

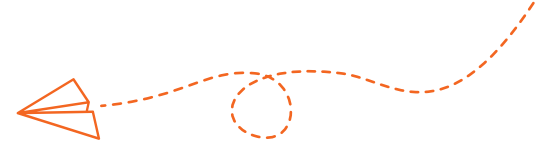


English Code 2

Teacher's Book



Contents



Welcome to English Code	p. 3
What makes English Code unique?	p. 5
Projects	p. 11
Videos	p. 13
Bug Club plays	p. 15
Measuring progress	p. 16
Component walkthrough	p. 18
Unit walkthrough	p. 20
Lesson flow	p. 24
Course song	p. 26
Welcome unit: Welcome!	p. 27
Unit 1: Out and about!	p. 38
Unit 2: Day and night	p. 60
Checkpoint 1	p. 80
Culture 1	p. 82
Unit 3: Lost and found	p. 86
Unit 4: At the gallery	p. 108
Checkpoint 2	p. 128
Culture 2	p. 130
Unit 5: Come in!	p. 134
Unit 6: Sports Day	p. 156
Checkpoint 3	p. 176
Culture 3	p. 178
Unit 7: Our home!	p. 182
Unit 8: Our world	p. 204
Checkpoint 4	p. 224
Culture 4	p. 226
Games bank	p. 230
Press-outs and stickers	p. 232
Pupil's Book audioscript	p. 234
Activity Book audioscript	p. 242
Wordlist	p. 246
Time guidelines	p. 250
Pupil's Book contents	p. 252
Activity Book contents	p. 254
IPA alphabet	p. 255

Welcome

OBJECTIVES

Reading

- Reading development – Can follow simple dialogues in short illustrated stories, if they can listen while reading.
- Reading comprehension – Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures.

Listening

- Listening comprehension – Can recognise familiar words and phrases in short, simple songs or chants.
- Listening comprehension – Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

Speaking

- Spoken process and strategies – Can answer simple questions about habits and daily routines using gestures and short fixed expressions.
- Spoken production – Can reproduce words from taught vocabulary lists.

Writing

- Writing accuracy and appropriacy – Can use an apostrophe when writing contractions.
- Writing accuracy and appropriacy – Can copy some short, familiar words presented in standard printed form.

KEY LANGUAGE

Key vocabulary			Grammar	
Monday	February	October	I'm eight.	We're ten.
Tuesday	March	November	You're seven.	They're students.
Wednesday	April	December	He's nine.	This is Ben.
Thursday	May	spring	She's a frog.	I like cars.
Friday	June	summer	He's a rabbit.	I don't like lizards.
Saturday	July	autumn	It's a dog.	My birthday is in July.
Sunday	August	winter		
January	September			

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

Welcome!

HOW CAN I TALK ABOUT MYSELF?



Welcome!

How can I talk about myself?

1 What do you do at your school?
Circle and say.



2 Listen and point. Then chant.



3 Listen, sing along and dance.

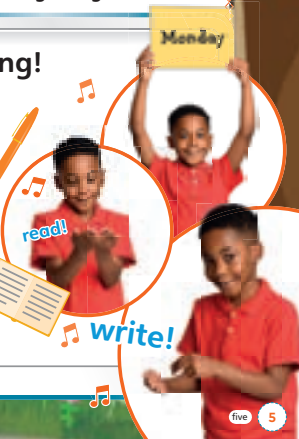
SONG TIME

Good morning!

Good morning, children!
How are you? It's **Monday** today!
We're at school and we can sing
And read and write and play!

Good morning, teacher!
We are fine! It's Monday today!
We're at school and we can sing
And read and write and play!

We're at school, we're at school,
We're at school today! X4



4 four

five 5

Lesson flow



Warm up

Lesson objective

Presentation

Practice

Song

Objective review

LESSON OBJECTIVE

I will learn about days of the week and activities at school.

KEY LANGUAGE

It's Monday today.

We can read and write and play.

Warm up

- Play *This is ... and I am ...* Have everyone stand in a circle. Start to your left and go around the circle clockwise. The first person introduces themselves with *I am ...*. The second person introduces the first person, and then they introduce themselves: *This is ... and I am ...* and so on.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about days of the week and activities at school.*

- **Involve** Students will learn to sing a song with words for the days of the week and things they can do at school. The rhythm, music and actions will help both memory and recall of the new language.

CRITICAL THINKING COMMUNICATION

Presentation

1 What do you do at your school? Circle and say.

- Ask students to look at the main picture. Talk about the picture in a simple way. Ask *Where are they going? (to school) What can you see? (school building, bus stop, tree, bird, bus, garden, bag, lunchbox).*
- Have students point to the pictures in Activity 1 and ask questions: *Do you read at school? Do you draw? Do you swim? Do you climb trees? Do you sing at school?*
- Ask students to circle and say the things that they do at school (*read, draw, sing*). Some students may go to schools that have pools and go swimming.
- **Differentiation Stretch:** Have students think of other activities they do at school (*I paint, I play, I dance*). **Support:** Continue with the vocabulary revision by asking students what they can see in their classroom and getting them to name the items they know.

COMMUNICATION

Practice

2 002 Listen and point. Then chant.

- Say *Look and point to the days of the week.*
- Play audio 002 and have students point to the days of the week. Then play the audio again and encourage students to chant.
- To make the activity communicative, ask *What day is it today? It's ...* Then have students ask and answer in pairs.
- Repeat this activity throughout the school year. Write and say the day of the week in every lesson. Students aren't expected to learn all the days of the week in one lesson.

Song

3 003 Listen, sing along and dance.

- Play audio 003 and ask students to read along with the song quietly.
- Play the audio again. Have students look at the actions in the photos and practise doing them.
- Actions are: *holding a sign for Monday, reading (open hands, palms up), writing (writing in the air with an imaginary pen).*
- Students practise singing several times to become familiar with the tune, actions and lyrics, then get them up and dancing. You don't need space. They can dance by their desks. Let them have fun and come up with their own ideas for dance movements to match the lyrics.
- You can sing this song every day, changing the day of the week as you do, e.g., *How are you? It's Tuesday today!* Make your own coloured cards with days of the week and have students hold up the correct day of the week as they sing. They can also do the actions of miming reading and writing.

Objective review

- Revisit the lesson objective. Say *Now I know about days of the week.*
- **Involve** Encourage awareness of what students can do by eliciting the new vocabulary words.

Months and seasons

VOCABULARY

Months and seasons

VOCABULARY

I will learn months and season words.

1 Listen, point and repeat. Then chant!



2 Listen, point and repeat. Then complete the pictures.



3 Work with a partner. Say the season.

December! December is in _____!

4 Make a calendar. Work in groups.



6 six

Language lab 1

GRAMMAR: I'M / I AM

I will talk about how old I am using I am ... / You are ... / He is ...

1 Watch. Then read and tick .



1 He's a bird.

2 She's a frog.

I'm = I am
You're = You are
He's = He is
She's = She is
It's = It is
We're = We are
They're = They are

2 Write **am**, **is** or **are**. Then circle.



1 You're 8. You _____ three / eight.

2 We're 9. We _____ seven / nine.

3 They're 7. They _____ seven / five.

4 I'm 10. I _____ two / ten.

5 She's 6. She _____ six / one.

3 Play the **He/She** game.



4 Make labels.



seven 7

Lesson flow



Warm up

Lesson objective

Presentation

Practice

Practice

Production

Objective review

LESSON OBJECTIVE

I will learn months and seasons words.

KEY LANGUAGE

January	September
February	October
March	November
April	December
May	spring
June	summer
July	autumn
August	winter

Warm up

- Have students sing the song from the opener page and do the actions. Divide the class in half with one half singing the first verse and the other the second. Everyone sings the last verse. Then swap and repeat.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn months and seasons words.*
- **Involve** Students will learn months and seasons words.

Presentation

1 004 Listen, point and repeat. Then chant!

- Have students point to the pictures and say what they can see and what seasons these pictures could represent. They may do this in L1 (*plants, bushes, trees, flowers, different weather, cold, snow*).
- Ask *How many months are there in a year? (12)* Ask students to count the number of words they can see around the pictures (12). Say *Let's learn the months of the year*.
- Play audio 004. Have students listen to the months in order.
- Play the audio again and encourage students to chant the months along with the recording.
- This is a chant which can be repeated throughout the school year, as everyone learns at different rates.
- **Extra** Ask *When's your birthday?* and have students answer: *It's in (month)*. Then draw a birthday bar chart showing the number of birthdays in each month. Draw an x-axis and a y-axis and write months along the bottom and mark numbers up the side.

COMMUNICATION

Practice

2 005 Listen, point and repeat. Then complete the pictures.

- Play audio 005. Students listen, point to the seasons and repeat the words.
- Have students complete each picture by drawing in the missing section. Remind them that the tree will change according to the season and they should look at the surrounding colours.
- Play the audio again for students to check.
- Ask students to say what they drew in the pictures, e.g., *In the spring, the trees have got some green leaves. In the summer, the trees have got lots of green leaves.*
- **Extra** Ask *What's your favourite season?*

COMMUNICATION

Practice

3 Work with a partner. Say the season.

- Lead students in the chant of the months of the year again.

- Explain to students that there are three months in every season and tell them what they are. Northern hemisphere – spring: March, April, May; summer: June, July, August; autumn: September, October, November; winter: December, January, February. Southern hemisphere – spring: September, October, November; summer: December, January, February; autumn: March, April, May; winter: June, July, August.
- Present the dialogue in the speech bubbles with puppets or a volunteer.
- Have students work in pairs to say a month and identify the season the month falls in.
- **Differentiation** For more confident students, show the globe and revise the seasons and the months in the northern and southern hemispheres, showing that they happen at the same time. For less confident students, draw a picture of a Christmas tree on a sunny beach and tell them that in some countries it is summer in December.

