



English

with **MUZZY**® ①

Teacher's
Guide



English with Muzzy
Teacher's Guide 1

Teacher's Notes: **Berta de Llano**
Editorial: **Davina Byrne, Thalia Mora, Sara Fuson**
Interior Design: **Miriam Gómez Alvarado**
Illustration: **Jaime Rivera Contreras**

This edition published in [territory] by [name of licensee] arrangement with
Growing Minds Media LLC, the worldwide exclusive licensor of Muzzy,
originally developed by BBC.

5005 Newport Drive
Rolling Meadows, Illinois
USA 60008

+1 888-339-2366
customerservice@muzzybbc.com
<http://GrowingMindsMedia.com>

© Growing Minds Media LLC [DATE]

© BBC Worldwide, Digital Education SA, Daniel Mallo Productions, DMP
Organization. World rights reserved.

BBC and the BBC logo are trademarks of the British Broadcasting
Corporation and are used under license.

All rights reserved.

No part of this publication can be reproduced, distributed, or transmitted in any
form or by any means, including photocopying, recording, or other electronic or
mechanical efforts, without the prior written permission of the publisher, except
in other non-commercial uses permitted by copyright law. For text or illustration
permission requests, please contact the publisher.



Contents

Introduction	4
Scope and sequence	8
Meet the characters!	10
Teacher's notes	
Unit 1 I'm Muzzy	12
Unit 2 Good morning!	28
Unit 3 I'm big; he's small	44
Unit 4 My mother is small	60
Unit 5 I have a pencil case	76
Review and integrate / Project work / Reader	92
Unit 6 Can I have an apple?	96
Unit 7 There are ten trees	112
Unit 8 I love flowers	128
Unit 9 Where's the turtle?	144
Unit 10 She's a police officer	160
Review and integrate / Role-play / Reader	176
Reader – Teacher's Notes	180
Videoscript	183
Activity Book answer key	186



Welcome to **English with Muzzy!**

About the course

English with Muzzy is a 6-level English language learning program based on the popular and effective BBC™ video series.

- The video provides engagement springboards into rich content as students watch and enjoy Muzzy and his friends' adventures in Gondoland.
- A fresh approach to language learning gives Ss all the elements they need to generate basic English communication.
- Controlled practice and careful scaffolding develop Ss' confidence from the earliest stages of language learning.

Student Book

- 120 lessons for instruction and practice
- Review and integrate lessons
- Task-based project
- Class role-play
- Integrated Muzzy reader

Video program

- 14-28 video clips per level
- Engaging story-based content from the BBC™ video series, *Muzzy in Gondoland*

Activity Book

- Extra practice activities
- Word-builder vocabulary pages
- Self-assessment pages

Teacher's Guide

- Step-by-step procedural notes
- Student Book Answer key (on the lesson page)
- Audio script (on the lesson page)
- Video script
- Activity Book Answer key

Audio program

- 6 audio tracks per unit
- Provides listening and pronunciation practice
- Includes all reading texts
- Provides phonics lessons

Teaching **English with Muzzy**

Word study lessons

Lesson goals

- Identify and repeat new words and expressions
- Identify, write, and use new words

The purpose of **Word study** lessons is to introduce Ss to each unit's vocabulary words. Every unit presents 8–10 new vocabulary words. These words will make up the Ss' **active vocabulary**. These are the words Ss must be able to identify when they hear or read them, and they must also be able to say and write them. There are two **Word study** lessons at the beginning of each unit. Ss will listen to the new words as they look at pictures and the written words. Throughout the lessons, Ss will hear, say, read, and write the words in isolation as they familiarize themselves with them. Throughout the unit, Ss will hear and use the words in the context of other activities.

Conversation lessons

Lesson goal

- Listen, read, and repeat communicative interactions

Conversation lessons aim to provide Ss with a risk-free environment where they can use the language (words, expressions, structures) they are learning to communicate. The **conversations** are all scripted and modeled by Muzzy and his friends. Conversations help Ss see how the new language works in verbal interactions.

Language lessons

Lesson goals

- Identify and study how language works
- Use new language in a communicative function

Language lessons provide no overt grammar rules. Instead, we rely on the principle of noticing, and the natural ability of young learners to spot patterns without the use of metalanguage such as *noun, verb, present simple* or *subject / object*.

Literacy lessons

Lesson goals

- Reading: listen to and read short texts for understanding
- Phonics: build letter – sound awareness

- Writing: compose phrases, sentences, and short texts

Literacy lessons follow the same PPP (presentation-practice-production) methodology of all the other lessons. Carefully scaffolded reading texts take the learner from speech bubbles to conversation scripts, to narrative texts. By the time Ss encounter the reading text, they have been exposed to the language and structures in both visual and aural presentations. After confirming global understanding of a reading text, Ss analyze sound-symbol relationships. And finally, use their new awareness in guided writing tasks.

CLIL

(Content and Language Integrated Learning) lessons

Lesson goal

- Learn subject matter in English

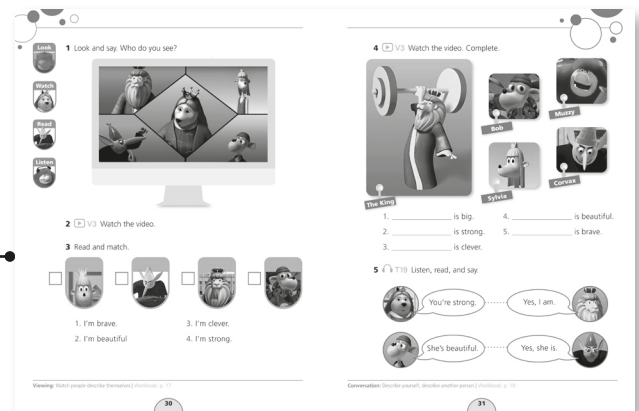
CLIL lessons aim to provide Ss with the opportunity to focus on other things besides the language itself. In CLIL lessons, the Ss will focus their attention on academic subject content or life skills and not directly on the mechanics of language. The CLIL lesson is not meant to be a language lesson. It's a subject lesson, in this case, taught in English.

Student Book Walkthrough

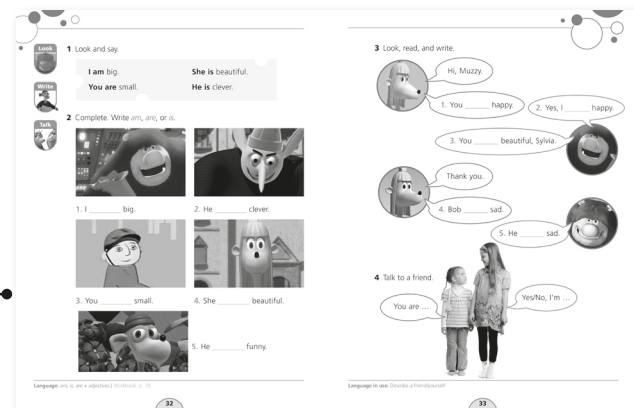
Visual presentation of active vocabulary and controlled practice enhances learner retention.



Engaging video input leads to controlled language practice.



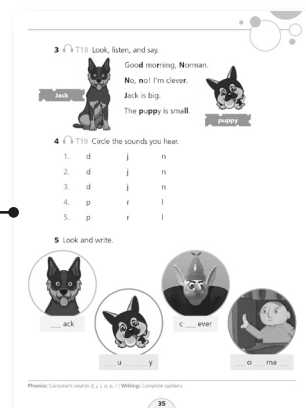
Language patterns are presented and practiced through story content and then personalized.



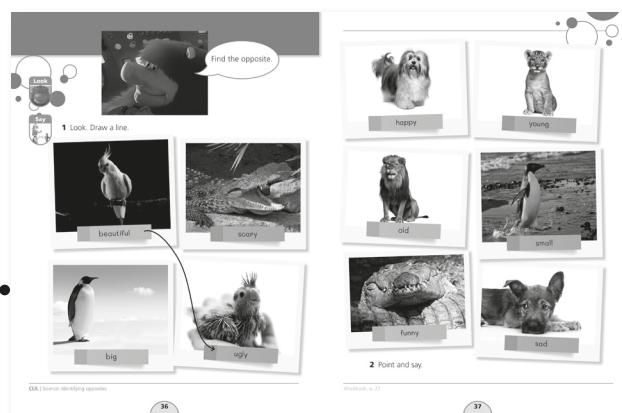
Carefully scaffolded lessons introduce basic reading skills.



Sound-symbol awareness develops into easy writing tasks.



CLIL lessons provide opportunities to apply new language to other subject areas.

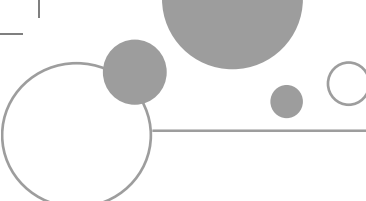


Project work promotes focus on listening and following instructions.



A role-play activity provides end-of-level assessment.





Unit	Objective	Vocabulary	Language
1 I'm Muzzy	Introducing yourself	Classroom language	<i>What's your name? I am ..., I'm ...</i>
2 Good morning!	Greeting others Asking <i>how are you</i>	Greetings <i>sky, stars, sun</i>	<i>How are you (all)?, Good (morning)</i>
3 I'm big; he's small	Describing people	<i>beautiful/ugly, big/small, happy/sad, old/young, funny, scary</i>	<i>I am ..., I'm ..., He/she is ...</i>
4 My mother is small	Describing others	<i>brother, dad, grandmother, grandfather, mom, sister</i>	<i>What does ... look like? What is ... like?</i>
5 I have a pencil case	Naming objects and possessions	<i>eraser, glue, pen, pencil, pencil case, ruler, scissors, sharpener</i>	<i>I have a ... Do you have a ...? Yes/No, I do/don't.</i>

Review and integrate

6 Can I have an apple?	Asking for and offering things politely	<i>apples, bananas, bread, burger, cheese, eggs, grapes, ham, ice cream, tomatoes</i>	<i>Can I have / Do you want a/an ...? Here you are. Thank you.</i>
7 There are ten trees	Asking and answering <i>how many</i> questions	<i>Numbers 1–10</i>	<i>How many ... are there? There are ... I don't know.</i>
8 I love flowers	Expressing likes and dislikes	<i>bee, flowers, garden, grass, tree, seeds, shovel, soil, container, water</i>	<i>Do you like ...? Yes/No, I do/don't. I like/don't like ...</i>
9 Where's the turtle?	Describing location	<i>bird, butterfly, cat, dog, frog, mouse, turtle on, in, under</i>	<i>Where is the (turtle)? It's under (the tree).</i>
10 She's a police officer	Identifying occupations	<i>carpenter, doctor, driver, farmer, firefighter, football player, mail carrier, pilot, police officer, teacher</i>	<i>Who's this? Who's that? What does he/ she do? He/she is ...</i>

Review and integrate

Oral skills	Literacy skills	Phonics	Video
Saying your name Listening for and identifying names	Reading and writing capital letters	Building phonics awareness: Words and sounds	V1
Responding to greetings	Reading and completing speech bubbles	Consonant sounds <i>b, k, f, g, h, m</i>	V2
Saying and identifying physical and personal characteristics	Reading and completing captions	Consonant sounds <i>d, j, l, n, p, r</i>	V3
Listening for and using contractions	Reading and completing captions	Consonant sounds <i>s, t, v, w, y, z</i>	V4
Listening for and repeating the names of familiar objects	Reading and answering questions	Short vowel sounds	V5

Project: Make a crown			
Asking questions and giving short answers	Reading and answering questions	<i>ch, sh, th</i> sounds	V6
Counting Listening for numbers	Reading and answering <i>how many</i> questions	<i>wh, ng, nk</i> sounds	V7
Identifying and saying likes and dislikes	Reading and completing sentences	Long vowel sounds	V8A V8B
Saying where things are Identifying location	Reading and responding to sentences	Contrasting long and short vowel sounds	V9A V9B
Asking, listening for and responding to personal information questions	Reading and answering questions	<i>r</i> -controlled vowel sounds <i>thirteen, fourteen, farmer</i>	V10

Assessment: Role-play

Meet the characters!

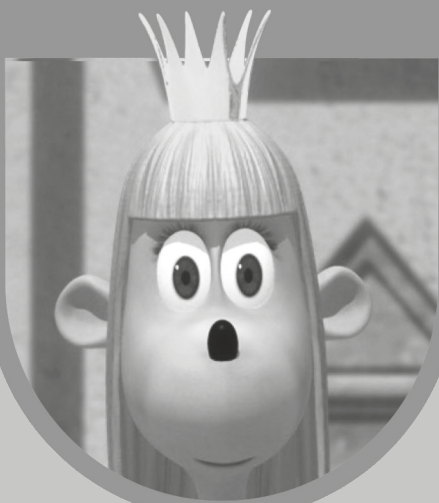
Muzzy



the King



Sylvia



the Queen



Bob



Corvax



T1

- Have Ss look at the pictures.
- Tell Ss that they will listen to the audio, point to, and repeat the names of the characters. Play the audio.
- Point to the pictures on the page and have the Ss call out the character names.
- Ask Ss which character they think will be their favorite.

Muzzy: I'm Muzzy. Big Muzzy.
This is the King, the King of Gondoland.
This is the Queen, the Queen of Gondoland.
This is Sylvia, Princess Sylvia.
This is Bob, the gardener.
This is Corvax.

Listen

Say

Lesson 1 | Word study

UNIT 1 I'm Muzzy

1 T2 Listen and point.

color

draw

read

listen

raise your hand

2 T3 Listen, point, and say.

Vocabulary: Identify and repeat new words and expressions: classroom language

8

Lesson goal: Identify and repeat new words and expressions

Vocabulary: classroom language

color	draw	listen
raise your hand		read
sit down	stand up	write

1 T2 Listen and point.

- Ask Ss, *What do you do in class?* Translate the question into Ss' native language. Repeat the question in English. Point to the Ss when you say *you*. With your arms indicate the classroom when you say *class*.
- Ask Ss again, *What do you do in class?* Use actions, but do not translate the question. Elicit words for some actions or activities in Ss' native language.
- Open Student Books to page 8. Have Ss look at the pictures. Read the picture captions aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the pictures as they hear the words. Repeat.
- Ask Ss, *What do you do in class?* *Point.* Have Ss point to the pictures that show actions or activities they do in class.
- Ask Ss, *What do we do in class?* *Show me.* Have Ss mime the actions as you say the words.



color, draw, listen, raise your hand, read, sit down, stand up, write

2 T3 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat the words. Play the audio.
- Ask Ss again, *What do we do in class?* Elicit answers in English.



color, draw, listen, raise your hand,
read, sit down, stand up, write

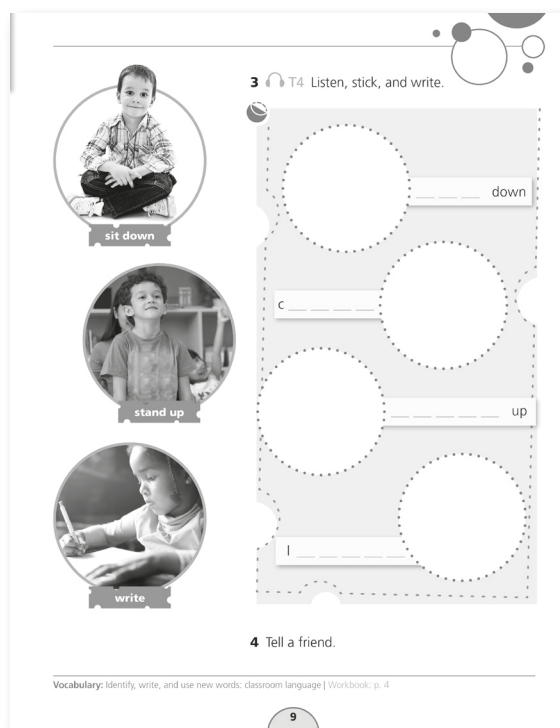
Extra practice

Listen, say, and mime.

- Call out the vocabulary words. After each word or expression, have Ss repeat the word(s) and mime the action.
- Say, *stand up*, with your hands indicate for the entire class to stand up.
- Say, *sit down*, with your hands indicate for the entire class to sit down.
- Say, *listen*, place your open hand behind your ear and indicate for the class to copy your action.
- Continue in the same way until you have practiced all the words twice.
- Repeat the vocabulary words once more, but do not use actions or body language.
- Have the class mime each action as they hear the words. Compliment them each time their actions are correct. *Very good. Great.*



Lesson 2 | Word study



Lesson goal: Identify, write, and use new words

3 T4 Listen, stick, and write.

- Open books to page 9. Have Ss point to the empty circles on the right-hand side of the page.
- Explain that there are no pictures because Ss are going to stick the pictures on the page.

