INVOLVE** | Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *a\_e, i\_e* and *o\_e* individually and as part of words.

- Read the directions aloud. Play audio track 1:14 and have pupils listen and point to each sound as it is said. Have pupils repeat.
- Replay the audio and have pupils say each sound again.

**MONITOR** | As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

### 27 1:15 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:15 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

**MONITOR** | As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

**ASSIST** | Replay the audio as needed. Pupils can also check that they are pointing to the correct word and saying it properly with a partner.

### 28 1:16 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:16 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

**MONITOR** | As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

**ASSIST** | Replay the audio as needed.

### 29 1:17 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:17 and have pupils listen. Replay several times and encourage them to join in.

**MONITOR** | As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 10 and direct pupils to digital activities.

## Application and Practice Activity

- Write a list of at least twelve *a\_e, i\_e* and *o\_e* words on the board. Then have pupils turn a piece of A4 paper on its side (landscape) and divide it into three columns. Have them write the headings *a\_e, i\_e* and *o\_e* at the top of each column.
- Have pupils copy the words from the board into the correct columns. They can also illustrate the words with simple drawings if they wish.
- Have pupils play Unit 1, Game 1 on the eText.

## OBJECTIVES

To identify and say the letters and sounds *a\_e, i\_e* and *o\_e* individually and as part of words

## Materials

Index cards  
A4 paper  
Audio tracks 1:14–18  
Game (eText)  
Digital activities:  
MyEnglishLab

## AB

Page 10  
Audioscript on page T139  
Answers on page T148



## OUTCOMES

Pupils can talk about different times of day

Pupils can talk about different activities

Pupils can understand when times make sense and when they do not

### 21st Century Skills

Social Skills  
Self-Direction

### Materials

Coloured index cards  
Cardboard clock  
Game (eText)  
Digital activities:  
MyEnglishLab



Page 11

Answers on page T148

## TEACHING TIP

### Sentence Structure

Help pupils recognise that they can put times at the beginning or the end of a sentence. Show two cards: *9:00 in the morning* and *wake up*. Model two sentences you can make by arranging the cards in different orders: *At 9:00 in the morning, my sister wakes up.* *My sister wakes up at 9:00 in the morning.*

## Warm-Up

- Introduce the word *silly* by telling pupils you will say some silly sentences. Point to your ear and say: *This is my nose*. Hold up a book and say: *This is a chair*.
- Have pupils say their own silly sentences. Ask pupils to respond by correcting each silly sentence. Model: *That's silly! That's not your nose. It's your ear.*

## Using Page 15

### 30 Choose the correct answer.

**INVOLVE** Explain the lesson objective – pupils will review different activities and times, make sentences about their day and play a game.

- Read the directions aloud. Read the first sentence aloud and have pupils choose the correct answer. Have pupils complete the activity on their own.

**MONITOR** Review answers as a class. (*Answers: 1 When, 2 wakes, 3 before, 4 at, 5 afternoon, 6 does, 7 to, 8 plays*)

### 31 Make three sentences about things you do before school and three for after school.

- Read the directions aloud and have pupils complete the activity by writing their sentences in their notebooks. When they have finished, invite pupils to read their sentences to the class.

### 32 Play the Silly Sentences game.

- Give groups of pupils index cards in two colours. Have pupils write times on ten cards of one colour. Read the sample card aloud: *6:15 in the evening*. Tell pupils that each card should have a time and one of these phrases: *in the morning, in the afternoon, in the evening* or *at night*.
- Then have pupils write ten activities on cards of the second colour. Read the sample card aloud: *eat breakfast*.
- Read the dialogue on the page aloud, then model sentences with other subjects: *He goes to school at 8:00 at night*. Point out that some card pairs will make sensible sentences. Model: *That's not silly. That makes sense!*
- Pupils work in groups to play *Silly Sentences*. Put the cards in two separate stacks. Taking turns, they take a card from each stack and make a silly sentence.

**MONITOR** As pupils play the game, listen for proper pronunciation, appropriate intonation and correct use of language.

- **21<sup>st</sup> Social Skills** Ask: *When is it OK to be silly? When should you try not to be silly?* Help pupils conclude that being silly is OK when playing games or having fun with friends and family. Being silly is not helpful when people are trying to work or learn.

## I Can

- **21<sup>st</sup> Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that the pupils should write in their notebooks the skills they feel they can do. Help pupils appreciate their progress. Say: *The I Can statements point out what you have learnt in this unit.*
- Assign Activity Book page 11 and direct pupils to digital activities.

## Application and Practice Activity

- Have teams work on a roleplay that shows what pupils do on a mixed-up day. They can use their silly sentences for ideas. Suggest that pupils mime the events in time order, from morning to night. Model: *At 6:30 in the morning, we go to bed. Then at 7:00 in the morning, we eat dinner.*
- Have pupils play Unit 1, Game 2 on the eText.

30 Choose the correct answer.

**When/What** does Mia wake up on Friday? She **wakes/wake** up at seven fifteen because she has a shower, gets dressed, eats breakfast and brushes her teeth **before/after** school. She goes to school **at/in** eight o'clock. School finishes at three thirty in the **morning/afternoon**. When **do/does** she do her homework? At four fifteen. Then she goes **to/at** the park and **plays/playing** baseball with her friends.

31 Make three sentences about things you do before school and three for after school.

32 Play the **Silly Sentences** game.



### I Can

- talk about what people do before and after school.
- talk about different times of the day.
- talk about keeping clean.
- find and use subjects and verbs.