CREATIVITY

Production

4 Make a calendar. Work in groups.

- This could be a group activity or a whole-class activity. Have students make perpetual calendars for themselves to take home or make one for the classroom.
- Make an example to show the students. Cut coloured cards to the same size and use a hole punch to make holes in the top of the cards. Write the days of the week on seven cards. Write the months on 12 cards. Make two sets of number cards: a) 0, 1, 2, 3, b) 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.
- Then have students make their own calendars. Place all the cards on rings or in a ring binder with four rings. Turn the cards to set the correct day and date, e.g., Tuesday 01 September.
- **Extra** You could make an extra row of cards with the seasons on them, too. Students might like to decorate the cards – they could use the trees in Activity 1 as inspiration.

Objective review

- Revisit the lesson objective. Say *Now I can use words for months and seasons.*
- **Involve** Encourage awareness of what students can do by eliciting the new vocabulary words and having students point to pictures of them.

Language lab 1

GRAMMAR: I'M / I AM

Months and seasons

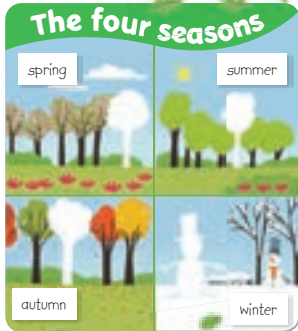
VOCABULARY

I will learn months and season words.

1 Listen, point and repeat. Then chant!



2 Listen, point and repeat. Then complete the pictures.



3 Work with a partner. Say the season.

December! December is in _____!

4 Make a calendar. Work in groups.



6 six

Language lab 1

GRAMMAR: I'M / I AM

I will talk about how old I am using I am ... / You are ... / He is ...

1 Watch. Then read and tick .



1 He's a bird.

2 She's a frog.

I'm = I am
You're = You are
He's = He is
She's = She is
It's = It is
We're = We are
They're = They are

2 Write am, is or are. Then circle.



3 Play the He/She game.



1 You're 8. You _____ three / eight.

2 We're 9. We _____ seven / nine.

3 They're 7. They _____ seven / five.

4 I'm 10. I _____ two / ten.

5 She's 6. She _____ six / one.

4 Make labels.



seven 7

Lesson flow



Warm up

Lesson objective

Video

Presentation

Practice

Practice

Production

Objective review

LESSON OBJECTIVE

I will talk about how old I am using *I am ... / You are ... / He is ...*

KEY LANGUAGE

This is Emma.
She's seven.
You're eight.
We're nine.

Warm up




- Write a list of numbers from 1–10 on the board. Count to 10 and have students repeat after you. Then count together. Then take turns: teacher/students. Next, have students take turns to say the number. Then show fingers and have students count them. Point to the digits on the board to check that students recognise them.
- Differentiation** Ask confident students to number off in pairs as they throw a ball to each other. Have less confident students count things up to 10 around the room, e.g., books, colouring pens, pencils.

Lesson objective

- Introduce the lesson objective. Say *Today I will talk about how old I am using I am ... / You are ... / He is ...*.

- **Involve** Students will learn to say their age, and introduce others and say their ages.

Video

- 1   **006 Watch. Then read and tick** .
(Answers: 1 a, 2 b)

- Point to the pictures of Tom and Anna in the Pupil's Book.
- Play the video *Welcome unit: We're animals!* or audio 006.
- Tell students to read the sentences and tick the correct pictures in each case.
- **Monitor** Play the video or audio again. Monitor and provide support if needed.

Presentation

- Show students the grammar box and read the examples. Say *I am ... I'm, I'm ... I am*. Say the contractions and the long forms as you go down the list. Have students follow and repeat.
- Say *I am* and elicit the contraction *I'm*. Continue with all the long forms. Then say the long forms in any order and elicit the contractions from the class.
- **Extra** Play a game. Divide the class into three or four teams. Have one member of each team approach the board. Say *I am* and have students from each of the teams write the contraction *I'm*. The first team to write it correctly wins a point. The teams then send another person to the board and the game continues as you say other forms of the verb *to be*. The first team to five points wins. If your class is not suited to competitive games, have all teams write what you say as accurately as they can in turns without competing.

Practice

- 2 **Write *am, is* or *are*. Then circle.**

(Answers: 1 are eight, 2 are nine, 3 are seven, 4 am ten, 5 is six)

- Have students look at the pictures. Then, according to the information shown, have students complete each sentence with the correct form of the verb *to be* and circle the right age.
- This activity helps students remember the parts of the verb *to be* and relate the contraction to the long form. It revises the numbers 1–10 and relates them to their written form. It also helps students recognise the usage of the subject pronouns.

COMMUNICATION

Practice

- 3 **Play the *He/She* game.**

- Have students look at the dialogue in the picture. Demonstrate the dialogue with two volunteers. Make sure you get the age wrong first.
- Then have students introduce each other, using the correct subject pronoun and saying how old they are.
- **Extra** Create a formal setting by using a toy microphone or rolled-up piece of paper. Have students introduce each other as if they were a famous or important person.

CREATIVITY

Production

- 4 **Make labels.**

(Answers: Boys will have *He* labels. Girls will have *She* labels. Classroom items will have *It* labels.)

- Have students write *He, She* and *It* on sticky labels. Then encourage them to label each other and the inanimate objects in the class. This activity is further practice for the subject pronouns *he/she/it*.

Objective review

- Revisit the lesson objective. Say *Now I can talk about how old I am using I am ... / You are ... / He is ...*.
- **Involve** Encourage awareness of what students can do by asking a student to stand up. Ask another student to introduce him or her by saying his or her age with the correct pronouns.

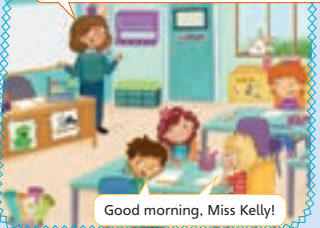
Story lab

READING

1 Read and listen. What is the teacher's name?

Nice to meet you!

1 Good morning, children! My name is Miss Kelly. I'm your teacher. We're Class 2A.



Good morning, Miss Kelly!

2 What's your name?



I'm Leo!

How old are you?

I'm eight. I like books and cars!

8 eight

I will read a story and learn to introduce myself.

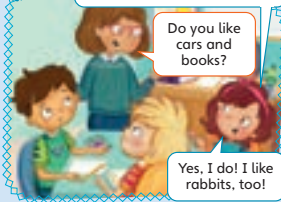
3 I've got a sister ... Anna!



How old is she?

She's seven.

4 Yes, I'm Anna and I'm seven.



Do you like cars and books?

Yes, I do! I like rabbits, too!

5 Hi! My name's Tom. I'm eight. I like frogs and lizards and cats!



Who's that?

It's Milly! It's Milly the goat!



Oh, hello, Milly! Nice to meet you!

2 Look at the story again. Choose and write.

Anna books eight (2) frogs and lizards Leo rabbits seven Tom

1 ID

My name is _____.

I'm _____ years old.

I like _____ and _____.

cars. My birthday is in July.

2 ID

My name is _____.

I'm _____ years old.

I like _____, books and cars. My birthday is in May.

3 ID

My name is _____.

I'm _____ years old.

I like _____ and _____.

cats! My birthday is in April.

3 Play Who am I?

Anna Miss Kelly Tom Milly Leo

I'm eight. My birthday is in July.

You're Leo!

4 Make your own name card.



5 Act out the story in groups.

nine 9

Lesson flow



LESSON OBJECTIVE

I will read a story and learn to introduce myself.

Warm up

- Have students stand up and chant the days of the week chant from the Opener.
- Play audio 002 and have students chant along.
- **Monitor** Ask more confident students to stand at the front of class and say *Today is ...* and *My favourite day is ...*

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story and learn to introduce myself.*
- **Involve** Students will listen to and read a story about students in a class and the things they like.

Pre-reading

- Ask students to look at the pictures and guess what will happen in the story in L1. Write some ideas on the board. Once you've read the story together, you can compare these ideas and discuss any similarities or differences with students in L1.

COMMUNICATION

Reading

1 007 Read and listen. What is the teacher's name?

(Answer: Miss Kelly)

- Play audio 007 and have students listen and follow the story in their Pupil's Books. Ask *What's the teacher's name? (Miss Kelly)*
- Have students read around the class for further practice.
- **Challenge** Have students close their Pupil's Books. Hold up the story cards one by one and ask students to retell the story in their own words.

Comprehension

2 Look at the story again. Choose and write.

(Answers: 1 Leo, eight (8), books, 2 Anna, seven (7), rabbits, 3 Tom, eight (8), frogs, lizards)

- Ask students to complete the sentences with the information in the box according to the story.
- Tell students to read the story again if they need to.
- **Extra** In pairs, have one student read a sentence from the story and the other student say the number of the scene.

COMMUNICATION

Comprehension

3 Play *Who am I?*

- Have students work in groups. Each group writes each character's name on a separate card and places the cards face down on the desk in the middle of the group.
- Have one student choose a card, but they don't show it to the others. Then he or she says something which will identify them as the character they have picked. They use the information in the story, e.g., *I'm a goat! (You're Milly.)* or *I'm a teacher. (You're Miss Kelly.)*
- **Challenge** Ask students: *Which character do you like the best?*

CREATIVITY

Production

4 Make your own name card.

- Tell students to use the ID cards in Activity 2 as a model to make cards with their own names and information.
- You may want to do a demonstration with your information on the board.
- **Monitor** Walk around and help with spelling and writing as necessary.

CREATIVITY

Act out

5 Act out the story in groups.

- Have students work in groups of five to choose characters and act out the story. The characters are Miss Kelly, Anna, Tom, Leo and Milly (not a speaking part). They practise their parts and act out the story for the rest of the class.
- **Extra** Then have students act out the story again, this time using their own information. Point out that the student who plays the teacher will have to use their own surname.

Objective review

- Revisit the lesson objective. Say *Now I can introduce myself.*
- **Involve** Encourage awareness of what students can do by asking them about themselves.