- Play the audio. Have Ss locate the corresponding pictures on pages 8 and 9.
- Ask Ss to turn to page 135 (the first sticker page) and identify the stickers for classroom actions. Say, *Point and say*.
- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 9. Play the audio. Ask, *Which sticker is number 1? (sit down)* Show 1 finger. Have Ss take the (*sit down*) sticker from page 135 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the words*.
- Play the audio or say the words. Have Ss copy the missing letters from the words below the pictures on pages 8 and 9.
- Do a class check. Say, *Picture 1*. Have a volunteer read the words, *sit down*. Continue in the same way as Ss check their work.



sit down, write, stand up, listen



Answers

sit, write, stand, listen

4 Tell a friend.

- Model the activity for the entire class. Ask, *What do you do in class?* Call on a volunteer, say a vocabulary word, and have the volunteer mime the action.
- Elicit a different vocabulary word from your volunteer. Mime the action they say.
- Have Ss work with a partner.
- Have Ss take turns. One S says a word or expression. The other S mimes the action. Ss swap roles and repeat the activity three times with different words.

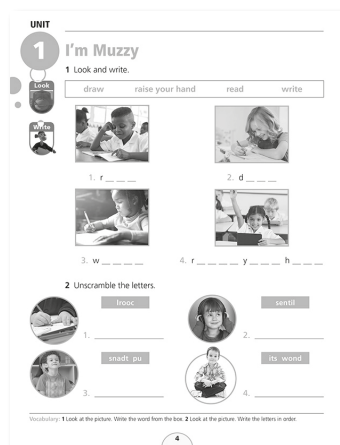


color, draw, listen, raise your hand, read, sit down, stand up, write

Choral practice

Listen, say, and mime.

- Say, *stand up*. Divide the class into two groups. Send one group to one side of the classroom and the other group to the opposite side of the classroom.
- Say a vocabulary word or expression. Indicate for one group to repeat it together.
- Repeat the word or expression and indicate for the other group to repeat it.
- Continue with all the other vocabulary words.
- Say a vocabulary word or expression. Indicate for one group to say it and for the other group to repeat it.
- Mime an action and indicate for one group to say what the action is, and the other group to repeat it.
- Mime another action and indicate for the second group to say what the action is and the first group to repeat it.
- Continue in this way until you have mimed all the actions.



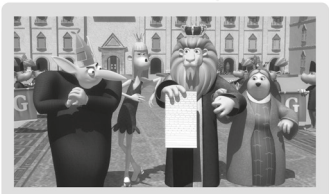
Activity Book
page 4

I'm Muzzy









Lesson 3 | Viewing

Look 1 Look and say. Who do you see?



Watch 2 V1 Watch the video.

Read 3 Read and match.

1. Sylvia	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
2. the King	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3. Bob	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
4. Corvax	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
5. Muzzy	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
6. the Queen	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Viewing: Watch and listen to introductions | Workbook: p. 5

10

Lesson goal: Watch and listen to introductions



Teaching tip Working with video

Always play the video clip at least twice, and possibly a third time with the sound off, for Ss to try to remember the character's words.

1 Look and say. Who do you see?

- Open books to page 10. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who's this? Who is on TV?*
- Elicit different answers, but do not correct or confirm names.
- Explain to the Ss that they will meet the characters by watching the video.

2 V1 Watch the video.

- Play the complete video scene for Ss' enjoyment.
- Ask, *Who did you see?*
- Open books to pages 6 and 7. Point to each picture individually. Ask, *Who's this? (Muzzy)*. Continue in the same way until Ss have identified the characters.
- Play the video again, with no sound. Ask, *Who's this?* and encourage Ss to shout out each name.

3 Read and match.

- Direct Ss' attention to Exercise 3.
- Have Ss point to the pictures of the characters and say their names. If Ss need more support, say the names and have Ss repeat them as they point to the correct pictures.
- Direct Ss' attention to the list of names. Read each number and name aloud (e.g., *number 1 Sylvia*) and have Ss repeat them as they read along.
- Read the direction line aloud (*Read and match*). Explain to the Ss that they must write each number in the box next to the correct picture.
- Model the exercise. Read aloud, *Number 1 Sylvia. Say, Point to Sylvia. Write Number 1 in the box.*
- Check that all the Ss understand the exercise and know what to do.
- Say, *Begin*. Monitor and assist Ss as necessary.
- Do a class check. Ask, *Who is number 2? (the King) Say, Point to the King.* Continue in this way until Ss have checked their work and corrected any wrong answers.



Lesson 4 | Viewing

4 V1 Watch the video. Number the pictures.

5 T5 Listen, read, and say.

Conversation: Introduce yourself | Workbook: p. 6

11

4 V1 Watch the video. Number the pictures.

- Open Student Books to page 11.
- Direct Ss' attention to Exercise 4. Have them look at the pictures.
- Point and ask, *Who's this?* (Bob). Continue in that way to review all the names.
- Read the direction line aloud. Explain the exercise to the Ss.
- Say, *We are going to watch the video. When we see a character, we are going to write a number next to the picture.* With the class count, 1, 2, 3, 4, 5, 6.
- Play the video. Have Ss number the pictures.
- Do a class check.

Lesson goal: Identify characters introduced

Greet the class. Say *Hello*.

- Teach the words *Hello* and *Hi*. Greet the class. Say, *Hello*. Elicit, *Hi*.
- Divide the class in half. One group is Hello. The other group is Hi.
- Say, *Hello*. Have the Hi group respond. Say, *Hi*. Have the Hello group respond.
- Have each group greet each other chorally.
- Say: *Listen. How many times do you hear Hello? How many times do you hear Hi?*
- Have the Ss count.
- Play the video. Ss must count in their groups, tell you their answer at the end, and then watch again to see if they were right.

Answers

Bob – 4 Corvax – 5 the King – 1
Muzzy – 6 the Queen – 2
Sylvia – 3

1 V1 Watch the video.

2 Look and match.

3 Write.

5

Activity Book
page 5

I'm Muzzy



Lesson 5 | Conversation

4 V1 Watch the video. Number the pictures.

☐ ☐ ☐

☐ ☐ ☐

5 T5 Listen, read, and say.

Hello. Hi.

How are you? I'm fine.

I'm Muzzy. I'm Sylvia.

Conversation: Introduce yourself | Workbook: p. 6

11

Language note

A: How are you?

B: I'm fine.

When a native-English speaker says, *How are you?*, the expected answer is *I'm fine./Fine*.

- Divide the class in half (by rows) or by quickly counting off 1, 2 as you point to each S.
- Say, *(Number) ones are Muzzy. (Number) twos are Sylvia.*
- Check for Ss' understanding. Say, *Muzzys raise your hand.* Mime the action as you give the instruction. Say, *Sylvias raise your hand.*
- Play the audio again, pausing after every line.
- Have Muzzys (number 1s) repeat Muzzy's sentences. Have Sylvias (number 2s) repeat Sylvia's.
- Repeat again for Ss to gain confidence and to learn their sentences.
- Have the class role-play the conversation chorally.

Lesson goal: Introduce yourself

5 T5 Listen, read, and say.

- Remind Ss of the two greetings in English: *Hello, Hi*. Greet the class and elicit a greeting in response.
- Open books to page 11. Direct Ss' attention to the conversation. Say, *Look. Muzzy and Sylvia are meeting each other.*
- Play the audio. Encourage Ss to try to read along.
- Explain the two new sentences in Ss' native language if necessary: *How are you? I'm fine.*



Teaching tip

Encourage Ss to imitate the characters' voices when they role-play conversations.

- Put Ss in pairs to practice the conversation independently.
- Walk around the classroom to monitor and assist.

Extension activity

Have the Ss form a circle around you. Ball up a piece of paper. Throw it to a S and say: *I'm ... [your name]*. Tell the Ss to do the same— to throw the paper ball to another S and say their name. Continue in this way for the entire class or a reasonable number of Ss.

- Have Ss practice the conversation on page 11 again in pairs with their own names. Monitor and assist.
- Have Ss “mix and mingle”, moving around the class to have the conversation with several different classmates.

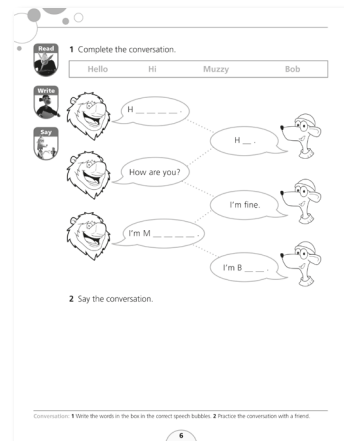


Teaching tip

If the Ss know each other already, have them choose another name or a name in English. Offer them some suggestions of English names for boys and girls that they can choose from. Then have Ss “meet” each other in English.

Language note

In English, we usually only give our first names when we introduce ourselves.



Activity Book
page 6

I'm Muzzy



Lesson 6 | Language

Look 1 Look and say.

Write	I am Muzzy. → I'm Muzzy.
	I am Sylvia. → I'm Sylvia.
	I am Bob. → I'm Bob.

Talk 2 Complete. Write 'm or am.

1. I' ____ Bob.

2. I ____ Corvax.

3. I ____ Sylvia.

4. I' ____ Muzzy.

5. I ____ the Queen.

Language: Personal pronouns + verb to be, contractions | Workbook: p. 7

Lesson goal: Personal pronouns + verb to be, contractions

1 T6 Look, listen, and say.

I am Muzzy. → I'm Muzzy.

I am Sylvia. → I'm Sylvia.

I am Bob. → I'm Bob.

- Explain to Ss that in English we write / *am*, but we say /*'m*.
- Write on the board, *I am Bob*. Cross out the a; put an apostrophe in its place.
- Write on the board, *I am Sylvia*. Have a volunteer come to the board and make the same change.
- Repeat with *I am Corvax*.
- Cover letters and names on the board and elicit from Ss what you have covered.



Teaching tip

If your Ss are just beginning to write letters, have them practice before you continue. For Exercise 2, Ss will need to write *'m* and *am*. For Exercise 3, Ss need to write *I am* or *I'm*.

2 Complete. Write 'm or am.

- Go through the whole exercise with pencils down. Write the sentences with the missing words on the board. Elicit what is missing from Ss and write it in.
- Do not let Ss do the exercise at this point.
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. 'm 2. am 3. am 4. 'm 5. am

1 Match.

2 Complete the introductions.

1. _____ Sylvia

2. _____ Muzzy

3. _____ Bob

4. _____ Corvax

Language practice: 1 Draw a line from the name to the introduction. 2 Write 'm or am to complete the introductions.

Activity Book
page 7



Lesson 7 | Language in use

3 Look, read, and write.

What's your name?

1. _____ Muzzy.

2. _____ Sylvia.

3. _____ Bob.

4. _____ Corvax.

4 Talk to a friend.

Hello! I'm ...

Hi! I'm ...

Language in use: Introduce yourself

13

Lesson goal: Introduce yourself and others

Introduce yourself

- Teach the question *What's your name?* Greet the class. Say, *Hello. I'm ...* Ask one or two Ss, *What's your name?* Elicit their names. Repeat, *I'm ... What's your name?*
- Have Ss practice the question. Say, *What's your name?* Have the class repeat. Say, *I'm Muzzy.* Have the class repeat.
- Divide the class in half. One group asks, *What's your name?* The other group answers, *I'm Muzzy.* Have the class repeat chorally 2 or 3 times.
- Have the groups switch roles and practice again 2 or 3 times.

3 Look, read, and write.

- Open Student Books to page 13.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.

- Explain the activity. Say, *Each character is going to introduce themselves. They are going to answer the question, What's your name?*
- Do number 1 together as a class. Point to the picture. Ask, *Who's this? (Muzzy)*
- Point to Muzzy's speech bubble. Ask, *What's missing? (I am / I'm)* Say, *Write I am.*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

I'm or I am

4 Talk to a friend.

- Model the activity. Choose a volunteer. Greet them; say your name, *Hello! I'm ...* Say, *Now you.* Elicit a greeting from your volunteer *Hi! I'm ...*
- Continue calling on one or two more volunteers.
- Direct Ss' attention to Exercise 4. Have them look at the picture as you read the sentence starters in the speech bubbles aloud, *Hello! I'm ... Hi! I'm ...*
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Make sure everyone understands that they will take turns to greet a classmate and tell them their name.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their greetings for the class. They can use their own names or names of the Muzzy characters.

I'm Muzzy



Lesson 8 | Literacy | Reading

Read 1 T6 Listen and read.

..... **What's your name?**

Look Hello! I'm Sam. What's your name? My name is Jenny.

Listen

Write

Hello! How are you? Fine, thank you.

2 Complete.

1. H _____ !
2. What's your _____ ?
3. _____ Jenny.

Literacy: Read introductions | Workbook: p. 8

14

1 T6 Listen and read.

- Open Student Books to page 14.
- Direct Ss' attention to the first picture.
- Point and ask, *Who are they? What are they doing?* Do not elicit answers. Put your finger to your lips to mime *Silence*.
- Read the direction line aloud. Read the title and conversations aloud.
- Say, *Now listen*. Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Point to the first picture again. Ask, *Who are they? (Sam, Jenny)*
- Ask, *What are they doing?* Elicit, *Saying their names*.

Lesson goal: Read introductions

Play MY NEW NAME.

- Review introductions. Greet the class. Say, *Hello. I'm* [say a new name].
- Choose a student volunteer. Tell them that they need to make up a new name, too.
- Greet and introduce yourself to your student volunteer.
T: Hello. I'm [new name]. What's your name?
S: I'm [new name].
- Call on a new volunteer. Repeat the conversation.
- Have the two volunteers model the conversation for the entire class.
- Divide the class into pairs. Have each pair introduce themselves to each other.



Teaching tip



Sight words vs. information words

As Ss develop their reading skills, they will learn to read quickly over certain words (sight words) that do not carry any meaning. E.g., the, a, an. However, they must also be able to identify the important information words. E.g., nouns, verbs, adjectives.

- Say, *Look at number 1*. Have Ss copy the missing letters from the reading above.
- Do a class check to make sure all Ss understand the exercise.
- If Ss need support, continue in the same way with 2 and 3.
- If not, have Ss work independently as you monitor their work.
- Do a class check.

2 Complete.

- To focus Ss on introductions, ask, *Do you remember what you read?*
- Direct Ss' attention to Exercise 2.
- Direct their attention to the exercise items 1–3. Say, *These are words from the conversations we read.*
- Draw Ss' attention to the blank lines. Say, *Let's write words from the conversations.*
- If necessary, play the audio again to help Ss locate the expressions.
- Ask, *What did Sam say? (Hello)*. Have Ss point to and read the word, *Hello*.

Answers



1. [H]ello 2. name 3. I'm



Activity Book
page 8

I'm Muzzy

Look



Listen



Lesson 9 | Literacy | Phonics

3 T7 Look, listen, and say.

I am Muzzy. I'm Muzzy.
I am Sylvia. I'm Sylvia.

4 T8 Circle the one you hear.

1. I am / 'm Bob.
2. I am / 'm Corvax.
3. I am / 'm the Queen.
4. I am / 'm the King.

5 Read the names.

Muzzy	Sylvia	Bob	Corvax
-------	--------	-----	--------

6 Look and write.

1. ____ u z z y

2. ____ y l v i a

3. ____ o b

4. ____ o r v a x

Phonics: Sound and letter awareness: contractions | Writing: Use capital letters

15

Lesson goal: Sound and letter awareness | contractions

Language note

In spoken English, we usually do not pronounce every letter in a word. Vowels are seldom pronounced in personal pronoun + *be* expressions. When we write these words, we use an apostrophe (') to show a vowel is missing. We call these pronoun + *be* reduced words **contractions**.

3 T7 Look, listen, and say.

- Open Student Books to page 15.
- Direct Ss' attention to Exercise 3. Play the audio.
- Play the audio again and have the Ss point to the words as they hear them.
- Play the audio one more time. Pause after each sentence for the Ss to repeat.

- Write the words **I am** and the contraction **I'm** on the board. Point to each one and have the Ss read them aloud.
- Say, *Muzzy*. Point to **I am**; say, *I am Muzzy*. Say, *Muzzy*. Point to **I am**. Elicit, *I am Muzzy* from the Ss.
- Repeat several times going back and forth from **I am** to **I'm** until you can distinguish the difference between each one as the Ss say the words.

4 T8 Circle the one you hear.

- Play the audio.
- Play the audio again as a **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word say when you want them to speak.
- Direct Ss' attention to Exercise 4.
- Play the audio again and have Ss repeat each sentence as they read along.
- Say, *Listen to the audio and point to the word you hear*. Point to the words **I am** and **I'm** on the board.
- Say, *Listen again and circle the word you hear*. Mime the action for *circle* in the air.
- Play the audio once for Ss to do the exercise and another time for them to check their work. Do a class check.