Activity Book answer key and notes

WELCOME UNIT

1 Look, read and match.

(Answers: 1 e, 2 b, 3 d, 4 c, 5 a)

2 Which day is next? Write.

(Answers: 1 Friday, 2 Monday, 3 Saturday, 4 Tuesday, 5 Wednesday, 6 Sunday, 7 Thursday)

- Coding: sequencing.

3 002 Listen and circle.

(Answers: children, Monday, sing, write)

Months and seasons

1 Choose and write the seasons. Then write the months.

(Answers: Northern hemisphere: spring: March / April / May; summer: June / July / August; autumn: September / October / November; winter: December / January / February. Southern hemisphere: spring: September / October / November; summer: December / January / February; autumn: March / April / May; winter: June / July / August)

- Students write the names of the seasons and the months in that season.

2 Write the months.

(Answers: 1 July, 2 March, 3 October, 4 February, 5 November, 6 January)

- Maths: counting in order and transferring that order to months.
- Students read the sentences and answer with a number. *How many months start with J? (3) How many months start with M? (2) How many months start with A? (2)*
- Maths: addition.

3 Write and draw. Then ask and answer.

- Students write their favourite month, and then draw and write their favourite season.
- Then students ask each other about their favourite seasons/months/days.

Language lab 1

1 Write the apostrophe (').

(Answers: 1 I'm, 2 You're, 3 He's, 4 She's, 5 It's, 6 We're, 7 They're)

2 Read and write.

(Answers: 1 I'm 8., 2 I'm 7., 3 You're 9., 4 He's 3., 5 She's 6., 6 It's 10., 7 We're 5., 8 They're 2.)

3 003 Listen and write the number. Draw the candles. Then write *am, is or are*.

(Answers: 1 7, I am seven, 2 8, You are eight, 3 3, He is three, 4 10, She is ten, 5 6, We are six, 6 2, They are two)

- Students listen to the audio and write the correct number for the age on the birthday cake. Then they draw the corresponding number of candles. Then they complete the sentences, using the subject pronoun given and the age.

Story lab

1 Make your story book. → page 115

(Answers: **Frame 1:** morning / name / teacher / Good, **Frame 2:** your / Leo / How / I'm, **Frame 3:** sister / old / seven, **Frame 4:** seven / like / do / rabbits **Frame 5:** Hi / Tom / cats, **Frame 6:** that / Milly / goat, **Frame 7:** hello / meet)

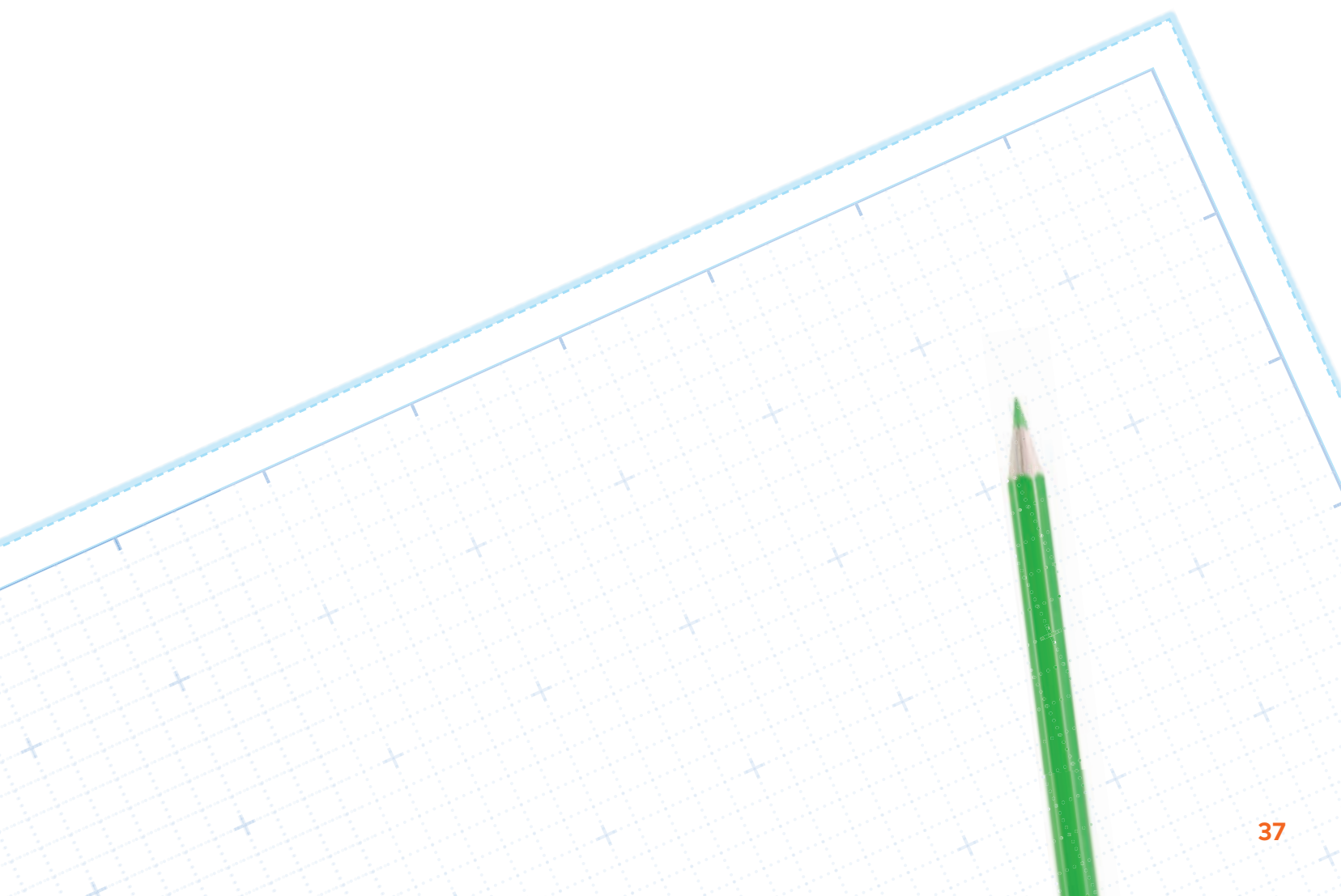
- In this coding activity, students learn to arrange the pages in the same order as the story.
- Students cut out the pages from their Activity Books along the cut lines to create three strips of paper. Then they fold each strip along the fold lines. Ask students *Do you remember the story?* and have them put the pages in the correct order and number them. Then ask them to complete the speech bubbles.
- For students who don't remember the story, play audio 007 or encourage them to look back at their Pupil's Books, pages 8–9.
- Have students draw a picture on the front cover to show what the story is about. Then have them read and review the story, choosing their favourite character and page. They can colour in the stars to show how much they liked the story.
- Students can use their storybooks to retell the story to their families and friends!

2 Choose and complete.

(Answers: 1 name, teacher, 2 your, I'm, are, eight)

3 Circle and match.

(Answers: 1 He's Tom, 2 He's Leo, 3 She's Miss Kelly, 4 She's Anna)



1

Out and about!

OBJECTIVES

Reading

- Reading comprehension – Can understand basic sentences naming familiar, everyday items if supported by pictures.
- Reading accuracy – Can recognise simple words and phrases related to familiar topics if supported by pictures.

Listening

- Listening comprehension – Can recognise words and simple pictures related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Listening accuracy – Can hear the individual vowel and consonant sounds in simple words, if supported by pictures.

Speaking

- Spoken production – Can express likes and dislikes in relation to familiar topics in a basic way.
- Spoken production – Can reproduce words from taught vocabulary lists.

Writing

- Written accuracy and appropriacy – Can write some familiar words.
- Written production – Can write simple sentences using familiar words, given prompts.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
café	The sounds <i>a</i> /æ/ as in <i>bag</i> and <i>e</i> /e/ as in <i>leg</i>	bricks	I like parks.
castle		cement	I don't like shops.
farm	bag pan	spaghetti	He likes parks.
house	cap peg	steel	She doesn't like shops.
library	cat pen	straws	Does she like playgrounds?
museum	clap pet	strong	Yes, she does. / No, she doesn't.
park	leg ten	tower	Do you like ...?
playground	man wet	wood	Yes, I do. / No, I don't.
river			There's a river.
school			There are houses.
shop			There isn't a playground.
swimming pool			There aren't any farms.
			Let's make ...

PROJECT: MAKE A TOWN GUIDE

Students will make a town guide. They will choose places in town and find photos and pictures or draw pictures. Then they will say the places they like using *I like ...*. They will be encouraged to describe the places using *there is* and *there are* and to talk about the activities that can be done at the place. Finally, they will add their page about their chosen favourite places to a class collection to make a town guide.

Materials: a folder, plastic sleeves, paper, colouring pens, pencils, glue

EXPERIMENT LAB: HOW TO BUILD A HOUSE

Students will learn about materials used to build a house. They will think about how materials fit together to make a structure strong. They will investigate how to make a tower stronger using different materials and designs. They will experiment by building towers with different materials using their own designs.

Materials: clay, cups, card, dry spaghetti

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources', for more teaching resources, including videos and games.

CODING: ALGORITHMS/SEQUENCING AND EVENTS

- Students will learn about algorithms by using logical reasoning to predict an outcome.
- Students will learn about sequencing by arranging a series of steps to achieve an outcome.

MATHS

Students will count items and do simple additions.

VALUES AND SOCIAL-EMOTIONAL LEARNING: LISTEN TO YOUR FRIENDS

Listening to what our friends want to do and then making decisions that suit everyone.

CREATIVE ACTIVITIES

Make your own picture dictionary.

This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.

Design a game. Draw and write.

Students design a game using the new vocabulary they've learnt in the unit. They draw a picture of it and write about it.

Act out the story in groups.

This feature occurs in each Story lab lesson and will help students revisit and produce core language learnt so far in the unit, as well as collaborate with other students in a fun context.



My game is _____.

There's a/an _____.

There are _____.

There isn't/aren't any _____.

How can I create a town guide?