1. I'm Bob.
2. I am Corvax.
3. I am the Queen.
4. I'm the King.

Answers





1. 'm
2. am
3. am
4. 'm

Lesson 10 | Literacy | Writing

3 🔊 T7 Look, listen, and say.
I am Muzzy. I'm Muzzy.
I am Sylvia. I'm Sylvia.

4 🔊 T8 Circle the one you hear.
1. I am / 'm Bob.
2. I am / 'm Corvax.
3. I am / 'm the Queen.
4. I am / 'm the King.

5 Read the names.
Muzzy Sylvia Bob Corvax

6 Look and write.
1. ____ u z z y 
2. ____ y l v i a 
3. ____ o b 
4. ____ o r v a x 

Phonics: Sound and letter awareness: contractions | Writing: Use capital letters

15

Language note

In English, proper names of people, places, and animals begin with capital letters.

6 Look and write.

- Direct Ss' attention to Exercise 6.
- Direct their attention to the pictures. Ask, *Who do you see?* (Muzzy, Sylvia, Bob, and Corvax)
- Explain to Ss that each character's name is next to their picture. Have the Ss repeat the names: *Muzzy, Sylvia, Bob, and Corvax.*
- Explain that the capital letters are missing. Have Ss write the capital letter for each name.
- As a class, read the names aloud. Then repeat the names and say the names of the capital letters for Ss to check their work.

Lesson goal: Use capital letters

5 Read the names.

- Introduce the Ss to the concept of proper names, the names of specific persons, places, and animals. Say, *My name is [your name]*. Call on some volunteers and ask, *What is your name?*
- Invite other volunteers to write their names on the board. Make sure that all the names on the board begin with capital letters.
- Point to the capital letters and say, *Names begin with capital letters.*
- Open Student Books to page 15.
- Direct Ss' attention to Exercise 5. Read the names in the box aloud.
- Read the names again and have Ss repeat them after you, pointing to the capital letters as they read.

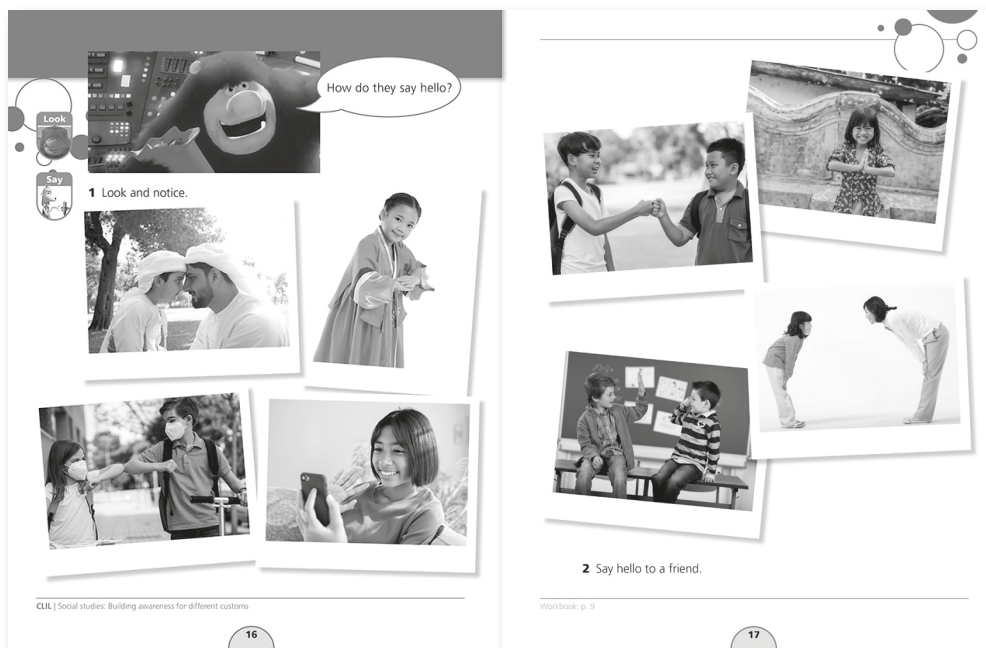
Answers

1. M[uzzy] 2. S[ylvia] 3. B[ob]
4. C[orvax]

I'm Muzzy



Lesson 11 | CLIL | Social studies



Lesson goal: Building awareness for different customs

1 Look and notice.

- Open Student Books to page 16.
- Direct Ss' attention to Muzzy at the top of the page. Read the question aloud, *How do they say hello?*
- Say, *Look at the pictures. What are these people doing? (Saying hello)*

- Point out how different people say hello in different ways.
- Call on volunteers. Have these Ss come to the front of the class in pairs. Invite them to mime one of the ways in which people say hello to each other.
- Continue in this way until every different way of saying hello illustrated on pages 16 and 17 have been acted out by the Ss.



Lesson 12 | CLIL | Social studies



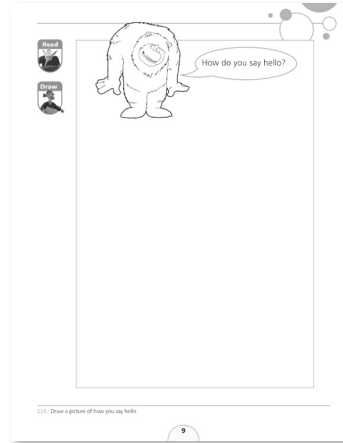
Lesson goal: Building awareness for different customs



Teaching tip

Classroom management

Before Ss begin a mingling activity, where they will walk around the classroom talking to each other, tell them how long the activity will last. Give an instruction to start and then another instruction to stop when time is up. Train Ss to stop and return to their desks in silence when an activity is over.



Activity Book
page 9

2 Say hello to a friend.

- Call on a volunteer from the class. Greet this student using one of the different ways of saying hello from the Student Book.
- Have Ss choose one of the pictures and walk around greeting (saying hello) as many classmates as they can.
- Set a time limit for the activity. Say, *You have 10 minutes to say hello to your classmates.*
- When 10 minutes have passed, say, *Stop.*

Good morning

Listen

Say

Lesson 1 | Word study

UNIT 2 Good morning

1 T9 Listen and point.

Listen

Say

Write

hello

hi

good afternoon

good morning

good night

2 T10 Listen, point, and say.

Vocabulary: Identify and repeat new words and expressions: greetings

18

Lesson goal: Identify and repeat new words and expressions

Vocabulary: greetings

good afternoon		good night
good morning		hi
hello		sun
sky	stars	

1 T9 Listen and point.

- Ask Ss, *What do you say when we meet?* Translate the question into Ss' native language. Repeat the question in English. Point to the Ss when you say *you*. With your arms indicate the class when you say *we*.
- Ask Ss again, *What do you say when we meet?* Use actions, but do not translate the question. Elicit words for some greetings in Ss' native language.
- Open Student Books to page 18. Have Ss look at the pictures. Read the picture captions aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the pictures as they hear the words. Repeat.
- Ask Ss, *What do you say when we meet? Point.* Have Ss point to the pictures that show greetings and the sun, sky, and stars.
- Ask Ss, *What do you say when we meet? Show me.* Have Ss mime the greetings (waving, bowing their heads, etc.) as you say the words.



good afternoon, good morning, good night, hello, hi, sky, stars, sun

2 T10 Listen, point, and say.

- Tell Ss that they will listen to the audio and point to the picture as they repeat the words. Play the audio.
- Ask Ss again, *What do you say when we meet? (hello, hi, good morning)* Elicit answers in English.



good afternoon, good morning,
good night, hello, hi, sky, stars, sun

Extra practice

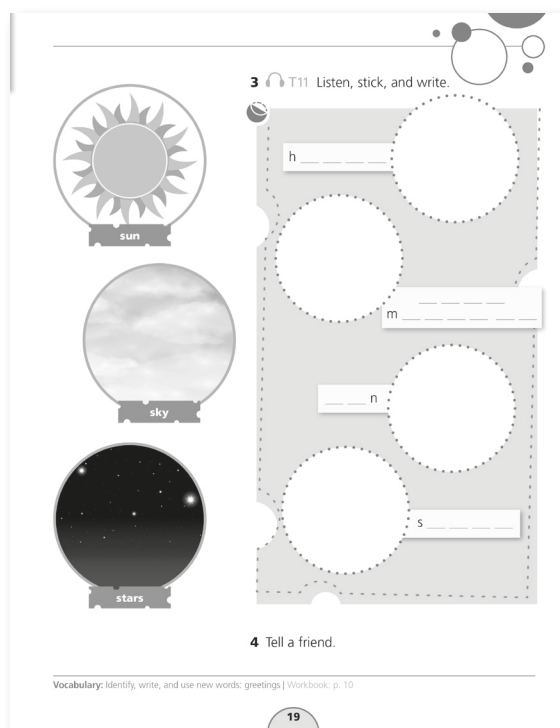
Choral practice, pair work, role-play

- Call out the vocabulary words. After each word or expression, have Ss repeat the word(s) and mime an appropriate action, waving, bowing, etc.
- Say, *Hello*, and wave. Have the Ss wave back at you.
- Say, *Hi*, and just raise your hand. Have Ss respond and imitate your action.
- Say, *Good morning, class*. Have the Ss stand up and respond, *Good morning*.
- Continue in the same way until you have practiced all the greetings twice.
- Repeat the greeting words once more, but do not use actions or body language.
- Have the class mime each action as they hear the words. Compliment them each time their actions are correct. *Very good. Great.*

Good morning



Lesson 2 | Word study



Lesson goal: Identify, write, and use new words

3 T11 Listen, stick, and write.

- Open Student Books to page 19. Have Ss point to the empty circles on the right-hand side of the page.
- Explain that there are no pictures because Ss are going to stick the pictures on the page.

- Play the audio. Have Ss locate the corresponding pictures on pages 18 and 19.
- Ask Ss to turn to page 135 (the first sticker page) and identify the stickers for greetings. Say, *Point and say*.
- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 19. Play the audio. Ask, *Which sticker is number 1? (hello)* Show 1 finger. Have Ss take the *(hello)* sticker from page 135 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the words*.
- Play the audio or say the words. Have Ss copy the missing letters from the words below the pictures on pages 18 and 19.
- Do a class check. Say, *Picture 1*. Have a volunteer read the word, *hello*. Continue in the same way as Ss check their work.



hello, good morning, sun, stars



Answers

[h]ello, good [m]orning, su[n],
[s]tars

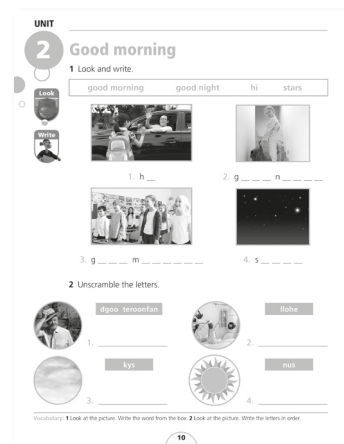
4 Tell a friend.

- Model the activity for the entire class. Ask, *What do you say when we meet?* Call on a volunteer, say a vocabulary word, and have the volunteer mime the greeting or concept.
- Elicit a different vocabulary word from your volunteer. Mime the action they say.
- Have Ss work with a partner.
- Have Ss take turns. One S says a word or expression. The other S mimes the action. Ss swap roles and repeat the activity three times with different words.

good afternoon	good morning
good night	hello
hi	sky
stars	sun

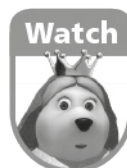
Extension activity | Art and TPR (Total Physical Response)

- If you have available art supplies, have Ss create stick puppets of a sun and a star. Alternatively, Ss can draw a sun and a star on a small piece of paper or adhesive note. They can hold their paper drawings in their hand or stick the adhesive notes to the palm of their hands.
- Say, *Good morning*. Have the Ss raise their hands to show you the sun.
- Say, *Good night*. Have the Ss raise their hands to show you the star.
- Repeat the expressions and Ss' response faster and faster. And then again in random order.
- Divide the class into two groups.
- Have each group take turns calling out a greeting or showing a picture.
- Continue in this way until Ss can pronounce the expressions *good morning* and *good night* confidently.



Activity Book
page 10

Good morning



Lesson 3 | Viewing

Look 1 Look and say. Who do you see?

Watch 2 V2 Watch the video.

Read 3 Read and match. What does Norman say?

1. Good morning.
2. Good afternoon.
3. Good night.

Viewing: Watch and listen to greetings | Workbook: p. 11

20

Lesson goal: Watch and listen to greetings



Teaching tip

Working with video | Learning with Norman

Certain scenes in the Muzzy video are not 'story scenes', but 'learning scenes'. These scenes are intended to introduce specific expressions to the Ss. The expressions are repeated while Ss watch the video to understand the context and use of the language.

1 Look and say. Who do you see?

- Open Student Books to page 20. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who's this? Who is on TV?*
- Elicit different answers, but do not correct or confirm the name.

- Explain to the Ss that they met Norman in the first video. And will see him again in this video.

2 V2 Watch the video.

- Play the complete video scene for Ss' enjoyment.
- Ask, *Who did you see? (Norman) What did he say? (Good morning, etc.)*
- Play the video again, with no sound. Ask, *Where's the sun?* and encourage Ss to shout out the greetings, *Good morning, Good afternoon, Good night.*
- For additional challenge, include the expression, *Good evening.*

3 Read and match. What does Norman say?

- Direct Ss' attention to Exercise 3.
- Have Ss look at the pictures. Ask, *What do you see? (stars, the sun)* If you like, introduce the word, *moon*. Say, *At night we see stars and the moon in the sky. This is the moon.*
- Explain to the Ss that they must look at each picture and remember what Norman says in the video.
- Say, *Number one - Good morning.* Have Ss point to the Good morning picture. Confirm that they point to the sun in the sky. Have Ss write 1 in the box.
- Continue with numbers 2 and 3.

1 V2 Watch the video.

2 Read.

Good morning.

Good afternoon.

Good night.

3 Complete.

1. G _ _ _ _ m _ _ _ _ _
2. G _ _ _ _ a _ _ _ _ _
3. G _ _ _ _ n _ _ _ _ _

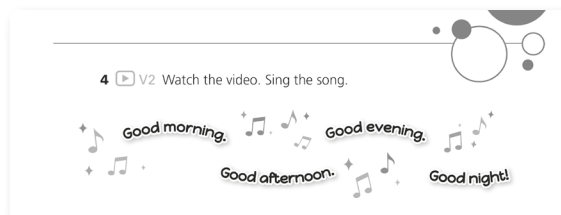
Viewing: 1 Watch the video. 2 Read what Norman says. 3 Write the words.

11

Activity Book
page 11



Lesson 4 | Viewing



Lesson goal: Sing the greetings

Greet the class. Say, *Good morning*.

- Now that Ss know the different expressions for greetings, use them at the beginning of each class.
- Develop different routines for class greetings. For example, say, *Good morning*. Have the class stand up and respond, *Good morning*.
- Say, *Hello*. Have the class wave to you and say, *Hello*.



Teaching tip

Singing songs

It is not necessary for Ss to understand the meaning of lyrics to songs or to be able to pronounce them correctly. Play songs at least twice for Ss to sing along.

Use songs that Ss like at the end of class or at any other moments when you have extra time.

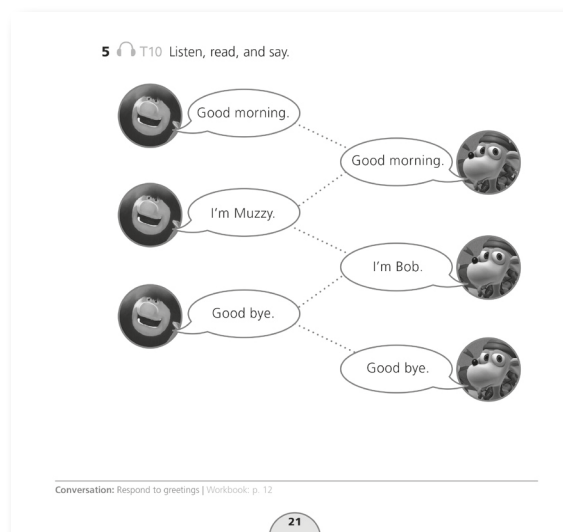
4 V2 Watch the video. Sing the song.

- Play the complete video scene for Ss to listen to the song.
- Say, *Let's sing the song*.
- Play the video again for Ss to sing along with Norman.
- Repeat and let Ss sing the song again.

Good morning



Lesson 5 | Conversation



- Divide the class into two groups, the Muzzys and the Bobs. Have Ss recite the conversation as a chorus. Repeat the conversation 2 or 3 times.
- Have Ss work in pairs and practice the conversation. Have them switch roles and practice it again.
- Walk around the class and listen in to the Ss to monitor their pronunciation.



Teaching tip

Encourage Ss to imitate the characters' voices when they role-play conversations.

Lesson goal: Respond to greetings

5 T12 Listen, read, and say.

- Open Student Books to page 21. Direct Ss' attention to the conversation. Say, *Who do you see? (Muzzy, Bob)*
- Say, *Muzzy and Bob are meeting each other. They say Good morning, introduce themselves, and say Good bye.*
- Play the audio. Encourage Ss to try to read along.
- Play the audio again, stop after every line and have the Ss repeat.

Extension activity

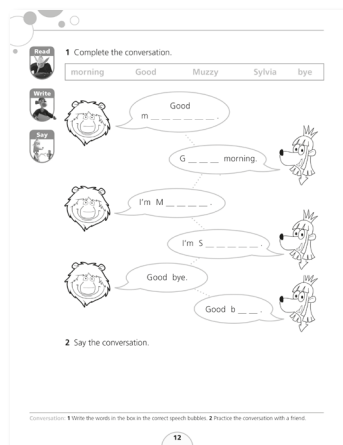
Have the Ss form a circle around you. Ball up a piece of paper. Throw it to a S and say: *Good morning. I'm ... [your name]*. Tell the S to do the same— to throw the paper ball to another S and say their name. Continue in this way for the entire class or a reasonable number of Ss.

- Have Ss practice the conversation on page 21 again in pairs with their own names. Monitor and assist.
- Have Ss “mix and mingle,” moving around the class to have the conversation with several different classmates.



Teaching tip

Have Ss choose an English name that they can use in role-plays during their English class.



Activity Book page 12



Lesson 6 | Language

Look 1 Look and say.

Good **morning**. Good **night**.
Good **afternoon**. How are you?

Write

Talk

2 Complete.

1. Good _____, Muzzy. 2. Good _____, Bob.

3. Good _____, Norman. 4. How _____, Muzzy?

Language: How are you?, Good (morning) | Workbook: p. 13

22

- Read the expressions again and have the Ss repeat the words.



Teaching tip

Have Ss notice how we repeat some words in different expressions. Explain to Ss that in formal greetings we repeat the word *good*. We say *Good morning*, *Good afternoon*, *Good night*, and *Good bye*.

2 Complete.

- Direct Ss' attention to Exercise 2.
- Have Ss look at the pictures. Ask, *What do you see?* (*the sun, the moon, and Muzzy*).
- Direct Ss' attention to the words below each picture. Explain that these are greetings. Tell Ss that they must write the missing words to complete each greeting.
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Lesson goal: *How are you?, Good (morning)*

1 Look and say

Good **morning**. Good **night**.
Good **afternoon**. How are you?

- Draw pictures of a rising sun, a setting sun, and a moon on the board.
- Ask, *When is this?* and point to a picture. Elicit the answers, *morning*, *afternoon*, and *night*.
- Call on volunteers to come to the board and point to different pictures and say the corresponding words (*morning*, *afternoon*, *night*).
- Open Student Books to page 22. Direct Ss' attention to Exercise 1.
- Have Ss look at the words as you read the expressions in the language box aloud.

Answers



1. morning 2. afternoon 3. night
4. are you

Activity Book
page 13

Look 1 Number the pictures.

2 Complete the conversation.

are Good How morning

G _ _ _ m _ _ _

H _ _ _ a _ _ _ you?

I'm fine.

Language practice: 1 Number the pictures to order the events. 2 Write the words to complete the conversation.

13



Lesson 7 | Language in use

3 Look, read, and write.

Good morning!

1. How are _____, Muzzy?

2. How _____, Sylvia?

3. _____, Bob?

4 Talk to a friend.

Hello! I'm ...
How are you?

Hi! I'm ...
How are you?

Language in use: Greet a friend, ask how are you

23

- Point to the greeting. Ask, *What's missing? (you) Say, Write you.*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. you 2. are you 3. How are you

4 Talk to a friend.

- Model the activity. Choose a volunteer. Greet them; say your name, *Hello! I'm ... How are you?* Say, *Now you.* Elicit a greeting from your volunteer *Hi! I'm ... How are you?*
- Continue calling on one or two more volunteers.
- Direct Ss' attention to Exercise 4. Have them look at the picture as you read the sentence starters in the speech bubbles aloud, *Hello! I'm ... How are you? Hi! I'm ... How are you?*
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Make sure everyone understands that they will take turns to greet a classmate, tell them their name, and say *How are you?*
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their greetings for the class. They can use their own names or names of the Muzzy characters.

Lesson goal: Greet a friend, ask *How are you*

Re-introduce *How are you?*

- Remind Ss that in the previous unit (Unit 1), we read different greetings and what people say when they meet. (Reading p. 14)
- Have Ss practice greeting each other in pairs or small groups using the expression *How are you?* The other student answers *Hello* or *Hi*.

3 Look, read, and write.

- Open Student Books to page 23.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.
- Explain the activity. Say, *Someone is greeting Muzzy, Sylvia, and Bob.*
- Do number 1 together as a class. Point to the picture. Ask, *Who's this?* (Muzzy)

Good morning



Lesson 8 | Literacy | Reading

Read 1 T13 Listen and read.

Look

Listen

Write

How are you?

Good morning. How are you? Fine, thank you.

Good afternoon. How are you? Fine, thank you.

Good night. Bye.

2 Match.

1. Good morning. 2. Good night. 3. Bye.

Literacy: Read greetings and goodbyes | Workbook: p. 14

24

- Read the direction line aloud. Read the title and conversations aloud.
- Say, *Now listen*. Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Point to the first picture again. Ask, *Who are they? (a student, a teacher)*
- Ask, *What are they doing?* Elicit, *They are saying hello.*
- Continue in the same way with the other two pictures.
- Point to the second picture. Ask, *Who are they? (a student, a teacher)*
- Ask, *What are they doing?* Elicit, *They are saying hello.*
- Point to the third picture. Ask, *Who are they? (a girl, her mother)*
- Ask, *What are they doing?* Elicit, *They are saying goodbye/good night.*

Lesson goal: Read greetings and goodbyes

1 T13 Listen and read.

- Open Student Books to page 24.
- Direct Ss' attention to the first picture.
- Point and ask, *Who are they? What are they doing?* Do not elicit answers. Put your finger to your lips to mime *Silence*.



Teaching tip

Abbreviated expressions

In English, we commonly use abbreviated expressions in informal situations. Because the word *good* is repeated in all the expressions, *Good morning*, *Good afternoon*, *Good night*, *Good bye*, some people will only say the second word of each expression: 'morning, 'afternoon, 'night, 'bye.

- Do a class check to make sure all Ss understand the exercise.
- If Ss need support, continue in the same way with 2 and 3.
- If not, have Ss work independently as you monitor their work.
- Do a class check.

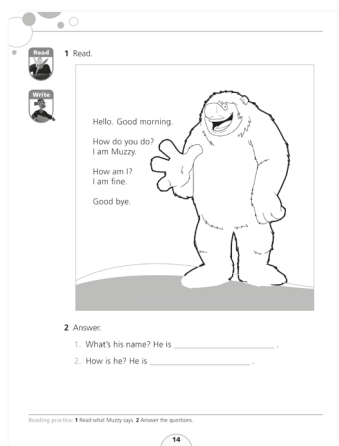


Answers

1. Bye
2. Good night
3. Good morning

2 Match.

- Direct Ss' attention to Exercise 2.
- Direct their attention to the exercise items 1–3. Say, *These are words from the conversations we read.*
- Have Ss look at the pictures. Say, *What do you see? (a boy waving, the moon, the sun)*
- Ask, *Which picture is a Good morning picture? (the sun)*. Have Ss write the number 1 on the picture of the sun.



Activity Book page 14

Good morning

Look



Listen



Lesson 9 | Literacy | Phonics

3 T14 Look, listen, and say.

Good morning, Bob.

How are you, Corvax?

Fine.

4 T15 Circle the sounds you hear.

- | | | | |
|----|---|---|---|
| 1. | b | k | f |
| 2. | b | k | f |
| 3. | g | h | m |
| 4. | g | h | m |
| 5. | b | k | f |

Lesson goal: Consonant sounds *b, k, f, g, h, m*

3 T14 Look, listen, and say.

- Open Student Books to page 25.
- Direct Ss' attention to Exercise 3. Play the audio.
- Play the audio again and have the Ss point to the words as they hear them.
- Play the audio one more time. Pause after each sentence for the Ss to repeat.
- Write the words **Good, morning, Bob, How, Corvax,** and **Fine** on the board. Point to each one and have the Ss read them aloud.
- Say, *Good*. Point to the **G** and make the **g sound**. Say, *morning*. Point to the **m** and make the **m sound**. Continue in the same way, saying each word, pointing to the initial letter, and making the sound of that letter.
- Say the words and letter sounds several times having the Ss repeat after you until you can clearly distinguish the letter sounds as the Ss say the words.

4 T15 Circle the one you hear.

- Play the audio.
- Play the audio again as a choral **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word *say* when you want them to speak.
- Direct Ss' attention to Exercise 4.
- Say, *Listen to the audio and point to the letter you hear*.
- Say, *Listen again and circle the letter you hear*. Mime the action for *circle* in the air.
- Play the audio once for Ss to do the exercise and another time for them to check their work. Do a class check.



1. Bob
2. Corvax
3. Good morning.
4. How are you?
5. Fine.



Answers

1. b 2. k 3. g, m 4. h 5. f



Lesson 10 | Literacy | Writing

5 Look and write.

1. ___ ood ___ orning,
___ ob.

2. ___ ow are you,
___ orvax?

3. ___ ine.

Phonics: Consonant sounds b, k, t, g, h, m | Writing: Complete speech bubbles

25

Lesson goal: Complete speech bubbles

5 Look and write.

- Open Student Books to page 25.
- Direct Ss' attention to Exercise 5. Ask, *Who do you see?* (Corvax, Bob)
- Tell Ss that this is a conversation. Corvax and Bob are greeting each other.
- Explain that there are missing letters in the sentences.
- Model the activity by doing 1 as a class. Ask, *What do we say to greet each other?* Elicit, *Good morning.* Ask, *What does Corvax say to Bob?* (*Good morning, Bob.*) Which letters are missing? (G, m, B)
- Have Ss write the missing letters. Confirm that all Ss know what to do and write the correct letters.
- Have Ss do 2 and 3 independently. Have them check their answers with a partner.
- Do a class check.

Answers



1. G[ood] m[orning], B[ob]
2. H[ow are you,] C[orvax] 3. F[ine]

Good morning



Lesson 11 | CLIL | Science

Is it day?
Is it night?

1 Look. Color the circle.

2 Point and say.

CLIL | Science: Differentiating day and night

Workbook: p. 15

Lesson goal: Differentiating day and night

1 Look. Color the circle.

- Open Student Books to page 26.
- Direct Ss' attention to Muzzy at the top of the page. Read the question aloud, *Is it **day**? Is it **night**?*
- Explain to Ss that we say *It's day* when we see the sun, and we say *It's night* when we see the moon and the stars.
- Say, *Look at the pictures. Ask, Is it day or is it night in the pictures?*

- Have Ss point to the pictures where it is day. Have Ss point to the pictures where it is night.
- Direct Ss' attention to the two circles below each picture. Say, *The blue circle is for day, and the black circle is for night.*
- Have Ss work independently to color the correct circle under each picture.
- When most Ss are finished, do a class check.



Lesson 12 | CLIL | Science



Lesson goal: Differentiating day and night

2 Point and say.

- Write the following expressions on the board:

It is day.
It is night.

- Practice the expressions with the class. Read them aloud and have the Ss repeat them.
- Have Ss work with a partner.
- Direct them to take turns to point to a picture and say if it is day or night in that picture.



Activity Book
page 15

Good morning

I'm big; he's small

Listen

Say

Lesson 1 | Word study

UNIT 3 I'm big; he's small

1 T16 Listen and point.



beautiful ugly big small old happy sad young

Vocabulary: Identify and repeat new words: words that describe

28

Lesson goal: Identify and repeat new words

Vocabulary: words that describe

beautiful	ugly	big
small	happy	sad
old	young	
funny	scary	

1 T16 Listen and point.

- Ask, *What are you like?* Translate the question into Ss' native language if necessary. Repeat the question in English. Mime an appropriate action as an example. Stand on your toes with arms outstretched, to show *big*. Crouch down to show *small*. Mime *happy* and *sad*.
- Ask again, *What are you like?* Use actions, but do not translate the question. Elicit words for some descriptions in Ss' native language. Say, *Show me*.
- Open Student Books to page 28. Have Ss look at the pictures. Read the picture captions aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the pictures as they hear the words. Repeat.
- Ask Ss, *What are you like? Point.* Have individual Ss point to different pictures. If Ss are ready to do so, have them read the caption or say the word aloud.
- Ask, *What are you like? Show me.* Have Ss mime the descriptions (e.g., stretching, shrinking, smiling, pouting) as you say the words.



beautiful, ugly, big, small, happy, sad, old, young, funny, scary

2 T17 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat each word they hear. Play the audio.
- Ask again, *What are you like?* Elicit answers in English.



beautiful, ugly, big, small, happy,
sad, old, young, funny, scary

Extra practice

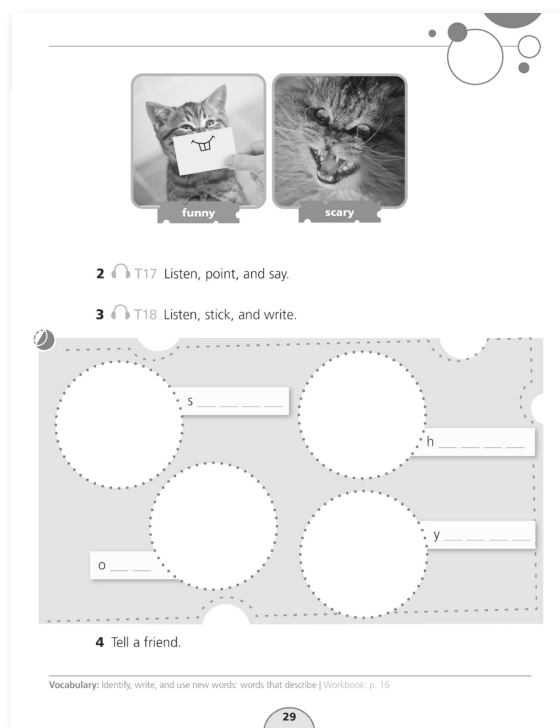
Choral practice, pair work, role-play

- Call out the vocabulary words. After each word, have Ss repeat the word and mime the description.
- Say, *Big*, and stand on tiptoe and stretch your arms out. Indicate for the entire class to stand up and do the same.
- Say, *Small* and crouch down, making yourself as small as possible. Have the class follow your example.
- Say, *Old*, and possibly mime difficulty walking. Have the class follow your example.
- Continue in the same way until you have practiced all the words twice.
- Repeat the vocabulary words once more, but do not use actions or body language.
- Have the class mime each description as they hear the words. Compliment them each time their actions are correct. *Very good. Great.*

I'm big; he's small



Lesson 2 | Word study



- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 29. Play the audio. Ask, *Which sticker is number 1? (small)* Show one finger. Have Ss take the *(small)* sticker from page 137 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the words.*
- Play the audio or say the words. Have Ss copy the missing letters from the words below the pictures on pages 28 and 29.
- Do a class check. Say, *Picture 1.* Have a volunteer read the word, *small*. Continue in the same way as Ss check their work.

Lesson goal: Identify, write, and use new words

3 T18 Listen, stick, and write.

- Open Student Books to page 29. Have Ss point to the empty circles on the page.
- Explain that there are no pictures because Ss are going to stick the pictures on the page.
- Play the audio. Have Ss locate the corresponding pictures on pages 28 and 29.
- Ask Ss to turn to page 137 (the second sticker page) and identify the stickers for descriptions. Say, *Point and say.*



small, happy, old, young



Answers

[s]mall, [h]appy, [o]ld, [y]oung

4 Tell a friend.

- Model the activity for the entire class. Ask, *What are you like?* Call on a volunteer, say a vocabulary word, and have the volunteer mime the description.
- Elicit a different vocabulary word from your volunteer. Mime the description they say.
- Have Ss work with a partner.
- Have Ss take turns. One S says a word. The other S mimes the description. Ss swap roles and repeat the activity three times with different words.

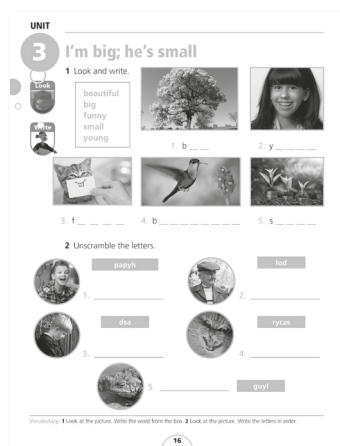
beautiful
big
happy
old
funny

ugly
small
sad
young
scary

Extension activity | Opposites

There are five pairs of opposites in the vocabulary. Introduce Ss to the concept of opposites by calling out the opposite pairs, one word at a time, and having Ss mime the descriptions or point to objects that can be described by the words. If necessary, have Ss recite the words as pairs: *beautiful-ugly, big-small, happy-sad, old-young, funny-scary*.