OPENER

1 Out and about!

How can I create a town guide?

1 Where do you want to go in the town?

2 Stick the items on the places in the town.

3 Where can you find these things? Point and say.

CODE CRACKER



4 Listen and point. Then sing along and dance.

SONG TIME

Here, there, everywhere!

I like it here, I like it there,
I like it, like it everywhere!

There are **shops** and there's a **school**.
There's a **castle** and a **pool**!

I like it here, I like it there,
I like it, like it everywhere!

there!

everywhere!

Lesson flow



Warm up



Critical thinking



Lesson objective



Presentation



Practice



Code Cracker Practice



Song



Objective review

LESSON OBJECTIVE

I will learn about places in town.

KEY LANGUAGE

café	park
castle	playground
farm	river
house	school
library	shop
museum	swimming pool

Warm up

- Greet students by saying *Hello, I'm (name)*. Then introduce another member of the class whose name you know: *This is (name)*.
- Have students work in groups of three and introduce themselves and then introduce their friends to each other: *I'm (name)*. *This is (name)*.
- **Monitor** Listen and provide support if needed. Take notes on any general issues with pronunciation and intonation.



CRITICAL THINKING

- Draw a person on the board wearing a cap, holding a camera and a brochure in his hand. Write the name of your town. Say *He's a tourist in town. Where can he go?* Some students may want to provide the answers in English, but accept L1, too.
- **Involve** Students will learn to sing a song with words for places and actions for *here, there* and *everywhere*. The rhythm, music and actions will help both memory and recall of the new language.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about places in my town.*



COMMUNICATION

Presentation

1 Where do you want to go in the town?

- Ask students to look at the picture. Ask *Where do you want to go in the town?* Then point and say *Yes, the castle!*
- Revise previous vocabulary. Ask *Can you see a girl? Who else can you see?* Say *Yes, two boys. They are all friends.*
- **Differentiation Stretch:** Ask students who they go to town with. **Support:** Write the beginning of the sentence on the board, e.g., *I go to town with...*



CRITICAL THINKING

Practice

2 Stick the items on the places in the town.

(Answers: Students stick the cake on the café, the rubber ring on the water and the flag on the castle.)

- Introduce the items on the stickers (*cake, rubber ring* and *flag*) by pointing to them and saying the words. Encourage students to say the words out loud.
- Ask students to look at the picture and guess where the stickers go.
- **Assist** Have a volunteer come to the board and demonstrate where the stickers go by holding up their Pupil's Book. As they do this, say *Yes, the cake goes here. Or That's right. The flag goes there.*
- To reinforce critical thinking, ask students questions in L1 to ensure understanding and encourage discussion about the reasons for their guesses.

CODE CRACKER

Practice

3 Where can you find these things? Point and say.

(Answers: chair – castle, boat – water, ice cream – café)

- Say the words and ask students to point and say them (*a chair, a boat, an ice cream*). Ask where in the picture we find these things. Students can also talk about where else they might find these things.
- Students cannot see these things in the main artwork, so they must logically reason where they could be found.
- **Challenge** Ask students what other things can be found in a café, a lake/pond and a castle.

Song 🎵

4 🎧 008 Listen and point. Then sing along and dance.

- Play audio 008 and ask students to read along with the song quietly.
- Play the audio again. Have students sing along, and show them the actions. You may need to repeat the song with actions a few times for students to remember.
- Actions are: *Here* (point to the floor with both hands), *there* (shield eyes and look at something nearby), *everywhere* (stretch arms out with palms up. You can use the 'Dance Move' cards to help guide students.
- Students practise singing several times to become familiar with the tune, actions and lyrics, then get them up and dancing. You don't need space. Students can dance by their desks. Let them have fun and come up with their own ideas for dance movements. They could mime pushing a trolley in the shop, writing in a notebook at school, making swimming movements, etc.
- **Extra** Play charades with places. Have students role-play being at a place, doing what they might do there, and ask others to guess where they are.

Objective review

- Revisit the lesson objective. Say *Now I know places in my town.*
- **Involve** Encourage awareness of what students can do by eliciting the new vocabulary words and their actions.

Where are they?

VOCABULARY

Where are they?

VOCABULARY

I will learn town words.

1 Listen, point and repeat.



1 house



2 shop



3 library



4 farm



5 museum



6 playground



7 park



8 café



9 river



10 swimming pool



11 castle



12 school

2 Listen and circle.

1 school / playground

2 café / castle

3 farm / museum

4 river / shop

3 Look at 1. Circle the places you like. Then say.

I like the park!

I like the swimming pool and the farm!

12 twelve

4 Mum is busy today! Read, draw and number.

CODE CRACKER

Go to the ...

- 1 park
- 2 library
- 3 farm
- 4 shop
- 5 school



5 Where are they? Write.



1 farm



2 _____



3 _____



4 _____



5 _____



6 _____

6 Where can you do these things? Write. Then say.

- 1 play _____
- 2 eat and drink _____
- 3 climb _____
- 4 swim _____

I can swim in a swimming pool.

I can eat and drink in a café.

7 Make your own picture dictionary. Draw and write town words.



thirteen 13

Lesson flow



Warm up



Lesson objective



Presentation



Practice



Practice



Code Cracker Practice



Practice



Practice



Picture dictionary



Objective review

LESSON OBJECTIVE

I will learn town words.

KEY LANGUAGE

café	park
castle	playground
farm	river
house	school
library	shop
museum	swimming pool

Warm up

- Encourage everyone to recite the days of the week. Then play *Buzz*. As a class, students take turns saying days of the week. The student whose turn it is to say *Saturday* or *Sunday* replaces it with *buzz*.
- Then have students play *Buzz* in groups of three.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn town words.*
- **Involve** Students will learn 12 new place words that relate to everyday lives.

Presentation

1 009 Listen, point and repeat.

- Point to each of the places in the photos and ask *What place is this?* to elicit any words students already know.
- Play audio 009. Students listen, point to the places and repeat the words.
- **Monitor** In L1, ask students what places they have been to today. Elicit *school* and *house*.

CRITICAL THINKING

Practice

2 010 Listen and circle.

(Answers: 1 school, 2 castle, 3 museum, 4 river)

- Ask students to look at the words and ask each other *What's this?* They should find the correct pictures in Activity 1.
- Play audio 010. Demonstrate the first item on the board by listening and circling the correct word as you hear it (*school*). Then have students listen and circle the words.
- Check by asking volunteers to circle the correct words on the board.
- **Extra** Ask students to work with a partner. Student A says a place and Student B says the corresponding number from Activity 1.

COMMUNICATION

Practice

3 Look at 1. Circle the places you like. Then say.

- Demonstrate the activity by circling and saying two places you like, e.g., *I like the river and the café*. Do choral repetition.
- **Monitor** Write *I like ...* on the board. Have students say the places they like in pairs. Walk around and listen as they do this.

CODE CRACKER

Practice

4 Mum is busy today! Read, draw and number.

(Answers: 1 park, 2 library, 3 farm, 4 shop, 5 school)

- Show a flashcard of Mum and say she is very busy going to many places around the town. Point to the picture in Activity 4 and ask students to name the places.
- Ask students to draw in the route Mum takes and number them according to the list of places Mum goes. Say *One: park* and students draw the path to the park, and so on.

Practice

5 Where are they? Write.

(Answers: 1 farm, 2 castle, 3 shop, 4 café, 5 school, 6 museum)

- Point to the pictures and ask *Where is she?*, *Where is he?* and *Where are they?*
- Show students the example and elicit how to spell *farm*. Allow them to do the activity on their own.
- **Differentiation Stretch:** If students finish quickly, have them work in pairs to ask and answer the questions *Where is she?*, *Where is he?* and *Where are they?* as they point to the pictures at random. **Support:** Help those who are having trouble by giving them two options to choose from, *Is he at the swimming pool or the castle?*

CRITICAL THINKING COMMUNICATION

Practice

6 Where can you do these things? Write. Then say.

(Suggested answers: 1 park / playground, 2 café / house, 3 playground / park / farm, 4 swimming pool / river)

- Revise the words *play*, *eat and drink*, *climb* and *swim* by asking students to role-play them.
- Show students the examples in the Pupil's Book and ask *Where do you play?* Elicit *at the park*, *at the playground* and *at school*. Tell them that when they talk about where they do something, they use the preposition *at*.
- Let students decide the best places for the activities.

CREATIVITY

Picture dictionary

7 Make your own picture dictionary. Draw and write town words.

- Ask students to use a new notebook or the back of their English notebooks to create a picture dictionary for all of the new words they'll learn throughout the book.
- Show students the examples in the Pupil's Book and encourage them to use their imagination to draw pictures to represent the words.
- Brainstorm and write a list on the board. Encourage students to write the words neatly under the pictures they draw.

Objective review

- Revisit the lesson objective. Say *Now I can use town words*.
- **Involve** Encourage awareness of what students can do by eliciting the new vocabulary words and having students point to pictures of them.

Language lab 1

GRAMMAR 1: LIKE / DON'T LIKE

Language lab 1

GRAMMAR 1: LIKE / DON'T LIKE

I will talk about town words using like / don't like.

1 Watch. What does Milly like? Tick or cross .



I like parks. 😊
I don't like shops. 😞
Does she like playgrounds?
Yes, she does. / No, she doesn't.
He likes parks.
She doesn't like shops.

Milly likes ...



2 Watch again and circle.

- 1 Anna likes / doesn't like clothes shops.
- 2 Milly likes / doesn't like cars.

3 Read and draw 😊 or 😞.

- 1 I don't like castles.
- 2 Leo doesn't like shops.
- 3 Milly likes farms.
- 4 I like museums.

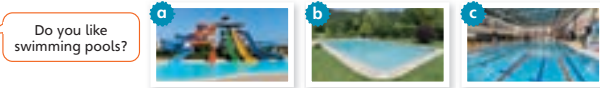
14 fourteen

4 Plan a day out with a partner. Ask and answer. Then write.



Do you like parks? Yes, I do. Do you like park a? No, I don't. I like park b.