- Divide the class into two groups.
- Have one group call out each word and the second group respond with its opposite. Switch roles.
- Continue in this way until Ss can confidently pronounce the words and identify their opposites.



Activity Book
page 16

I'm big; he's small



Lesson 3 | Viewing

1 Look and say. Who do you see?

2 V3 Watch the video.

3 Read and match.

1. I'm brave. 3. I'm clever.
2. I'm beautiful 4. I'm strong.

Viewing: Watch people describe themselves | Workbook: p. 17

30

Lesson goal: Watch and listen to people describe themselves



Teaching tip Working with video

Ss will sometimes hear new words when they watch the video. Do not preteach new video vocabulary. Guessing vocabulary from visual context is a viewing skill Ss should develop.

1 Look and say. Who do you see?

- Open Student Books to page 30. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who's this? Who is on TV?*
- Elicit different answers from different Ss. Then point to the different characters and have Ss call out the

names as a class. Ask, *Who's this? (the King, Corvax, the Queen, Sylvia, Bob)*

2 V3 Watch the video.

- Play the complete video scene for Ss' enjoyment.
- Ask, *Who did you see (first)? (the King) What did he say? (I'm strong.)*
- Play the video again, with no sound. Ask, *Who's this? (the King) What is he like? (strong)* Continue in this way with all the characters.

New video vocabulary

strong clever brave

3 Read and match.

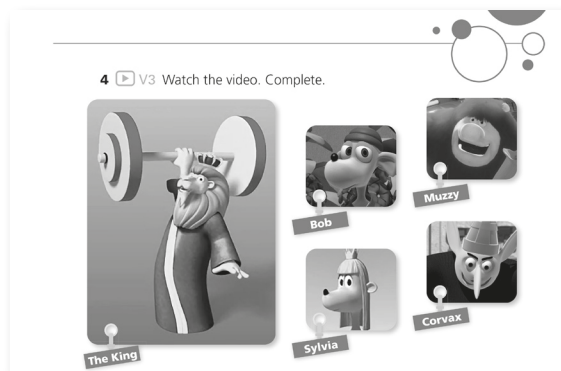
- Direct Ss' attention to Exercise 3.
- Have Ss point to the pictures of the characters and say their names.
- Direct Ss' attention to the statements. Read each number and sentence aloud. (e.g., *Number 1, I'm brave.*) Have Ss repeat each sentence as they read along.
- Read the direction line aloud, *read and match*. Explain to Ss that they must write each number in the box next to the correct picture.
- Model the exercise. Read aloud, *Number 1, I'm brave*. Ask, *Who is brave in the video? (Bob)* Say, *Point to Bob*. Write 1.
- Check that all Ss understand the exercise and know what to do.
- Say, *Begin*. Monitor and assist Ss as necessary.
- Do a class check. Ask, *Who says "I'm beautiful"? (Sylvia)* Say, *Point to Sylvia*. Continue in this way until Ss have checked their work and corrected any wrong answers.

Answers

2 [Sylvia] 3 [Corvax]
4 [The King] 1 [Bob]



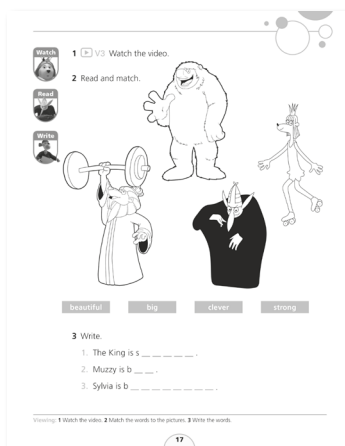
Lesson 4 | Viewing



Lesson goal: Describe a video character

Describe yourself to the class: *I'm ...*

- Teach the expression *I'm* + adjective. Say, *I'm (happy)*.
- Divide the class in half (Group A and Group B).
- Say, *I'm happy*. Make a happy face. Elicit the opposite sentence from Group A. (*I'm sad*.)
- Say, *I'm sad*. Make a sad face. Elicit the opposite sentence from Group B. (*I'm happy*.)
- Elicit a new phrase from each group. Point at Group B, say, *Big*. Point at Group A, say, *Opposite*.



Activity Book
page 17

4 V3 Watch the video. Complete.

- Open Student Books to page 31.
- Direct Ss' attention to Exercise 4. Have them look at the pictures.
- Point and ask, *Who's this? (the King)* Continue in that way for Ss to read all the names.
- Read the direction line aloud. Explain the exercise.
- Say, *We are going to watch the video again. Listen to each character describe themselves.*
- Play the video. Have Ss write the names to complete the sentences.
- Do a class check.

Answers

- | | | |
|-----------|-------------|--------|
| 1. Muzzy | 2. The King | |
| 3. Corvax | 4. Sylvia | 5. Bob |

Teaching tip

Working with video

Use video as a springboard. Once Ss have watched the video a few times and done the writing exercise, they should be able to say the words and expressions confidently. Have them personalize the language in the video.

- First have Ss role-play the different video characters. Miming their actions. Repeating their words. If Ss are shy, have them perform in pairs or small groups.
- Then have Ss use the expression *I'm* + adjective to describe themselves. For extra challenge, Ss can act out the descriptive word.

I'm big; he's small



Lesson 5 | Conversation



Lesson goal: Describe yourself and another person

5 T19 Listen, read, and say.

- Open Student Books to page 31. Direct Ss' attention to the conversations. Ask, *Who do you see? (the Queen, the King, Bob, Corvax)*
- Play the audio. Encourage Ss to read along.
- Ask, *Who is strong? (the King) Who is beautiful? (Sylvia)*
- Ask, *Who does the Queen describe? (the King) Who does Bob describe? (Sylvia)*

Choral conversations

- Divide the class in half (by rows) or by quickly counting off 1, 2 as you point to each S.
- Say, *(Number) ones are the Queen (Bob). (Number) twos are the King (Corvax).*
- Check for Ss' understanding. Say, *Queens raise your hand.* Mime the action as you give the instruction. Say, *Kings raise your hand.*
- Play the audio again, pausing after each line.
- Have the Number 1s repeat the Queen and Bob's sentences. Have Number 2s repeat the King and Corvax's sentences.
- Repeat again for Ss to gain confidence and to learn their lines.
- Have the class role-play the conversation chorally.



Teaching tip

Encourage Ss to imitate the characters' voices and physically mimic them when they role-play conversations.

- Put Ss in pairs to practice the conversation independently.
- Walk around the classroom to monitor and assist.

Extension activity

Have Ss form a circle around you. Ball up a piece of paper. Throw it to a S and say: *The King is strong*. Tell the S to do the same—to throw the paper ball to another S and describe a character. Continue in this way for the entire class or a reasonable number of Ss.

- Have Ss practice in pairs to describe a character from the video. Monitor and assist.
- Have Ss “mix and mingle,” moving around the class to have the conversation with several different classmates to describe themselves and each other. Then have Ss change roles.

Student A: I am strong.

Student B: Yes, you are.

Student A: You are clever.

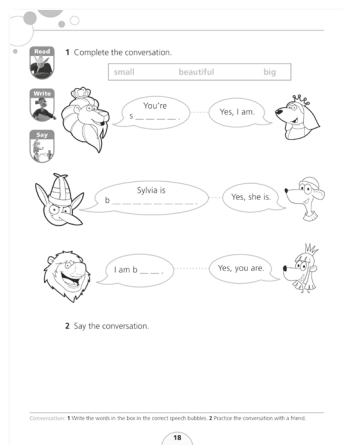
Student B: Yes, I am.



Teaching tip

Ss are passively learning the following structure: subject pronoun + verb *be* + adjective.

By watching the video, listening to conversations, and repeating the language they hear, Ss will become familiarized with the words and how the expressions are used.



Activity Book
page 18

I'm big; he's small



Lesson 6 | Language

Look 1 Look and say.

Write I am big. She is beautiful.
You are small. He is clever.

Talk 2 Complete. Write *am*, *are*, or *is*.

1. I _____ big. 2. He _____ clever.

3. You _____ small. 4. She _____ beautiful.

5. He _____ funny.

Language: *am, is, are* + adjectives | Workbook: p. 19

Lesson goal: Understand and use verb *be* + adjective

1 Look and say.

I am big. She is beautiful.
You are small. He is clever.

- Explain to Ss that in English we use different words instead of our names (*I, you, she, he*).
- Write on the board, **I am big**. Circle *I* and point to yourself.
- Write on the board, **You are big**. Have a volunteer come to the board, circle *you* and point to your volunteer.
- Repeat with *She is big* and *He is big*. Circle the pronouns and point to a girl or a boy in your class. Have a volunteer do the same.
- Write the pronoun + *be* words on the board:

I am You are She is He is

- Point to each phrase, say the words and have Ss repeat them.
- Reinforce the meaning of each phrase. Say, *I am Muzzy. I am big*. Point to yourself as you speak and imitate Muzzy's voice. Have the class follow your example.
- Say, *You are Muzzy. You are big*. Point to a S or group of Ss as you speak and imitate Muzzy's voice. Have the class follow your example.
- Continue in the same way with the other phrases.

2 Complete. Write *am, are, or is*.

- Draw Ss' attention to Exercise 2.
- Go through the whole exercise with pencils down. Write the sentences with the blanks on the board, elicit the missing word from Ss and write it in the blank.
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. am 2. is 3. are 4. is 5. is

Look 1 Circle the correct word.

Write 1. I am / is strong. 2. Sylvia is / are beautiful. 3. I am / is big. 4. You is / are small. 5. Corvax am / is clever.

2 Describe yourself. Circle *am, is, or are*.
I am / is / are _____.

Language practice: 1 Circle the correct word. *am, is, are*. 2 Circle the correct word. *am, is, are*. Write a word to describe you.

Activity Book
page 19



Lesson 7 | Language in use | Descriptions

3 Look, read, and write.

Hi, Muzzy.

1. You ____ happy. 2. Yes, I ____ happy.

3. You ____ beautiful, Sylvia.

Thank you.

4. Bob ____ sad. 5. He ____ sad.

4 Talk to a friend.

You are ... Yes/No, I'm ...

Language in use: Describe a friend/yourself

33

Lesson goal: Describe a friend and yourself

Describe yourself and a volunteer

- Teach the question *What are you like?* Choose two volunteers. Ask, *What are you like?* Elicit complete responses. (*I am ...*) Repeat, *What are you like?* Elicit the question from the class. Respond. (*I am ...*) Have the volunteers respond. (*I am ...*)
- Have Ss practice the question. Say, *What are you like?* Have the class repeat. Say, *I am clever.* Have the class repeat. Point to yourself. Elicit, *You are clever.*
- Point to your volunteers. Elicit, *He is clever.* Elicit, *She is clever.*

3 Look, read, and write.

- Open Student Books to page 33.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.
- Explain the activity. Say, *Sylvia and Muzzy are having a conversation. They describe each other and they describe Bob.*
- Do number 1 together as a class. Point to the picture. Ask, *Who's this? (Sylvia)*
- Point to Sylvia's speech bubble. Ask, *What's missing? (are) Say, Write are.*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. are 2. am 3. are 4. is 5. is

4 Talk to a friend.

- Model the activity. Choose a volunteer. Have them describe you. Ask, *What am I like?* Elicit, *You are ...* Respond, *Yes/No, I'm ...*
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Make sure everyone understands that they will take turns to describe a classmate and respond to their classmate.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their descriptions for the class. They can describe themselves or play the role of Muzzy characters.

I'm big; he's small



Lesson 8 | Literacy | Reading

Read 1 T20 Listen and read.

You are ...

Write

2 Circle big, small, scary, or funny.

1. Muzzy is big small .
2. The Cat is big small .
3. Muzzy is scary funny .

Literacy: Read descriptions | Workbook: p. 20

34

The cat: You are big.
Muzzy: Yes, I am.
You are small.
The cat: Yes, I am.
You are scary.
Muzzy: No. No! I am funny.

- Say, *Now listen*. Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Divide the class in half. Assign the role of the cat to Group A and the role of Muzzy to Group B.
- Read each line aloud and point to the corresponding group for them to read the line as a chorus.
- Continue having each group listen and repeat their lines.
- When Ss feel confident, play the audio and have them read along chorally.

Lesson goal: Read descriptions

1 **T20 Listen and read.**

- Open Student Books to page 34.
- Direct Ss' attention to the picture.
- Point and ask, *Who do you see?* (Muzzy) Say, *This is the cat.*
- Read the direction line aloud. Read the title and the conversation aloud.



2 Circle **big, small, scary, or funny.**

- Write the following words on the board:

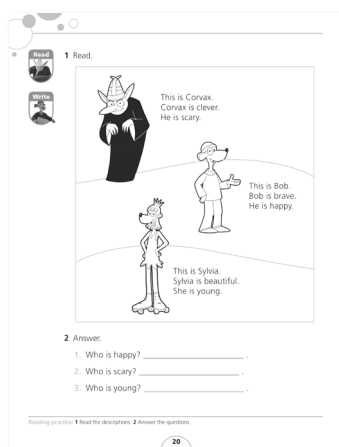
big small scary funny

- Point to each word. Have Ss read each one.
- Point to each word again. Elicit an object that can be described as big, small, scary, or funny.
- Direct Ss' attention to Exercise 2. Read the direction line aloud.
- Model number 1 as an example.
- Read, *Muzzy is big* [pause] *small*. Ask, *Is Muzzy big? Is Muzzy small? (big)*
- Circle *big* on the board. Have Ss circle *big* in their books.
- Do a class check to make sure all Ss understand the exercise.

- If Ss need support, continue in the same way with 2 and 3.
- If not, have Ss work independently as you monitor their work.
- Do a class check.

Answers

1. big 2. small 3. funny



Activity Book
page 20

I'm big; he's small

Look



Listen



Lesson 9 | Literacy | Phonics

3 T21 Look, listen, and say.

Good morning, Norman.
No, no! I'm clever.
Jack is big.
The puppy is small.

4 T22 Circle the sounds you hear.

1.	d	j	n
2.	d	j	n
3.	d	j	n
4.	p	r	l
5.	p	r	l

Lesson goal: Identify and pronounce consonant sounds *d, j, l, n, p, r*

3 T21 Look, listen, and say.

- Open Student Books to page 35.
- Direct Ss' attention to Exercise 3 and the pictures.
- Say, *He's big. Point to Jack.* Have Ss point to the big dog. Say, *He's small. Point to the puppy.* Have Ss point to the small dog.
- Play the audio and have Ss point to the words as they hear them.
- Play the audio again. Pause after each sentence for Ss to repeat it.
- Write the following words on the board:

Good morning	Norman
No	clever
Jack	puppy
	small

- Point to each word and have Ss read it aloud.

- Point to the consonants: *d, r, n, j, p, l*. Make each discrete sound and have Ss repeat the sound and the word. (*d, Good*)
- Continue in the same way, saying each sound and each word several times to make sure Ss can distinguish the sounds.

4 T22 Circle the sounds you hear.

- Play the audio.
- Play the audio again as a **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word say when you want them to speak.
- Direct Ss' attention to Exercise 4.
- Say, *Listen to the audio and point to the letter you hear.*
- Say, *Listen again and circle the letter you hear.* Mime the action for circle in the air.
- Play the audio once for Ss to do the exercise and another time for them to check their work.
- Do a class check.



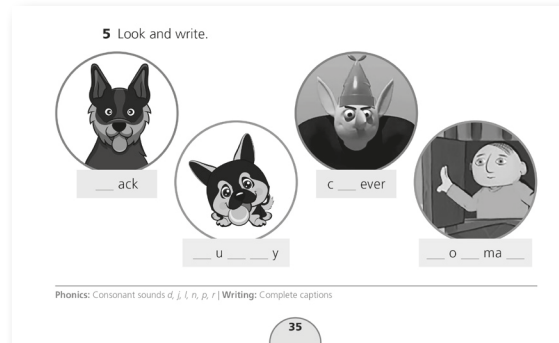
1. Good	2. Jack
3. Norman	4. puppy
5. small	

Answers

1. d 2. j 3. n 4. p 5. l



Lesson 10 | Literacy | Writing



- Have Ss write the missing letter. (J) Confirm that all Ss know what to do and write the correct letter.
- Have Ss continue the exercise independently. Have them check their answers with a partner.
- Do a class check.

Lesson goal: Complete picture captions

5 Look and write.

- Open Student Books to page 35.
- Direct Ss' attention to Exercise 5. Ask, *Who do you see? (Jack, the puppy, Corvax, and Norman)*
- Have Ss point to each picture and the word below it.
- Explain that there are missing letters in each word.
- Model the activity by doing number 1 as a class. Ask, *Who is this? What's his name?* Elicit, *Jack*.