- 1 I like park b.
- 2 I don't like _____.
- 3 My partner likes _____.
- 4 My partner doesn't like _____.



- Do you like swimming pools?
- 1 I _____ swimming pool _____.
 - 2 I don't _____ swimming pool _____.
 - 3 My partner _____ swimming pool _____.
 - 4 My partner doesn't _____ swimming pool _____.

5 Which places do you like? Write for you and your partner. Now decide. Where do you want to go?

CODE CRACKER			
	Me	My partner	Our choice
Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Values Listen to your friends.

7 How do you and your friends decide what to do? Tick the correct box.

- 1 I only do what I want to do.
- 2 I listen to my friends and we decide together.

6 Now talk about your choice.

I like park a. Carla likes park c. We both like swimming pool c!

fifteen 15

Lesson flow



Warm up

Lesson objective

Video

Presentation

Practice

Practice

Practice

Code Cracker Practice

Production

Values Production

Objective review

LESSON OBJECTIVE

I will talk about town words using *like / don't like*.

KEY LANGUAGE

I like parks.
I don't like shops.
He likes parks.
She doesn't like shops.
Does she like playgrounds?
Yes, she does. / No, she doesn't.
Do you like ...?
Yes, I do. / No, I don't.

Warm up

- Put the flashcards for the places around town on the board and have students say the words. Ask students to classify them as 'building' or 'outside'.
- Differentiation** In L1, ask students to classify the flashcards any way they want to. Suggest places they have or haven't been to, or things that are in their community and things that aren't, or places they want to visit and places they don't.

Lesson objective

- Introduce the lesson objective. Say *Today I will talk about town words using like / don't like*.

- **Involve** Students will learn how to ask and answer about places in town they like or don't like.

Video

1 011 Watch. What does Milly like?

Tick or cross .

(Answers: 1 ✗, 2 ✓, 3 ✓)

- Have students look at pictures 1–3. Ask *What does Milly like?* Have students predict before they listen.
- Tell students to cross or tick the places according to what Milly does and says. Play the video *Unit 1: I like shops* or audio 011.

Presentation

- Show students the grammar box and read the examples. Ask which are *like* and which are *don't like* sentences.
- Ask students to show you a happy face for positive sentences and a sad face for negative sentences as you read them out.

Practice

2 011 Watch again and circle.

(Answer: 1 likes, 2 likes)

- Tell students to listen and circle. Play audio 011.

Practice

3 Read and draw 😊 or 😞.

(Answers: 1 😞, 2 😞, 3 😊, 4 😊)

- Read the sentences and make a happy face if it expresses *like* and a sad face if it expresses *don't like*. Read again and have students make faces, too.
- Students draw a happy or sad face according to whether the statement expresses *like/likes* or *don't/doesn't like*.

COMMUNICATION COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Practice

4 Plan a day out with a partner. Ask and answer. Then write.

- Point to the pictures of the parks. Ask students to complete the first two sentences with the letters of the parks they like and don't like.
- Indicate and practise the language and the responses in the speech bubbles. Then have students ask and answer in pairs. Ask them to record their partner's information about parks in full sentences, (*Juan/Maria*) likes park a. *She/He doesn't like park b.*
- Ask students to do the same for swimming pools. Tell them to use the park sentences as models.

CODE CRACKER

Practice

5 Which places do you like? Write for you and your partner. Now decide. Where do you want to go?

- Students work with the same partner as in Activity 4 to arrange a series of steps to achieve an outcome – in this case, planning a day out.
- After recording their preferences in the table, students decide which park and pool they want to go to on a day out. They can use *We both like ...* and *Let's go to ...*

COMMUNICATION

Production

6 Now talk about your choice.

- Have students work with a new partner and report their decision about where to go on their day out using the language in the speech bubbles.
- **Extra** Have students work in groups of three. Ask them to turn back to the vocabulary on page 12 and decide where they want to go on a day out together using all of the possible places around town and the language they have used in this lesson.
- **Extra** Have a spelling competition. Divide the class into teams. Say a town word. The first team to write it correctly on the board wins a point. The first team to five points wins.

Values

Production

7 How do you and your friends decide what to do? Tick the correct box.

- Have students work with a new partner. They tick the box that indicates the way they make their decisions.
- Point out that it's always good to listen to your friends and make decisions together.

Objective review

- Revisit the lesson objective. Say *Now I can talk about town words using like / don't like.*
- **Involve** Encourage awareness of what students can do by showing them pictures of places and asking *Do you like ...?* and *Does she/he like ...?*



Story lab

READING

1 **Read and listen. Why is it a special day in Castle Town?**

A special day

1 Listen, Anna! I can hear music!

What's happening, Leo? I don't know!

3 I like the castle!

It's red and yellow!

2 Look! A band!

Wow! The town is beautiful today!

4 Oh, no! Look, Anna!

Help! I can't stop!

2 Look at the story. Then match and number.

a

b

c

d

1 Anna

2 Leo

3 Miss Kelly

4 Castle Town

5 Thank you!

You're welcome!

6 Good morning, Miss Kelly!

Good morning! Come into school. Where are Anna and Leo?

7 We're here, Miss Kelly!

We've got a big cake!

Happy birthday, Castle Town!

3 Look at the story again. Then read and circle.

- It plays music. a band / the school
- It's red and yellow. the museum / the castle
- It's 100 years old! Castle Town / Miss Kelly

4 What makes the castle red and yellow today? Tick .

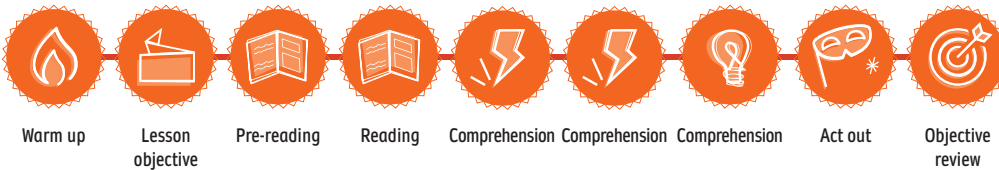
1

2

3

5 Act out the story in groups.

Lesson flow



LESSON OBJECTIVE

I will read a story about a town.

Warm up

- Have students stand up and remind them of the actions for the song on page 11.
- Play audio 008 and have students sing along and do the actions.
- **Monitor** Ask more confident students to stand at the front of the class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about a town.*

- **Involve** Students will listen to and read a story about a town. They will use the information from the pictures and words to understand the story.

Pre-reading

- Ask students to look at the pictures and have them guess in L1 what will happen in the story. Write some ideas on the board. Once you've read the story together, you can compare these ideas and discuss any similarities or differences with students.

COMMUNICATION

Reading

1 Read and listen. Why is it a special day in Castle Town?

(Answers: The town is 100 years old. / It is the town's birthday/anniversary.)

- Play audio 012 and have students listen and follow the story in their Pupil's Books. Ask *Why is it a special day?* (*The town is celebrating its centenary – 100th birthday.*) Ask what things show us that it's a special day (*band, balloons, cake, banner, party*).
- **Challenge** Have students close their Pupil's Books. Hold up the story cards one by one and ask students to retell the story in their own words.

Comprehension

2 Look at the story. Then match and number.

(Answers: a 3, b 2, c 4, d 1)

- Ask students to look at the pictures and match them to the numbers and names of the people in the story.
- Tell students that the characters are the people in a story and the setting is the place.
- **Extra** In pairs, have students name the places they can see in Castle Town that they have learnt in the unit so far.

Comprehension

3 Look at the story again. Then read and circle.

(Answers: 1 a band, 2 the castle, 3 Castle Town)

- Ask students to read the sentences and circle the correct answers.
- Have students check their answers with a partner. Then check as a class.
- Ask students to look at the story and circle where they found the information they needed.
- **Challenge** As a class, write a summary of the story on the board. Ask students to offer sentences and write them on the board in order, e.g., *Anna and Leo walk to school. They see a boy on a bike with a cake...*

CRITICAL THINKING

Comprehension

4 What makes the castle red and yellow today? Tick .

(Answer: 3 It's lit red and yellow for the celebration.)

- Point to the pictures and describe them (*paintbrushes and paint, red and yellow leaves, red and yellow lights*).

- Ask students to tick the thing that makes the castle red and yellow today (*lights*).
- **Assist** Before ticking the thing that makes the town red and yellow today, encourage students to find the red and yellow colours in the story.

CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Act out

5 Act out the story in groups.

- Put students in groups of seven and ask them to decide who plays each character. The characters are Anna, Leo, delivery boy, balloon seller, Miss Kelly and Lily and Lee from Level 1.
- **Assist** Before students act out the story, have them read it as a group. Then have them read it again with each student reading their character's lines. This will help them to remember their lines.
- Have each group of students act out the story in different corners of the classroom. If you have time, ask each group to act out the story in front of the rest of class.
- **Differentiation Stretch:** Put students in groups of the same ability and have the groups with more confident students make changes to the story. For example, they can change the ending, change what happens in the middle or extend the story. They could give those who have no lines speaking parts. **Support:** For those who need more support, allow them more time to read and practise the story.
- **Extra** Have students work in pairs to brainstorm special days they have: birthdays, school graduations, and so on. Make a list on the board in English, and together make a list of food and activities related to the celebrations. Encourage students to use the English words they know and supply any other words for them as needed.

Objective review

- Revisit the lesson objective. Say *Now I can read a story about a town.*
- **Involve** Encourage awareness of what students can do by asking them to read a few lines from the story.

Phonics lab

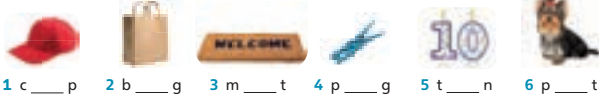
A AND E

Phonics lab

A AND E

I will learn the a and e sounds.

1 Listen and repeat. Then write a or e.



1 c__p 2 b__g 3 m__t 4 p__g 5 t__n 6 p__t

2 Listen and chant.

A man and a pan.
Cats on a mat.
Ten pets.
Oh, no! Oh, no!
Ten wet pets!



4 Look and match.



3 Listen and play the game.



a = clap



e = hop on one leg

18 eighteen

Experiment lab

ENGINEERING: HOW TO BUILD A HOUSE

I will learn about building materials.

Watch a video about buildings

1 What do we need to build a house? Tick or cross .



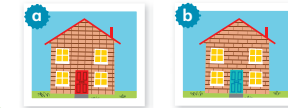
1 bricks 2 wood 3 cement
4 straws 5 steel 6 spaghetti

2 Now listen, read and check your answers.

Houses are made of cement, bricks and steel. There is wood in this house, too. This house is strong.



3 Which house is strong? Look and circle a or b.



EXPERIMENT TIME

How can I build a tower?

Look! This is the Eiffel Tower.



1 Build a tower.

You need: spaghetti clay



You need: cups card



2 Can you put books on your tower? Is it strong? Circle.

	Spaghetti tower	Cups tower
I can put books on my tower.	Yes / No	Yes / No
My tower is strong.	Yes / No	Yes / No

nineteen 19

Lesson flow



Warm up

Lesson objective

Presentation

Chant

Practice

Practice

Objective review

LESSON OBJECTIVE

I will learn the /æ/ and /e/ sounds. The sounds a /æ/ as in *bag* and e /e/ as in *leg*.

KEY LANGUAGE

The sounds a /æ/ as in *bag* and e /e/ as in *leg*.

bag	man	pet
cap	mat	ten
cat	pan	wet
clap	peg	
leg	pen	

Warm up

- Revise town words with students. Put the colour flashcards on the board and ask *What places do you like?* Encourage students to use full sentences.
- Ask students to work in groups of four and together write a list of all of the places around town they have visited since you last saw them. Ask them to share their list with another group.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn the a and e sounds.*

- **Involve** Students will learn the sounds /æ/ and /e/ through words that have these sounds as middle sounds. Both /æ/ and /e/ are short sounds.

Presentation

1 013 Listen and repeat. Then write a or e.

(Answers: 1 a, 2 a, 3 a, 4 e, 5 e, 6 e)

- Elicit the names of the things (*cap, bag, mat, peg, ten, pet*). Ask students to write the letter a or e in the spaces provided.
- Play audio 013 and have students repeat the words, pointing to the correct photos as they do so. Then have students complete the words. Play the audio again if necessary.
- **Assist** Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy what they see and hear.
- **Extra** Ask students to work in pairs. Have students ask and answer about the pictures using *What's this? It's a ...*. Then, as a class, encourage students to think of more words that have the target sounds as middle sounds and write a list on the board. Practise them.

COMMUNICATION

Chant

2 014 Listen and chant.

- Check that students understand the meaning of the words in bold by saying the words and asking them to point to the pictures in Activity 1. Talk about the picture. Say *The cats are wet. The man is holding a pan.* Ask students to count the cats (*ten*). Tell them they are sitting on a mat.
- Play audio 014 for students to listen. Then play the audio again and encourage students to join in.
- **Monitor** Have students say the chant in pairs, alternating lines, then saying the last line together. Go around the room, listening to their pronunciation. Pay particular attention to the /æ/ and /e/ sounds.

COMMUNICATION

Practice

3 015 Listen and play the game.

(Answers: **Example 1:** clap, **Example 2:** hop. Clap, hop, hop, clap, hop, clap, hop, hop, clap)

- Play audio 015. When students hear words with the /æ/ sound in them, they clap their hands. When they hear words with the /e/ sound, they hop on one leg.
- **Assist** Prepare the listening activity by saying the /æ/ and /e/ sounds in isolation and having students clap or hop before playing the audio with words.

Practice

4 Look and match.

(Answers: **a:** mat, cap, man, pan, **e:** pen, peg, leg, wet)

- Ask students to match the images of the /æ/ words to the 'a' balloon seller and the /e/ words to the 'e' balloon seller by continuing the line of the balloon string.
- **Involve** Challenge students to do the activity without checking the words in Activities 1 and 3. Tell them to cover Activities 1 and 3 and look only when they are stuck.
- **Extra** Encourage students to make up a chant of their own using the new /æ/ and /e/ words.

Objective review

- Revisit the lesson objective. Say *Now I know the a and e sounds.*
- **Involve** Encourage awareness of what students can do by eliciting words with the /æ/ and /e/ sounds.

Experiment lab

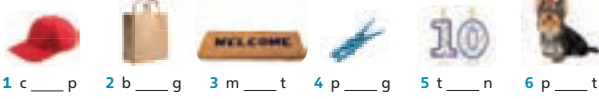
ENGINEERING: HOW TO BUILD A HOUSE

Phonics lab

A AND E

I will learn the a and e sounds.

1 Listen and repeat. Then write a or e.



1 c__p 2 b__g 3 m__t 4 p__g 5 t__n 6 p__t

2 Listen and chant.

A man and a pan.
Cats on a mat.
Ten pets.
Oh, no! Oh, no!
Ten wet pets!

4 Look and match.

3 Listen and play the game.



a = clap e = hop on one leg

18 eighteen

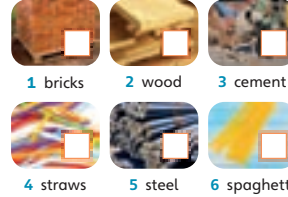
Experiment lab

ENGINEERING: HOW TO BUILD A HOUSE

I will learn about building materials.

Watch a video about buildings

1 What do we need to build a house? Tick or cross .

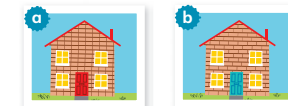


2 Now listen, read and check your answers.

Houses are made of cement, bricks and steel. There is wood in this house, too. This house is strong.



3 Which house is strong? Look and circle a or b.



EXPERIMENT TIME

How can I build a tower?

Look! This is the Eiffel Tower.



1 Build a tower.

You need: spaghetti clay



You need: cups card



2 Can you put books on your tower? Is it strong? Circle.

	Spaghetti tower	Cups tower
I can put books on my tower.	Yes / No	Yes / No
My tower is strong.	Yes / No	Yes / No

nineteen 19

Lesson flow



LESSON OBJECTIVE

I will learn about building materials.

KEY LANGUAGE

bricks	straws
cement	strong
spaghetti	tower
steel	wood

Warm up

- Ask students about their own houses. *Is your house big or small? What colour is your house? How many bedrooms are there in your house? Do you like your house?*

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about building materials.*
- Involve** Students will learn about the different materials buildings are made of and test to see how to make a structure strong.

CRITICAL THINKING


Pre-reading

1 What do we need to build a house? Tick or cross .

(Answers: Tick: 1, 2, 3, 5, Cross: 4, 6)

- Allow students time to look at the pictures and predict the materials that are used in building houses and those that aren't.
- Ask students to tick the materials that are used in building houses and cross the ones that aren't.
- **Challenge** Ask students to look around them and identify building materials in the classroom and in the school.

Reading

2  016 Now listen, read and check your answers.

- Play audio 016 and have students listen and follow in their Pupil's Books.
- Play the audio again and ask students to check the text against their answers in Activity 1.

Practice

- Ask students to work in pairs. Have one point to the materials in Activity 1 and the other name them.
- Then ask them which material they think is the strongest (*steel*).

CRITICAL THINKING

Production

3 Which house is strong? Look and circle a or b.

(Answer: b)

- Say *Look at the two houses. Which is stronger?* Once they have made a guess, you could give them a demonstration with blocks. House b is strong because the bricks are laid in a staggered pattern. This means there are no weak lines going down through the walls.
- If possible, bring in or use building blocks in the classroom to demonstrate this. Invite students to build a simple wall in the two ways.
- **Challenge** Have students observe the patterns of brick walls they can see in buildings in their area. Remind them that the bricks in a building cannot always be seen because they are sometimes covered with plaster and then paint.

Experiment time

How can I build a tower?

- Go to the Pearson English Portal and click on 'Resources', for more teaching resources about this topic, including a video about building.

CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

1 Build a tower.

- Show how long a metre is. Ask students to look at the picture of the Eiffel Tower and guess how tall it is (*324 metres*). Ask students if they know or can guess which material the Eiffel Tower is made of (*steel*).
- **Assist** Tell students they have to make two towers, one with spaghetti and clay, and another with cups and card. Tell them they are going to test which one is stronger. Before they start, demonstrate making the towers. You can check their understanding by asking *What are you going to make? (two towers)* and *What will you need? (spaghetti, clay, cups and card)* Ask the questions in L1 if necessary.
- Students can work with a partner. Ensure they have space to do the experiment.

CRITICAL THINKING

2 Can you put books on your tower? Is it strong? Circle.

(Answers: The cups and card towers should be stronger. A better base usually leads to a stronger structure, in addition to a staggered pattern and a pyramid shape.)

- Students guess the results first, then do the experiment.
- Have them record the results in the table. Suggest that each group member has a turn at putting the books on the towers.
- **Monitor** Discuss the results of the experiment. Ask *What made the stronger towers stronger? (strong materials, pyramid shape, height, wide base, staggered pattern)*
- **Challenge** Have students try the experiment with other materials, e.g., sticks, modelling clay, blocks, books and cardboard. Encourage them to guess the results before they put the book on the tower.
- **Extra** Read the story *The Three Little Pigs* to the class. Ask students why the third little pig's house was the strongest.

Objective review

- Revisit the lesson objective. Say *Now I know about building materials.*
- **Involve** Encourage awareness of what students can do by showing them pictures of materials and asking *Can you build a house with ...?*

Language lab 2

GRAMMAR 2: THERE IS / THERE ARE

Language lab 2

GRAMMAR 2: THERE IS / THERE ARE

I will describe places using *there is / there are*.