Answers

1. J[ack]
2. p[u]pp[y]
3. c[l]ever
4. N[o]r[ma]n

Teaching tip

Captions are the words, phrases, or sentences we use to describe pictures.

I'm big; he's small

Look



Say



Lesson 11 | CLIL | Science

CLIL | Science: Identifying opposites

36

Activity Book: p. 21

37

Lesson goal: Identifying opposites

- Write four vocabulary words on the board:

beautiful
happy
big
old

- Elicit the opposite of each word from the class. (*ugly, sad, small, young*)
- Have the class dictate each word as you write it next to its opposite.

beautiful	ugly
happy	sad
big	small
old	young

1 Look. Draw a line.

- Open Student Books to page 36.
- Direct Ss' attention to Muzzy at the top of the page. Read the direction aloud, *Find the opposite.*
- Review pictures and captions. Have Ss point to each picture and read each caption as a class.
- Say, *Point to the beautiful bird. Ask, What is the opposite of beautiful? (ugly)* Say, *Point to the ugly bird.*
- Have Ss trace the line from the beautiful bird to the ugly bird with their fingers.
- Have Ss work independently or with a partner to complete the activity.
- Do a class check.



Lesson 12 | CLIL | Science

Lesson goal: Identifying opposites



2 Point and say.

- Write the following sentences on the board:

It's beautiful.
It's ugly.

- Practice the sentences with the class.
- Point to each one as you read it aloud. Point to each one as the Ss repeat it.
- Have Ss work with a partner.
- Direct them to take turns to point to a picture and describe the animal.
- Then their partner points to the opposite picture and describes the animal.
- Have Ss switch roles.



**Activity Book
page 21**

I'm big; he's small

My mother is small

Listen



Say



Lesson 1 | Word study

UNIT 4 My mother is small

1 T23 Listen and point.

father / dad

grandmother / grandma
grandfather / grandpa

mother / mom

sister brother

2 T24 Listen, point, and say.

Vocabulary: Identify and repeat new words: family members

38

Lesson goal: Identify and repeat new words

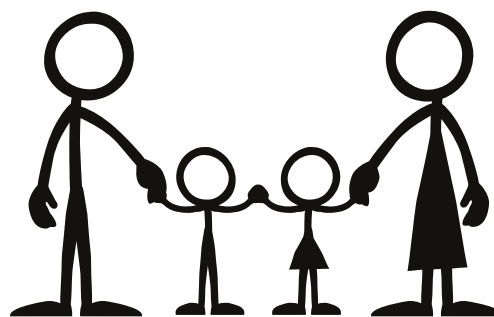
Vocabulary: family members

mother	mom	father	dad
grandmother		grandma	
grandfather		grandpa	
sister		brother	

1 T23 Listen and point.

- Ask, *Who is your family?* Translate the question into Ss' native language if necessary. Repeat the question

in English. Model an answer to the question, *My family is my mom, my dad, and my sister.* Draw a stick figure family on the board and label the figures.



Dad

Me

My sister

Mom

- Ask a volunteer, *Who is your family?* Say, Show me. Have S draw their family on the board.
- Open Student Books to page 38. Have Ss look at the pictures. Read the picture captions aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the pictures as they hear the words. Repeat.
- Ask, *Who is your family? Point.* Have individual Ss point to different pictures. If Ss are ready to do so, have them read the caption or say the word aloud.



father, dad, grandmother, grandma, grandfather, grandpa, mother, mom, brother, sister

2 T24 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat each word they hear. Play the audio.
- Ask again, *Who is your family?* Elicit answers in English.



father, dad, grandmother,
grandma, grandfather, grandpa,
mother, mom, brother, sister

Extra practice

Choral practice, pair work, role-play

- Draw (or have volunteers draw) a complete stick figure family on the board. Do not label the pictures. Include grandparents (add glasses or a cane to adult figures).
- Call out each vocabulary word. After each word, have Ss repeat the word and point to a picture on the board.
- Continue in the same way until you have practiced all the words twice.

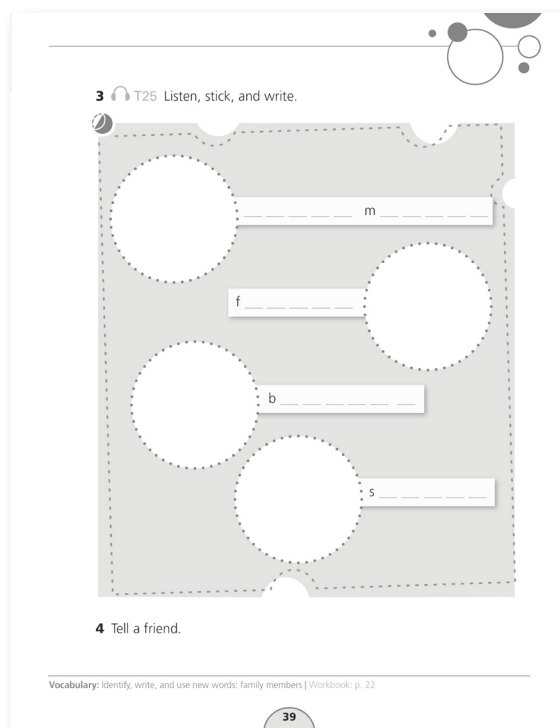
Recycle

- Point to a picture on the board. Say, *My grandmother is small.*
- Have Ss repeat your sentence(s).
- Call on volunteers to describe a family member.

My mother is small



Lesson 2 | Word study



- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 39. Play the audio. Ask, *Which sticker is number 1? (grandmother)* Show one finger. Have Ss take the (*grandmother*) sticker from page 137 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the words.*
- Play the audio or say the words. Have Ss copy the missing letters from the words below the pictures on page 38.
- Do a class check. Say, *Picture 1.* Have a volunteer read the word, *grandmother.* Continue in the same way as Ss check their work.

Lesson goal: Identify, write, and use new words

3 T25 Listen, stick, and write.

- Open Student Books to page 39. Have Ss point to the empty circles on the page.
- Explain that there are no pictures because Ss are going to stick the pictures on the page.
- Play the audio. Have Ss locate the corresponding pictures on page 38.
- Ask Ss to turn to page 137 (the second sticker page) and identify the stickers for family members. Say, *Point and say.*



grandmother father
brother sister



Answers

[g]rand[m]other, [f]ather,
[b]rother, [s]ister

4 Tell a friend.

- Model the activity for the entire class. Ask, *Who is your family?* Say, *My family is ...* Call on a volunteer. Ask, *Who is your family?* Elicit a complete sentence response.
- Have Ss work with a partner.
- Have Ss take turns. One S asks, *Who is your family?* The other S responds.

mother	mom
father	dad
grandmother	grandma
grandfather	grandpa
sister	brother

Extension activity | Family nicknames

- Ask, *What do you call your mother?* Model, *I call my mother Mom.*
- Ask, *What do you call your mother?* Have the class respond. Call on different volunteers.

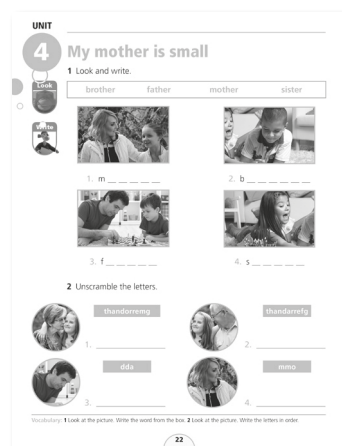
- Continue in this way asking Ss what they call their fathers and/or grandparents.
- Have Ss work with a partner.
- Have Ss take turns. One S asks, *What do you call your ... ?* The other S responds.
- Walk around the class and monitor pair work. Assist as necessary.
- Invite pairs of Ss to model an exchange for the class.



Teaching tip | Non-nuclear family

Some Ss have non-nuclear families. They might belong to a single parent family. They might have two dads or two moms, or they might live with a grandparent(s).

Make sure that diverse families are included in your family lesson. Monitor pair work carefully to make sure that every S is treated with respect when introducing their family.

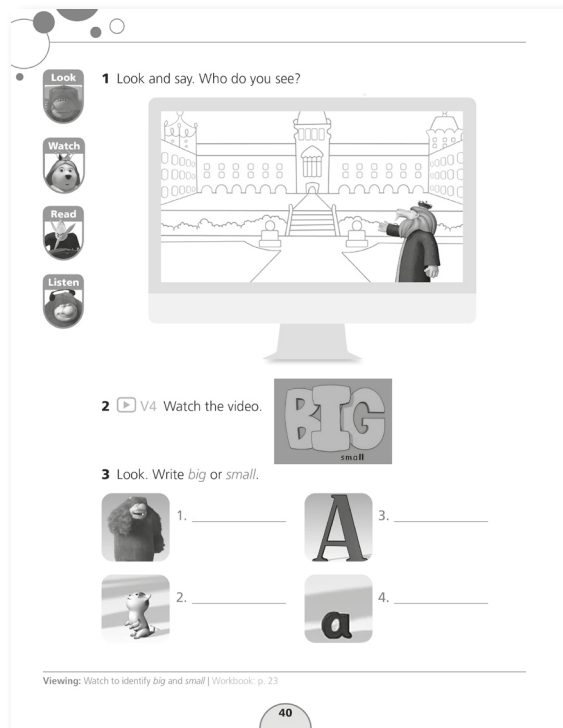


Activity Book page 22

My mother is small



Lesson 3 | Viewing



Lesson goal: Watch to identify *big* and *small*



Teaching tip

Vocabulary video lessons

A vocabulary video lesson highlights specific words or concepts. The words are presented in isolation for Ss to focus on pronunciation. The images support Ss' acquisition without the need for translation.

1 Look and say. Who do you see?

- Open Student Books to page 40. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who's this? Who is on TV? (the King)*
- Say, *The King is pointing at his palace.* Point as you talk.
- Ask, *What does the King say?*

2 V4 Watch the video.

- Play the complete video scene for Ss' enjoyment.
- Ask, *Who is in the video? (Muzzy, the cat, the King, Bob)*
- Play the video again. Ask, *What do they say? (big, small)*
- Ask, *What is big in the video? (Muzzy, the letter, the palace, Bob's sweater)*
- Ask, *What is small in the video? (the cat, the letter, Bob's house, Bob's sweater)*

Useful video vocabulary

the cat	house	letter
palace	sweater	

3 Look. Write *big* or *small*.

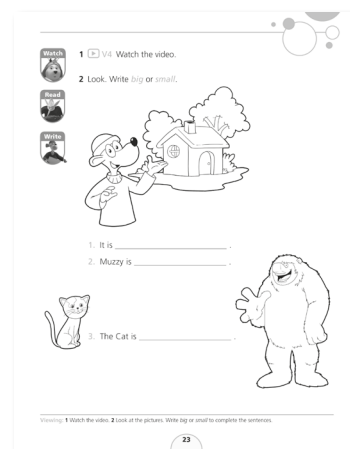
- Direct Ss' attention to Exercise 3.
- Have Ss point to the pictures as you say, *Muzzy, the cat, capital A, small a.*
- Direct Ss' attention to the words, *BIG, small.*
- Explain to Ss that they must write *big* or *small* next to each picture.
- Model the exercise. Say, *Number 1, Muzzy.* Ask, *Is Muzzy big? Is Muzzy small? (big)*
- Check that all Ss understand the exercise and know what to do.
- Say, *Begin.* Monitor and assist Ss as necessary.
- Do a class check.



Answers

1. big,
2. small,
3. big,
4. small

Activity Book
page 23





Lesson 4 | Viewing

4 V4 Watch the video. Complete.

Big	small



Teaching tip Leveling lessons

For a faster-paced class, present new vocabulary and have Ss write their responses, copying new words from the board. For a less-demanding lesson, have Ss respond by drawing pictures.

Lesson goal: Identify big and small characters and things

Introduce video vocabulary

- Use the pictures in Exercise 5 to teach the video vocabulary.
- Say, *Point to Muzzy*. Have Ss point to Muzzy in their books. Continue in this way for Ss to identify each word.
- Point to each picture and ask, *What is this?* (*the cat, palace, house, sweater*)
- If Ss are ready, write each word on the board and have Ss read them aloud.

the cat
letter
sweater

house
palace

4 V4 Watch the video. Complete.

- Open Student Books to page 41.
- Direct Ss' attention to Exercise 4. Have them look at the chart. Read the column heads aloud, *Big, small*.
- Point and ask, *In the video, who is big?* (*Muzzy*). Have Ss write or draw Muzzy in column 1.
- Read the direction line aloud. Explain the exercise.
- Say, *We are going to watch the video again. Watch for big things and for small things.*
- Play the video. Have Ss work independently to draw or write the objects in the correct column.
- Do a class check.

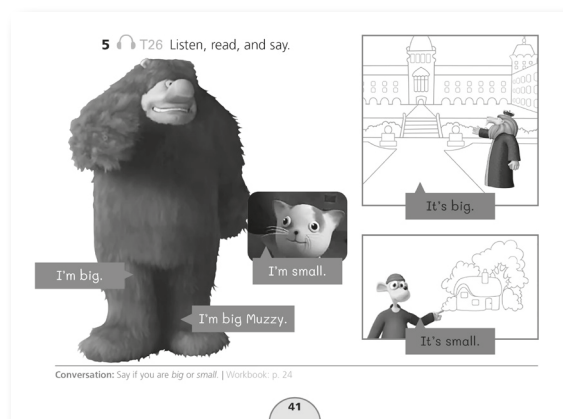


Answers

Big: Muzzy, A, palace, sweater
small: the cat, a, house, sweater



Lesson 5 | Conversation



Lesson goal: Say if you are big or small

5 T26 Listen, read, and say.

- Open Student Books to page 41. Direct Ss' attention to the pictures and speech bubbles. Ask, *Who do you see? (Muzzy, the cat, the King, Bob)*
- Play the audio. Encourage Ss to read along.
- Ask, *Who is big? (Muzzy) Who is small? (the cat)*
- Ask, *What is big? (the palace) What is small? (Bob's house)*

Choral conversations

- Divide the class in half (by rows) or by quickly counting off 1, 2 as you point to each S.
- Say, *(Number) ones are Muzzy (the King). (Number) twos are the cat (Bob).*
- Check for Ss' understanding. Say, *Muzzys raise your hand.* Mime the action as you give the instruction. Say, *Cats raise your hand.*
- Play the audio again, pausing after every line.
- Have the Number 1s repeat Muzzy and the King's sentences. Have Number 2s repeat the cat and Bob's sentences.
- Repeat again for Ss to gain confidence and to learn their lines.
- Have the class role-play the exchanges chorally.



Teaching tip

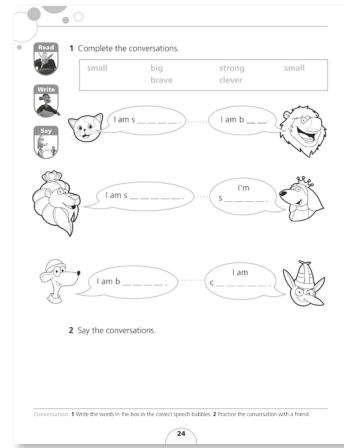
Encourage Ss to imitate the characters' voices and physically mimic them when they role-play conversations.

- Put Ss in pairs to practice the exchanges independently.
- Walk around the classroom to monitor and assist.

Extension activity

If art supplies (or class notebooks) are readily available, have Ss create a Big/small flashcard.

- Instruct Ss to write BIG on one side of a page or piece of paper.
- Instruct Ss to write small on the other side of the page or piece of paper.
- Then have Ss illustrate their flashcard by drawing an example of someone or something big and someone or something small on the corresponding side of the page or paper.
- Invite volunteers to the front of the class to show their flashcards. Have Ss hold up their card and say, *It's big/small*. (Or He/She is big/small) as appropriate.



Activity Book
page 24

My mother is small








Lesson 6 | Language

Look 1 Look and say.

What does Mother look like?	→	She's ...
What is Father like?	→	He's ...
What does Sylvia look like?	→	She's ...
What is Muzzy like?	→	He's ...

Write 2 Look at the picture. Complete.

- What does  look like?
_____ small.
- What is  like?
_____ strong.
- What does  look like?
_____ beautiful.
- What is  like?
_____ brave.
- What does  look like?
_____ big.

Language: What does ... look like? What is ... like? [Workbook: p. 25]

42

Lesson goal: Ask and say what people look like.

1 Look and say.

What does Mother look like?	→	She's ...
What does Father look like?	→	He's ...
What does Sylvia look like?	→	She's ...
What does Muzzy look like?	→	He's ...

- Remind Ss that in English we use different words instead of the names of the people we talk about (*she, he*).
- Write on the board, **She is clever**. Circle *She* and point to a girl S.
- Write on the board, **He is funny**. Have a volunteer come to the board, circle *he* and point to a boy student.
- Write the pronoun + *be* words on the board:

She is

He is

- Point to each one, say the words and have Ss repeat.
- Reinforce the meaning of each question in the grammar box. Say, *What does Muzzy look like?* Elicit, *He's big*.
- Continue in the same way with the other questions.


2 Look at the picture. Complete.

- Draw Ss' attention to Exercise 2.
- Go through the whole exercise with pencils down. Write the sentences with the missing words on the board, elicit what is missing from Ss and write it in.
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. the Queen, She's 2. the King, He's 3. Sylvia, She's 4. Bob, He's 5. Muzzy, He's

1 Match.



- What does the Queen look like? _____ a. He's clever.
- What is Convax like? _____ b. She's beautiful.
- What does Muzzy look like? _____ c. He's big.
- What does Sylvia look like? _____ d. He's strong.
- What is the King like? _____ e. She's small.

2 Answer the question.
What do you look like?
I'm _____.

Language practice: 1 Write the letter to match the answer to the question. 2 Write what you look like.

25

Activity Book
page 25



Lesson 7 | Language in use | Descriptions



- Direct Ss' attention to Exercise 3. Read the direction line aloud. Read the question in the speech bubble, *What is your family like?*
- Explain the activity. Say, *Sylvia, Muzzy, Bob and Corvax are describing their family.*
- Do number 1 together as a class. Point to the picture. Ask, *Who's this?* (Sylvia)
- Point to Sylvia's first speech bubble. Ask, *What's missing?* (is) Say, *Write is.*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. is 2. is 3. is 4. is 5. is 6. is

Lesson goal: Describe a family member

Describe your family

- Teach the question *What is your family like?* Choose two volunteers. Ask, *What is your family like?* Elicit complete responses. (*My mom is ...*) Repeat, *What is your family like?* Elicit the question from the class. Respond. (*My mom is ...*) Have the volunteers respond. (*My dad is ...*)
- Have Ss practice the question. Say, *What is your family like?* Have the class repeat. Say, *My dad is clever.* Have the class repeat.
- Ask your volunteers, *What is Sylvia's mom like?* Elicit, *She is small.* Ask, *What is Sylvia's dad like?* Elicit, *He is strong.*

3 Look, read, and write.

- Open Student Books to page 43.

4 Talk to a friend.

- Model the activity. Choose a volunteer. Have them ask you about your family. Elicit, *What is your family like?* Respond, *My sister is ...*
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Make sure everyone understands that they will take turns to ask about their classmate's family and describe their family member.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their descriptions for the class. They can describe their family members or play the role of a Muzzy character.


My mother is small



Lesson 8 | Literacy | Reading

Read 1 T27 Listen and read.

Sylvia's family



This is Sylvia. She is the princess. She is beautiful.
This is her father. He is the King. He is strong.
This is her mother. She is the Queen. She is small.

2 Answer the questions.

1. What does Sylvia look like?

She is _____.

2. What is Sylvia's father like?

He _____.

3. What is Sylvia's mother like?

_____.

Literacy: Read descriptions | Workbook: p. 26

44

Lesson goal: Read descriptions

1 T27 **Listen and read.**

- Open Student Books to page 44.
- Direct Ss' attention to the picture.
- Point and ask, *Who do you see? (the Queen, the King, Sylvia)* Say, *This is Sylvia's family.*
- Read the direction line aloud. Read the title and the text aloud.
- Say, *Now listen.* Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Divide the class in three. Each group will read a line of the text. Group 1 will read about Sylvia. Group 2 will read about the King. Group 3 will read about the Queen.
- Read each line aloud and point to a group for them to read their sentences as a chorus.
- Continue having each group listen and repeat their sentences.
- When Ss are able to read their sentences, play the audio and have them read along chorally.



2 Answer the questions.

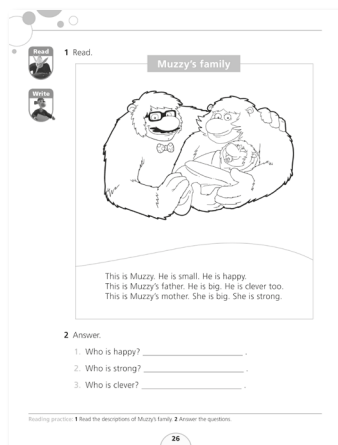
- Write the following words on the board:

mother	father	Sylvia
beautiful	strong	small

- Point to each word. Have Ss read each one.
- Ask, *What is the mother like?* Elicit, *She is small.* Continue in the same way with *father* and *Sylvia*.
- Direct Ss' attention to Exercise 2. Read the direction line aloud.
- Model number 1 as an example.
- Read the question aloud. Call on a volunteer to read, *She is.* Elicit, *beautiful.*
- Have Ss work independently as you monitor their work.
- Do a class check.

Answers

- beautiful
- is strong
- She is small



Activity Book
page 26

My mother is small

Look




Listen



Lesson 9 | Literacy | Phonics

3 T28 Look, listen, and say.



He **is** strong.
She **is** very beautiful.
We are a family.
You are my father.

4 T29 Circle the sounds you hear.

1. s	t	v
2. s	t	v
3. s	t	v
4. w	y	z
5. w	y	z

Lesson goal: Identify and pronounce consonant sounds *s, t, v, w, y, x*

3 T28 Look, listen, and say.

- Open Student Books to page 45.
- Direct Ss' attention to Exercise 3 and the picture.
- Say, *She's asleep*. Mime sleep. Close your eyes and lay your head on your hands. Exaggerate the zzz sound.
- Read each sentence aloud. Repeat each word with a letter in bold.
- Play the audio and have Ss point to the words as they hear them.
- Play the audio again. Pause after each sentence for Ss to repeat it.
- Write the following words on the board:

is strong
is very beautiful
We
You

- Point to each word and have Ss read it aloud.

- Point to the consonants: *s, t, v, w, y, z*. Make each discrete sound and have Ss repeat the sound and the word. (*st, strong*)
- Continue in the same way, saying each sound and each word several times to make sure Ss can distinguish the sounds.

4 T29 Circle the one you hear.

- Play the audio.
- Play the audio again as a choral **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word say when you want them to speak.
- Direct Ss' attention to Exercise 4.
- Say, *Listen to the audio and point to the letter you hear*.
- Say, *Listen again and circle the letter you hear*. Mime the action for circle in the air.
- Play the audio once for Ss to do the exercise and another time for them to check their work.
- Do a class check.



- | | |
|-----------|---------|
| 1. Sylvia | 2. very |
| 3. strong | 4. you |
| 5. we | |

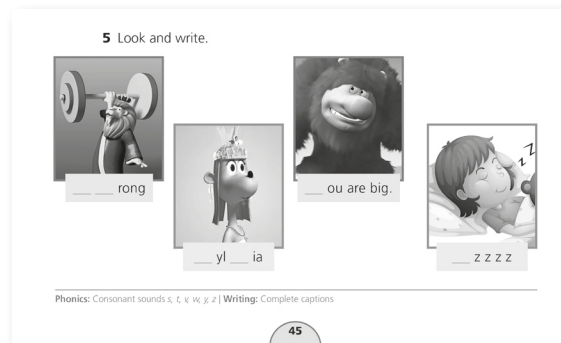


Answers

1. s-v 2. v 3. s-t 4. y 5. w



Lesson 10 | Literacy | Writing



Lesson goal: Complete picture captions

5 Look and write.

- Open Student Books to page 45.
- Direct Ss' attention to Exercise 5. Ask, *Who do you see? (the King, Sylvia, Muzzy, and a girl)*
- Have Ss point to each picture and the word below it.
- Explain that there are missing letters in each word.

- Model the activity by doing 1 as a class. Ask, *Who is this? (the King) What is he like?* Elicit, *strong*.
- Have Ss write the missing letters. (st) Confirm that all Ss know what to do and write the correct letters.
- Have Ss continue the exercise independently. Have them check their answers with a partner.
- Do a class check.

Answers

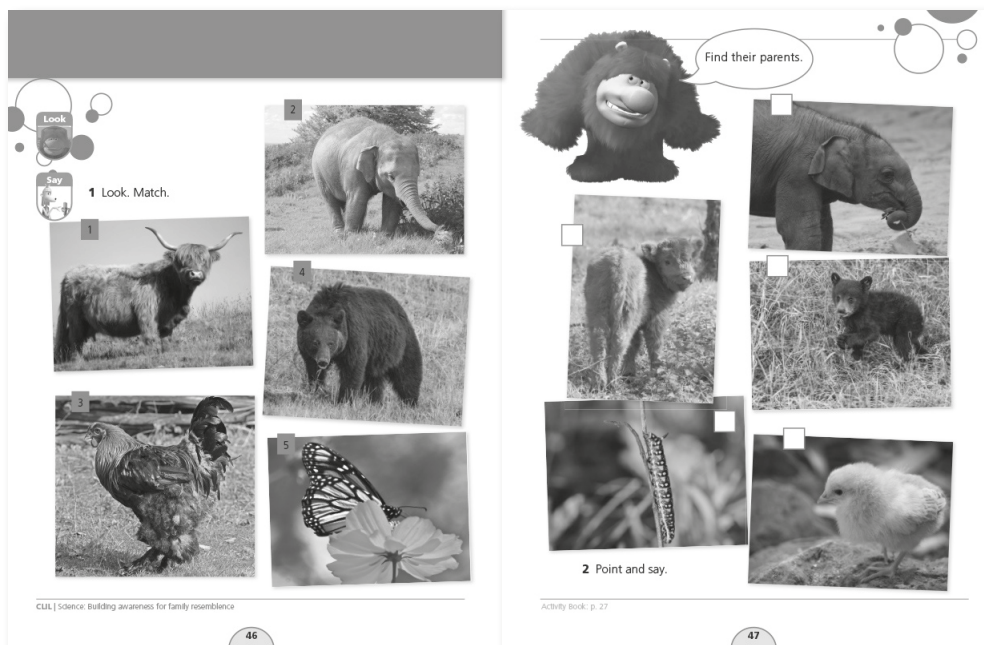
1. st[rong]
2. S[yl]v[ia]
3. Y[ou are big.]
4. Z[z z z z]

Language note

Captions are the words, phrases, or sentences we use to describe pictures.



Lesson 11 | CLIL | Science



Lesson goal: Build awareness for family resemblance

1 Look. Match.

- Open Student Books to pages 46 and 47.
- Direct Ss' attention to Muzzy at the top of the page. Read his speech bubble aloud, *Find their parents.*
- Say, *Point to a big animal.* Say, *Point to a small animal.*
- Direct Ss' attention to the numbers next to each adult animal.
- Say, *Point to number 1, point to Number 2.* Continue in this way until Ss have identified the five adult animals.

- Ask, *What is number 1 like? (It is big.)* Continue in this way until Ss have described the five adult animals.
- Model the exercise. Say, *Number 1.* Point to the animal. Say, *It is big.* Ask, *Which is the small animal?* Have Ss identify the calf on page 47. Tell them to write 1 in the box.
- Have Ss work independently or with a partner to complete the activity.
- Do a class check.



Lesson 12 | CLIL | Science



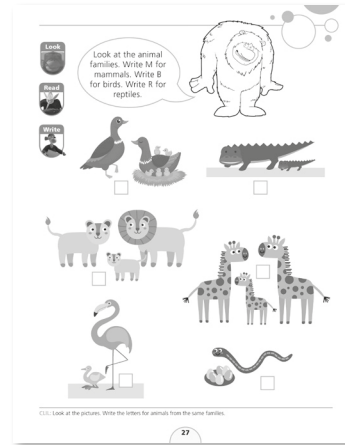
Lesson goal: Build awareness for family resemblance

2 Point and say.

- Write the following sentences on the board:

It's big.
It's small.

- Practice the sentences with the class.
- Point to each one as you read it aloud. Point to each one as the Ss repeat it.
- Have Ss work with a partner.
- Direct them to take turns to point to a picture and describe the animal.
- Then their partner points to the corresponding picture and describes the animal.
- Have Ss switch roles.



**Activity Book
page 27**

My mother is small

I have a pencil case

Listen



Say



Lesson 1 | Word study

UNIT 5 I've got a pencil case

1 T30 Listen and point.

2 T31 Listen, point, and say.

Vocabulary: Identify and repeat new words: school supplies

48

Lesson goal: Identify and repeat new words

Vocabulary: school supplies

eraser
pencil
scissors

glue
pencil case
sharpener

pen
ruler

1 T30 Listen and point.

- Ask, *What do you have in your backpack?* Translate the question into Ss' native language if necessary. Repeat the question in English. Model an answer to the question, I have a pen in my bag. Model your response. Reach into your bag and hold up your pen.
- Ask a volunteer, *What's in your backpack/bag?* Say, *Show me.* Have S pull out a school supply from their bag. Repeat with other volunteers.
- Open Student Books to page 48. Have Ss look at the pictures. Read the picture captions aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the pictures as they hear the words. Repeat.
- Ask, *What's in your bag? Point.* Have individual Ss point to different pictures. If Ss are ready to do so, have them read the caption or say the word aloud.



eraser, glue, pen, pencil, pencil case, ruler, scissors, sharpener

2 T31 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat each word they hear. Play the audio.
- Ask again, *What's in your bag?* Elicit answers in English.



eraser, glue, pen, pencil, pencil case, ruler, scissors, sharpener

Extra practice

Choral practice, pair work, role-play

- Draw (or have volunteers draw) or tape school supplies to the board. Do not label the pictures.
- Call out each vocabulary word. After each word, have Ss repeat the word and point to a picture or object on the board.
- Continue in the same way until you have practiced all the words twice.

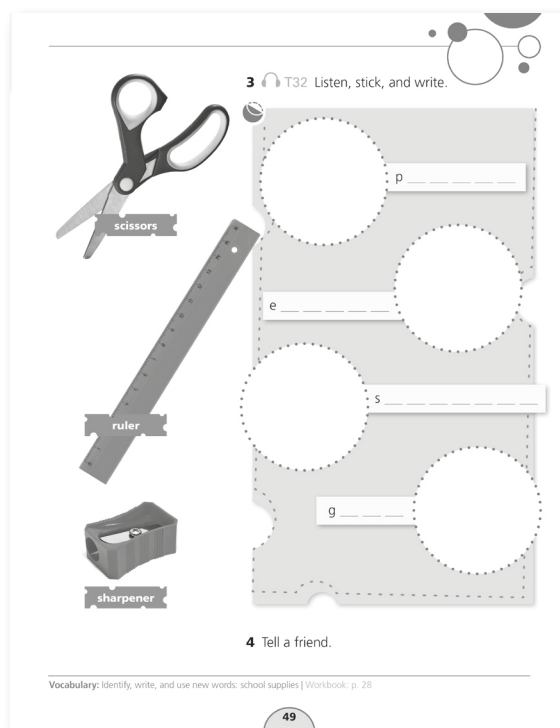
Recycle

- Point to a picture on the board. Say, *I have a pen.*
- Have Ss repeat your sentence(s).
- Call on volunteers to identify a possession.

I have a pencil case



Lesson 2 | Word study



- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 49. Play the audio. Ask, *Which sticker is number 1? (pencil)* Show one finger. Have Ss take the (pencil) sticker from page 139 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the words.*
- Play the audio or say the words. Have Ss copy the missing letters from the words below the pictures on pages 48 and 49.
- Do a class check. Say, *Picture 1.* Have a volunteer read the word, *pencil.* Continue in the same way as Ss check their work.

Lesson goal: Identify, write, and use new words

3 T32 Listen, stick, and write.

- Open Student Books to page 49. Have Ss point to the empty circles on the right-hand side of the page.
- Explain that there are no pictures here because Ss are going to stick the pictures on the page.
- Play the audio. Have Ss locate the corresponding pictures on pages 48 and/or 49.
- Ask Ss to turn to page 139 (the third sticker page) and identify the stickers for school supplies. Say, *Point and say.*



pencil, eraser, scissors, glue



Answers

[p]encil, [e]raser, [s]cissors, [g]ue

4 Tell a friend.

- Model the activity for the entire class. Ask, *What's in your backpack/bag?* Say, *I have a ...* Call on a volunteer. Ask, *What do you have?* Elicit a complete sentence response.
- Have Ss work with a partner.
- Have Ss take turns. One S asks, *What do you have?* The other S responds.
- Continue in this way asking Ss what items they bring to school.
- Have Ss work with a partner. Have Ss take turns. One S asks, *What do you bring to school?* The other S responds.
- Walk around the class and monitor pair work. Assist as necessary.
- Invite pairs of Ss to each model an exchange for the class.

eraser	glue
pen	pencil
pencil case	ruler
scissors	sharpener

Extension activity | Personal possessions

- Ask, *What other things do you have?* Model, *I have a cell phone. I bring my cell phone to school.* Show the class your cell phone.
- Ask, *What do you bring to school?* Have the class respond. Call on different volunteers. Use this stage of the activity to introduce new words in English as needed.