There's a river. 🌊
There are houses. 🏠
There isn't a playground. 🚫
There aren't any farms. 🐄

There is =
There's

1 Listen and read.



We're at a model village. There are houses. There's a river. There are shops. There's a castle. There isn't a farm. There's a school. There aren't any museums. There are three cafés.

2 Now write about your town.

- There _____ a school.
- There _____ a castle.
- There _____ houses.
- There _____ museums.

3 Look, count, add and write.

MATHS ZONE

a

b

- Houses in pictures a and b.
_____ + _____ = _____
- Shops in pictures a and b.
_____ + _____ = _____

4 Which picture is it? Ask and answer.

Are there any houses? Yes! There are ten houses.

Picture a!

Let's play!

COMMUNICATION

I will talk about games.

1 Which game is it? Listen and write a, b or c.

1 _____ 2 _____ 3 _____

a **b** **c**

Let's make a castle. Good idea!

2 Think about your favourite game. Talk about it with a partner using these words.

Let's play ... This is my favourite. Me, too. OK. It's great. There is / isn't / are / aren't ...

Let's play with the farm. OK!

3 Design a game. Draw and write.

My game is _____
There's a/an _____
There are _____
There isn't/aren't any _____

4 Now tell the class about your game.

Do you like my game? Look ... there's a school, a river ...

20 twenty

twenty-one 21

Lesson flow

Warm up
 Lesson objective
 Presentation
 Practice
 Practice
 Maths Practice
 Production
 Objective review

LESSON OBJECTIVE

I will describe places using *there is / there are*.

KEY LANGUAGE

There's a river.
There are houses.
There isn't a playground.
There aren't any farms.

- Follow up with questions about what you can buy, do and see at these places. You may have to help students by supplying the words they want to use.

Lesson objective

- Introduce the lesson objective. Say *Today I will describe places using there is / there are*.
- Involve** Students will learn how to describe towns and villages and name the places there.

Warm up

- Revise places in town with students. Write the categories *Shopping, Fun* and *Learning*. Have students suggest places for these categories.

Presentation

- Show students the grammar box and read the examples. Ask students to repeat.
- Remind students that we use *there's* for *there is* and *there aren't* for *there are not*.
- **Assist** Show students the story pages from this unit and describe what you can see using *there is* and *there are*, e.g., *There's a castle. There's a school. There's a cake. There are balloons. There are students. There isn't a swimming pool. There aren't any clowns at the party.*
- **Extra** Ask students to describe their surroundings using *There's a ... There isn't a ...* and *There are ... There aren't ...*

Practice

1  **017 Listen and read.**

- Write *model village* on the board and explain that a model village is built to look like a village, but it is very small. Show the photo and point out the people standing on the real bridge overlooking the miniature village.
- **Monitor** Play audio 017 and ask students to circle the words for places in the text as they hear them (*village, houses, river, shops, castle, farm, school, museums, cafés*).
- **Assist** Point out the singular and plural items and the use of *is* and *are*. Then ask students to read the text in pairs.

Practice

2 Now write about your town.

(Answers: **1** *is/isn't*, **2** *is/isn't*, **3** *are/aren't*, **4** *are/aren't*)

- Ask students to write *is/isn't* or *are/aren't* to complete the sentences.
- Write the sentences on the board and invite students to fill in the missing words for the class to check answers.
- **Monitor** Ask students why they used *is/isn't* and why they used *are/aren't* (*is/isn't* for one thing and *are/aren't* for more than one thing).

Practice

3 Look, count, add and write.

(Answers: **1** $10 + 5 = 15$, **2** $3 + 10 = 13$)

- Ask students questions about the pictures. Say *What's in the picture?* (*In picture a, there's a museum, a park, a farm, a library, a café and a swimming pool. In picture b, there's a swimming pool, a farm, a library, a school and two cafés.*).
- Students count the houses in both pictures and add the number. Then they count the shops and add the number. Students do the maths problems individually. Then have them check with a partner before doing open class feedback.
- **Differentiation Stretch:** Ask students to play *Spot the difference* with the two pictures. **Support:** Have students identify and count the places.

COMMUNICATION

Production

4 Which picture is it? Ask and answer.

- Demonstrate the activity with a student. Ask *Are there any ...? Is there a ...?* questions to select the picture. Have a strong student demonstrate *There are ...* and *There is a ...* responses.
- Allow students to do the activity in pairs.

Objective review

- Revisit the lesson objective. Say *Now I can describe places using there is / there are.*
- **Involve** Encourage awareness of what students can do by showing them pictures of places around town and eliciting *There's a ...* and *There are (number) ...* sentences.

Let's play!

COMMUNICATION



Language lab 2

GRAMMAR 2: THERE IS / THERE ARE

I will describe places using *there is / there are*.

There is = There's

There's a river. 😊
 There are houses. 😊
 There isn't a playground. 😞
 There aren't any farms. 😞

1 Listen and read.



We're at a model village. There are houses. There's a river. There are shops. There's a castle. There isn't a farm. There's a school. There aren't any museums. There are three cafés.

2 Now write about your town.

- 1 There _____ a school.
- 2 There _____ a castle.
- 3 There _____ houses.
- 4 There _____ museums.

3 Look, count, add and write.

MATHS ZONE

a

b

- 1 Houses in pictures a and b.
 _____ + _____ = _____
- 2 Shops in pictures a and b.
 _____ + _____ = _____

4 Which picture is it? Ask and answer.

Are there any houses? Yes! There are ten houses.

Picture a!

20 twenty

Let's play!

COMMUNICATION

I will talk about games.

1 Which game is it? Listen and write a, b or c.

1 _____ 2 _____ 3 _____

a **b** **c**

Let's make a castle. Good idea!

2 Think about your favourite game. Talk about it with a partner using these words.

Let's play ... This is my favourite. Me, too. OK. It's great. There is / isn't / are / aren't ...

Let's play with the farm. OK!

3 Design a game. Draw and write.

My game is _____
 There's a/an _____
 There are _____
 There isn't/aren't any _____

4 Now tell the class about your game.

Do you like my game? Look ... there's a school, a river ...

twenty-one 21

Lesson flow



Warm up Lesson objective Practice Practice Production Production Objective review

LESSON OBJECTIVE

I will talk about games.

KEY LANGUAGE

Let's. Good idea.

Warm up

- Play **20 and out!** Students stand in a circle and call out numbers from one to 20. The person who has to say 20 is out and sits down. They can choose to say just one digit in the sequence or up to three, e.g., *one, two-three-four, five-six*, etc. The last person standing after many rounds is the winner.

Lesson objective

- Introduce the lesson objective. Say *Today I will talk about games.*

- **Involve** Students will learn how to describe games and invite each other to play something with *Let's ...*

Practice

1 Which game is it? Listen and write a, b or c.

(Answers: 1 c, 2 b, 3 a)

- **Assist** Describe the games using *there is* and *there are* and have students point to them. Say, e.g., *There are some houses. There are two horses, three rabbits and a dog. There is a playground.*
- Play audio 018 and have students listen and write the order of the games as they hear about them.
- **Monitor** Play the audio a number of times if necessary. Ask *Who likes the park game? (the boy) Who doesn't like the farm game? (the girl).*

COMMUNICATION

Practice

2 Think about your favourite game. Talk about it with a partner using these words.

- **Assist** Have students repeat the phrases in the box after you. Demonstrate a conversation with one of the students.
- Using the phrases in the box as well as the main grammar and vocabulary of the unit, students talk to each other about their favourite games. They may need to do this in L1 with support. Write some words in English on the board.
- **Involve** Use some real games and have students role-play using the phrases in the box. *This is my favourite game. What is it? It's snakes and ladders. There's a dice. There are squares. There are snakes to go down and ladders to go up. It's great. Let's play!*

CREATIVITY

Production

3 Design a game. Draw and write.

- **Assist** Ask students what board games they play and make a list. Suggest some games the students might make; for example, a board game that takes you around town, a snakes and ladders game set in a castle or a noughts and crosses game with shops and parks for tokens. Make them easy but creative.
- Have students work in pairs. Give students time, space and materials like poster paper, markers or pencils to make their games. You may want them to bring things from home for their games.
- **Involve** Encourage students to think of names for their games, e.g., *The amazing school / Fun in the park / Crazy castle.* They may want to make a game kit with objects, tokens and dice, and put it in a box somewhere to be played by other students throughout the year.

COMMUNICATION

Production

4 Now tell the class about your game.

- Pre-teach *move the tokens, spin the spinner, spaces, move, win.*
- Have students show their games to the class and describe them, *There are three shops. There's a playground and there's a swimming pool. Visit the shops and buy a drink. Swim in the pool. Play in the playground. Finish first and you win.*
- Students can use the language they know and supplement with L1 at this stage.
- Encourage them to ask each other questions.

Objective review

- Revisit the lesson objective. Say *Now I can talk about games.*
- **Involve** If you have got a camera, take pictures of your students in action and show them what they look like when they are busy learning English. Make sure you ask parents' permission beforehand.

PROJECT AND REVIEW

Make a town guide



PROJECT AND REVIEW

Make a town guide

Step 1

Research

What's in my town?

- Think about your favourite places.
- Find photos.
- Find information and write notes.

What are my favourite places?

pool
library

Step 2

Plan

What will you do?

- Plan a town guide.
- Read my notes.
- Choose places in my town.
- Draw or take photos of places in my town.

Step 3

Create

How can I create my town guide?

- Design your page(s).
- Write about your town.
- Decorate your page(s).
- Check your work.

My favourite place is the swimming pool.

Step 4

Show and tell

Present your guide.

- Talk to friends about your town.
- Are any places missing?

Look, this is my house. And this is the castle.

Now I can ...

- ... use town words.
- ... talk about my town using like / don't like.
- ... describe places and things using there is / there are.

Show a new friend around your town.

22 twenty-two

twenty-three 23

Lesson flow



LESSON OBJECTIVE

I will make a town guide.

Warm up

- Show maps or travel brochures of your town and, as a class, talk about places in your town.
- **Assist** Encourage students to add places they have been to recently and places they like.

Lesson objective

- Introduce the lesson objective. Say *Today I will make a town guide.*

- **Involve** Students will make a town guide. Each student will contribute information about their favourite places to the guide. They will use the language learnt from the unit.

Step 1

Research

- Have students work individually. Ask them to think about the places in town they like and give them a few minutes to write a list.
- For homework, ask students to find photos and pictures of the places they like.

- As a class, brainstorm and write questions students can ask to find out information about the places they want to include in the guide, e.g., *What's the official name of the place? (Muñoz Park) Where is the place? (It's near my house.) What's there? (There's a big playground. There are two cafés.)*.
- **Assist** Help students think about who they can ask for information and who can help them get photos and information about the places in town that interest them: family, neighbours, librarian, etc.

Step 2

Plan

- Tell students to read their research notes and choose one or two places from Step 1 to include in the town guide.
- Have students write a couple of sentences about the places they like in town based on their research. *I like It is in my town. I can ... there. There are*
- Give them time to select pictures. Give students the opportunity to draw pictures if they want to.

Step 3

Create

- Hand out paper. Have students design where on the page they will put the information.
- Have students write the text for the final draft.
- **Monitor** Ask students to write the sentences they prepared about their favourite place on the page. If they make mistakes, tell them it's OK – they can do another draft.
- Give students time to decorate, attach photos and draw pictures.
- Give students the opportunity to check their work.



COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Step 4

Show and tell

- Collate the work into a town guide. If there are duplicated places, make a number of books.
- Encourage students to use full sentences to talk about the information as you show it to the class.

Extra task

Show a new friend around your town.

- Have students work in small groups to say the places they saw in the town guide. Have them vote as a class on three places they think a visitor should go to on a day out in town.

- Make the town guide available to other students in the school. You could display it in the school foyer, library or hall. Help students to prepare what they can say about the guide, e.g., *Look ... This is the museum.* This activity encourages them to take pride in their work.

At home +

- Ask students to find out about the places their family members like visiting around town. Then ask them to think of places that would be interesting for a new friend to see.
- **Differentiation** Have students report back to the class with their findings.

Now I can ...

- Show students the *Now I can ...* box and read the examples. Ask students to repeat and then check understanding in L1.
- **Involve** Ask students to consider how they feel about these statements.
- Have students draw four light bulbs in their notebooks and for each light bulb draw light lines coming from it to show how confident they are about each statement. The more lines they draw radiating from each light bulb, the more confident they feel about the statement.
- **Monitor** Have students choose the statement they are most confident about. Then have them tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you revise the content in the future.

Objective review

- Revisit the lesson objective. Say *Now I can make a town guide.*
- **Involve** Encourage awareness of what students can do by asking them questions about their favourite places. *What can you do there? Where is it?*

Assessment pack

- To assess students' progress at the end of the unit, have them complete the Unit 1 Unit Test.
- To assess if students have reached the listening and speaking targets for this unit, give them the Unit 1 Speaking Test.
- Arrange a one-to-one session with each student and use the prompts to evaluate their listening and speaking abilities.
- For grammar and vocabulary assessment, now go to your Practice and Unit Tests in the Assessment Pack.

Pearson English Portal games

Go to the Pearson English Portal and click on 'Resources', then 'Games' for a class game about town words.

Activity Book answer key and notes

UNIT 1: OUT AND ABOUT!

1 Look, match and circle.

(Answers: 1 b café, 2 c swimming pool, 3 a castle)

- In this critical thinking activity, students match the activity to the place. Then they circle the correct word.

2 Circle the odd one out.

(Answers: 1 b You can't find a ruler at a café.,
2 c You can't find a tractor at a swimming pool.,
3 a You can't find a slide at a castle.)

- In this coding activity, students circle the item that doesn't belong to each group.

3 🎧 004 Listen to the song. Number the words in order.

(Answers: shops – 1, school – 2, castle – 3,
pool – 4)

Where are they?

1 Label the pictures.

(Answers: 1 house, 2 farm, 3 river, 4 shop)

2 Unscramble the words.

(Answers: 1 café, 2 castle, 3 farm, 4 house,
5 library, 6 museum, 7 park, 8 playground,
9 river, 10 school, 11 shop, 12 swimming pool)

3 🎧 005 Listen, point and say. Then match.

(Answers: 1 c, 2 b, 3 a)

- New vocabulary is presented and practised in this activity (zoo, hotel, shopping centre).

Language lab 1

1 Look, read and match.

(Answers: 1 He likes museums. 2 He doesn't like farms. 3 She likes school. 4 She doesn't like cafés.)

2 Circle and write *likes* or *doesn't like*.

(Answers: 1 He likes, 2 She likes, 3 She doesn't like,
4 He doesn't like.)

- Students circle *He* or *She* and then they write the correct words.

3 🎧 006 Look, listen and tick .

(Answers: 1 a, 2 b, 3 b, 4 a)

- Students look at the pictures and listen and tick the correct answer, a or b.

4 Read and write . or ? Then circle.

(Answers: 1 ? Yes, he does, 2 . True, 3 . False,
4 ? Yes, she does.)

5 Draw 😊 or 😞 for you. Then choose and write.

(Answers: Students' own answers)

- Students complete with either a happy face or a sad face. Then they write *Yes, I do.* or *No, I don't.*

6 Make. Then show and tell.

- Students decorate both sides of a paper plate. One side shows a happy face and pictures of things the student likes. The other side shows a sad face and pictures of things the student doesn't like. Then they share their plates with the class and talk about their likes and dislikes.

Story lab

1 Make your story book. ➡ page 117

(Answers: **Frame 1:** Listen / can / What's / don't,
Frame 2: band / The / beautiful, **Frame 3:** castle / red / yellow, **Frame 4:** no / Look / Help / stop,
Frame 5: Thank / You're, **Frame 6:** morning / Anna / Leo, **Frame 7:** Miss / cake / birthday / Town)

- In this coding activity, students learn to arrange the pages in the same order as the story.
- Students cut out the pages from their Activity Books along the cut lines to create three strips of paper. Then they fold each strip along the fold lines. Ask students *Do you remember the story?* and have them put the pages in the correct order and number them. Then ask them to complete the speech bubbles.
- For students who don't remember the story, play Pupil's Book audio 012 or encourage them to look back at their Pupil's Books, pages 16–17.
- Have students draw a picture on the front cover to show what the story is about. Then have them read and review the story, choosing their favourite character and page. They can colour in the stars to show how much they liked the story.
- Students can use their storybooks to retell the story to their families and friends!

2 Order and write.

(Answers: 1 I like the castle!, 2 We've got a big cake!, 3 I don't know!, 4 Happy birthday, Castle Town!)

3 Choose and colour. Then write and say.

- Students colour the castle as they wish. Then they write the colours they have used and talk to their partner about their castle.

4 Read and match.

(Answers: **1** I don't know!, **2** We're here, Miss Kelly!, **3** You're welcome!)

- Students match the questions and answers.

5 Count and write numbers and words.

(Answers: **1** 5 / five, **2** 3 / three, **3** 8 / eight, **4** 4 / four; Total: 20 / twenty)

- Students count and write the numbers.

Phonics lab

1 Circle 6 words.

(Answers: cap, peg, bag, mat, wet, ten)

2 Write a or e. Then look and match.

(Answers: **1** cap – a, **2** peg – c, **3** bag – e, **4** mat – b, **5** wet – d, **6** ten – f)

3 007 Read, listen and circle.

(Answers: **1** mat, **2** ten, **3** cap, **4** peg, **5** wet, **6** bag)

Experiment lab

1 Match, choose and write.

(Answers: **1** b bricks, **2** d wood, **3** a steel, **4** c cement)

2 How many bricks do you need? Draw and write.

(Answers: **1** 6, **2** 8)

- In this maths activity, students practise estimating and counting.
- Before students do this activity, they guess how many bricks are needed for each wall. They record their guesses. Then they complete the drawings of the brick walls, making sure they stagger the bricks so that the walls are strong. Finally, they count the number of bricks and write it down.

Experiment time

1 Draw a tower.

- Students draw a tower. It might be their own or one that another student made.

2 Read and circle for you.

(Answers: Students' own answers)

- Students circle the items they used to build their towers. Then they circle *strong* or *not strong* according to their thoughts on their tower.

Language lab 2

1 Read and draw.

(Answers: Students draw a picture of a village with a castle, three houses, four shops, a museum and two rivers.)

- Students read the text and draw a picture according to the information.

2 Look and say.

(Answers: **Picture A:** There's a pool, a farm, a park, a café, a library, three shops and ten houses., **Picture B:** There's a pool, a farm, two cafés, a library, ten shops and five houses.)

- Students describe the pictures.

3 Circle and write about Picture b.

(Answers: **1** There's a pool., **2** There are ten shops., **3** There's a farm., **4** There are two cafés., **5** There's a library., **6** There are five houses.)

- Students circle the correct words and write about Picture b.

Let's play!

1 008 Look, listen and number.

(Answers: **a** 2, **b** 1, **c** 3)

2 Read and match. Then circle game a, b or c.

(Answers: **1** game b, **2** game a, **3** game c)

3 Talk about this game with a partner.

- Students talk about the game picture using the language which has been modelled in the lesson.

PROJECT AND REVIEW

1 Tick or cross and write for your town guide.

- Students tick or cross the table according to what they have done in their own project. They can add their own ideas, too.

2 Choose, complete and circle for your town.

- Students choose and complete for their town.

3 Ask and answer about your partner's favourite place.

- Students discuss the places they like in their town with a partner.

4 Look at the photos. Read and tick T (True) or F (False).

(Answers: **1** F, **2** T, **3** T, **4** F, **5** T)

5 009 Read, listen and circle.

(Answers: **1** doesn't like, **2** likes, **3** likes)

- Students listen and circle the correct answers according to the audio.

6 Now talk to a partner about Donny's town.

- Students ask and answer using the information they have got from the pictures and the audio.