Teaching tip | Favorite possessions

Introduce the concept of favorites. Show Ss at least three similar items. Say, *I have three pens. This is my favorite pen.* Have Ss work in pairs or groups of three to share their favorites with their classmates. Monitor pair work for correct turn-taking and expressions.



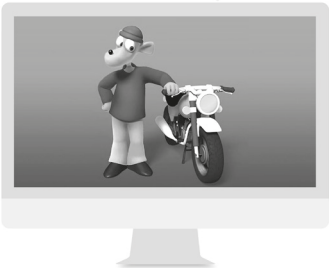
Activity Book page 28

I have a pencil case



Lesson 3 | Viewing


Look 1 Look and say. Who do you see?



Watch 2 V5 Watch the video.

Read 3 What do they have? Look. Match.

1. Sylvia 2. Bob 3. Corvax 4. the King



Viewing: Watch and listen to what people have | Workbook: p. 29

50

Lesson goal: Watch to identify what people have

1 Look and say. Who do you see?

- Open Student Books to page 50. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who's this? Who is on TV?* (Bob)
- Say, *Bob is standing next to his motorcycle.* Point as you talk.
- Ask, *What does Bob say? (I have a motorcycle.)*

2 V5 Watch the video.

- Play the complete video scene for Ss' enjoyment.
- Ask, *Who is in the video? (Sylvia, Bob, Corvax, the King)*
- Play the video again. Ask, *What do they say? (I have a bag / motorcycle / computer / a garden)*

- Ask, *Who has a bag?* (Sylvia) Ask, *Who has a computer?* (Corvax)
- Ask, *What does Bob have?* (a motorcycle) Ask, *What does the King have?* (a garden)

Useful video vocabulary

bag computer garden motorcycle

3 What do they have? Look. Match.

- Direct Ss' attention to Exercise 3.
- Have Ss point to the pictures as you say, *garden, computer, motorcycle, bag.*
- Direct Ss' attention to the (numbered) names of the characters: 1. Sylvia, 2. Bob, 3. Corvax, 4. The King. Read the names aloud. Have Ss repeat each name.
- Explain to Ss that they must match a name to each picture.
- Model the exercise. Say, *Number 1, Sylvia. Ask, What does Sylvia have? (a bag)* Say, *We write number 1 next to the bag.*
- Check that all Ss understand the exercise and know what to do.
- Say, *Begin.* Monitor and assist Ss as necessary.
- Do a class check.




Answers

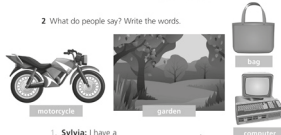
1. bag
2. motorcycle
3. computer
4. garden

Activity Book
page 29

1 V5 Watch the video.



2 What do people say? Write the words.



1. Sylvia: I have a _____

2. The King: I have a _____

3. Bob: I have a _____

4. Corvax: I have a _____

Viewing: 1 Watch the video. 2 Look at the pictures. Write the words to complete what people say.

29



Lesson 4 | Viewing

4 V5 Watch the video. Who says it?

Muzzy	Bob	the King	Sylvia	Corvax

1. _____ : I have a garden.
2. _____ : I have a motorcycle.
3. _____ : I have a bag.
4. _____ : I have a computer.
5. _____ : I have a spaceship.

Lesson goal: Identify characters' possessions

bag
garden
spaceship

computer
motorcycle

Introduce video vocabulary

- Use the pictures in Exercise 3 to teach the video vocabulary.
- Say, *Point to the garden*. Have Ss point to the garden in their books. Continue in this way for Ss to identify each word.
- Point to each picture and ask, *What is this?* (a garden, a computer, a motorcycle, a bag)
- If Ss are ready, write each word on the board and have Ss read them aloud.

4 V5 Watch the video.

Who says it?

- Open Student Books to page 51.
- Direct Ss' attention to Exercise 4. Have them look at the pictures of the characters. Read the names aloud.
- Point to each picture and ask, *Who is this?* (Muzzy, Bob, the King, Sylvia, Corvax)
- Read the direction line aloud. Explain the exercise.
- Say, *We are going to watch the video again. Each character has something. Listen to what they say.*
- Play the video. Model the exercise. Read aloud, *Number 1 I have a garden.* Ask, *Who has a garden?* (the King) Have Ss work independently to write a name next to each statement.
- Do a class check.

Answers

1. the King 2. Bob 3. Sylvia
4. Corvax 5. Muzzy

Teaching tip

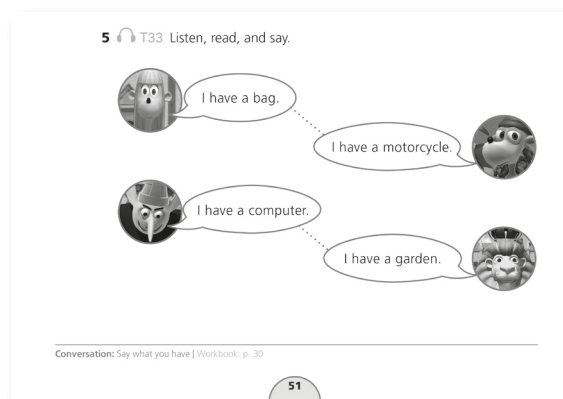
Leveling lessons

For a faster-paced class, present new vocabulary and have Ss write their responses, copying new words from the board. For a less-demanding lesson, have Ss respond orally and point to the characters and number them. Then assign writing the character names as pairwork or homework.

I have a pencil case



Lesson 5 | Conversation



Lesson goal: Say what you have

5 T33 Listen, read, and say.

- Open Student Books to page 51. Direct Ss' attention to the pictures and speech bubbles. Ask, *Who do you see?* (Sylvia, Bob, Corvax, the King)
- Play the audio. Encourage Ss to read along.
- Ask, *Who has a bag?* (Sylvia) *Who has a motorcycle?* (Bob)
- Ask, *Who has a computer?* (Corvax) *Who has a garden?* (the King)

Choral conversations

- Divide the class in half (by rows) or by quickly counting off 1, 2 as you point to each S.
- Say, *(Number) ones are Sylvia (Corvax). (Number) twos are Bob (the King).*
- Check for Ss' understanding. Say, *Sylvias raise your hand.* Mime the action as you give the instruction. Say, *Kings raise your hand.*
- Play the audio again, pausing after every line.
- Have the Number 1s repeat Sylvia and Corvax's sentences. Have Number 2s repeat Bob and the King's sentences.
- Repeat again for Ss to gain confidence and to learn their lines.
- Have the class role-play the exchanges chorally.



Teaching tip

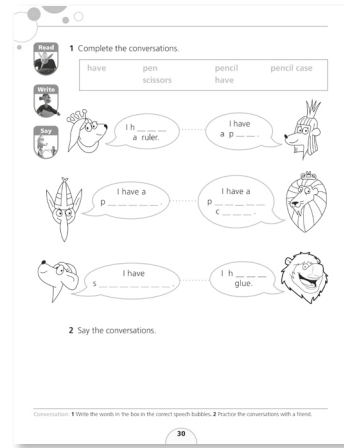
Encourage Ss to imitate the characters' voices and physically mimic them when they role-play conversations.

- Put Ss in pairs to practice the exchanges independently.
- Walk around the classroom to monitor and assist.

Extension activity

If art supplies (or class notebooks) are readily available, have Ss create a favorite possession flashcard.

- Instruct Ss to write I have on one side of a page or piece of paper.
- Then have Ss illustrate their flashcard by drawing their favorite possession.
- Invite volunteers to the front of the class to show their flashcards. Have Ss hold up their card and say, *I have a ...* Provide new words as appropriate.



Activity Book
page 30

I have a pencil case



Lesson 6 | Language

Look 1 Look and say.

I have ...
Do you have ... ? → Yes, I do.
→ No, I don't.

Write

Talk 2 Complete the questions and the answers.

1. Do you _____ a pencil bag?
Yes, I _____.

2. Do you _____ scissors?
No, I _____.

3. _____ you _____ a sharpener?
Yes, I _____.

4. _____ you _____ glue?
No, I _____.

5. _____ ?
_____.

Language: / have ... Do you have ... ? Yes/No, I do/don't. | Workbook: p. 31

52

Lesson goal: Ask and say what people have



Teaching tip

Passive language instruction

The purpose of these two language lessons is to introduce Ss to the concept of possession and to learn the word have. They will not manipulate or conjugate has/have at this stage. They will only use the structures in the grammar box as sentence starters to express themselves asking and responding to questions about possession.

1 Look and say.

I have ...
Do you have ... ? → Yes, I do.
→ No, I don't.

- Write on the board, *I have ...* Use the sentence starter to talk about one or two of your possessions.
- Write on the board, *Do you have ...?* *Yes, I do. No, I don't.* Call on different volunteers. Ask each one a complete question. Have each one point to or say an affirmative or negative answer.
- Continue in the same way with the other questions.
- Invite volunteers to ask questions and answer them.
- Open Student Books to page 52.
- Have Ss point to the items in the grammar box as you read them aloud.

2 Complete the questions and the answers.

- Draw Ss' attention to Exercise 2.
- Have Ss look at the picture. Ask, *Who is it? (the King)* Ask, *Where is he? (in the garden)* Call on a volunteer. Say, *You are the King. Do you have a garden? (Yes, I do.)*
- Go through the entire exercise with pencils down. Write the sentences with the missing words on the board, elicit the missing words from Ss and write them in.
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. have, do 2. have, don't

3. Do, have, do
4. Do, have, don't
5. (Answers will vary)

1 Answer the questions for the characters.

1. Muzzy, do you have a motorcycle?
2. Canvas, do you have a computer?
3. Bibi, do you have a spaceship?
4. Spide, do you have a bag?

2 Answer the questions for you.

1. Do you have a pencil?
2. Do you have a ruler?
3. Do you have a scissors?

Language: / have ... Do you have ... ? Yes/No, I do/don't. | Workbook: p. 31

31

Activity Book
page 31



Lesson 7 | Language in use | Possession

3 Look, read, and write.

1. Muzzy, _____ you _____ a motorcycle?

2. No, I _____.

3. I _____ a spaceship.

4. Corvax, _____ you _____ a motorcycle?

5. No, I _____.

6. I _____ a computer.

4 Talk to a friend.

Do you have a ...

Yes, I do. /No, I don't.

Language in use: Say what you have

53

3 Look, read, and write.

- Open Student Books to page 53.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.
- Explain the activity. Say, *Sylvia is asking Muzzy and Corvax what they have.*
- Do number 1 together as a class. Point to the picture. Ask, *Who's this?* (Sylvia)
- Point to Sylvia's speech bubble. Ask, *What words are missing?* (Do, have) Say, *Write Do, have.*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. do, have 2. don't 3. have
4. do, have 5. don't 6. have

Lesson goal: Ask and say what you have

Talk about your possessions (Review family members)

- Teach the question *What does your (mother) have?* Introduce the response *My mother has a ...* Choose two volunteers. Ask, *What does your ... have?* Elicit complete responses. (*My (mom) has a ...*) Repeat, *What does your (family member) have?* Elicit the question from the class. Respond. (*My (mom) has a ...*) Have the volunteers respond. (*My (dad) has a ...*)
- Have Ss practice the question. Ask, *What does your (family member) have?* Have the class repeat. Say, *My mom has a bag.* Have the class repeat.
- Ask your volunteers, *What does your mom have?* Elicit, *My mom/She has a ...* Ask, *What does your (family member) have?* Elicit, *My (family member) has a ...*

4 Talk to a friend.

- Model the activity. Choose a volunteer. Have them ask you about a possession. Elicit, *Do you have a ... ?* Answer, *Yes I do* or *No, I don't.*
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Make sure everyone understands that they will take turns to ask about their classmate's possessions.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their dialogues for the class. They can describe their own possessions or play the role of a Muzzy character.

I have a pencil case




Lesson 8 | Literacy | Reading

Read 1 T34 Listen and read.

I have ...

I have many things in my bag.
I have pencils, pens, an eraser, and a ruler.
I don't have scissors. I don't have a sharpener.



2 What does Sylvia have? Circle the words.

eraser	pen	pencil
ruler	sharpener	scissors

3 What doesn't Sylvia have? Cross out X the words.

eraser	pen	pencil
ruler	sharpener	scissors

Literacy: Read about possessions | Workbook: p. 32

54

Lesson goal: Read about possessions

1 T34 Listen and read.

- Open Student Books to page 54.
- Direct Ss' attention to the picture.
- Point and ask, *Who do you see?* (Sylvia) Ask, *What does Sylvia have? (a bag)*
- Read the direction line aloud. Read the title and the text aloud.
- Say, *Now listen*. Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Divide the class in three. Each group will read a line of the text. Group 1 will read the first sentence (introduction). Group 2 will read the second sentence (affirmation). Group 3 will read the last sentence (negation).
- Read each line aloud and point to a group for them to read their sentences as a chorus.
- Continue having each group listen and repeat their sentences.
- When Ss are able to read their sentences, play the audio and have them read along chorally.



2 What does Sylvia have? Circle the words.

- Write the following words on the board:

eraser	pen	pencil
ruler	sharpener	scissors

- Point to each word. Have Ss read each one.
- Ask, *What does Sylvia have in her bag?* Elicit, *She has pencils, pens, an eraser, and a ruler.*
- Direct Ss' attention to question 2 below the reading.
- Respond to the question as a class.
- Read the question aloud. Call on volunteers to read the words. Ask the class, *What does Sylvia have in her bag?* Elicit, *She has pencils, pens, an eraser, and a ruler.*
- Write the word **eraser** on the board. Model circling the word.
- Have Ss work independently to circle the correct words as you monitor their work.
- Do a class check.

Answers

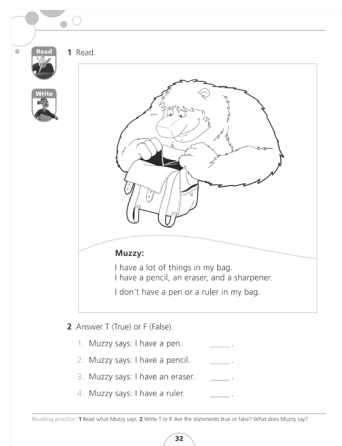
pencils, pens, eraser, ruler

3 What doesn't Sylvia have? Cross out the words.

- Direct Ss' attention to question 3 below the reading.
- Respond to the question as a class.
- Read the question aloud. Call on volunteers to read the words. Ask the class, *What doesn't Sylvia have in her bag?* (Shake your head "no.") Elicit, *She doesn't have scissors or a sharpener.*
- Write the word **scissors** on the board. Model crossing out the word.
- Have Ss work independently to cross out the two correct words as you monitor their work.
- Do a class check.

Answers

scissors, sharpener



Activity Book
page 32

I have a pencil case

Look




Listen



Lesson 9 | Literacy | Phonics

4 T35 Look, listen, and say.



Jack
pen
pencil
Bob
Muzzy

5 T36 Circle the sounds you hear.

1.	a	e	i	o	u
2.	a	e	i	o	u
3.	a	e	i	o	u
4.	a	e	i	o	u
5.	a	e	i	o	u

Lesson goal: Identify and pronounce short vowel sounds *a, e, i, o, u*

4 T35 Look, listen, and say.

- Open Student Books to page 55.
- Direct Ss' attention to Exercise 4 and the picture.
- Say, *This is Jack*.
- Read each word aloud. Repeat each word and say the short vowel sound of the letter in bold.
- Play the audio and have Ss point to the words as they hear them.
- Play the audio again. Pause after each word for Ss to repeat it.
- Write the following words on the board:

Jack
pen
pencil
Bob
Muzzy

- Point to each word and have Ss read it aloud.
- Point to the vowels: *a, e, i, o, u*. Make each discrete sound and have Ss repeat the sound and the word. (*a, Jack*)
- Continue in the same way, saying each sound and each word several times to make sure Ss can distinguish the sounds.

5 T36 Circle the sounds you hear.

- Play the audio.
- Play the audio again as a choral **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word say when you want them to speak.
- Direct Ss' attention to Exercise 5.
- Say, *Listen to the audio and point to the letter you hear*.
- Say, *Listen again and circle the letter you hear*. Mime the action for *circle* in the air.
- Play the audio once for Ss to do the exercise and another time for them to check their work.
- Do a class check



1. pen 2. Cat 3. Muzzy 4. scissors
5. Bob

Answers



1. e 2. a 3. u 4. i 5. o



Lesson 10 | Literacy | Writing

6 Look, read, and write *Yes* or *No*.

1. Do you have a pen? _____
2. Do you have an eraser? _____
3. Do you have scissors? _____
4. Do you have a pencil? _____

Phonics: Short vowel sounds a, e, i, o, u | Writing: Answering questions

55

Lesson goal: Write short answers

5 Look, read, and write *Yes* or *No*.

- Open Student Books to page 55.
- Direct Ss' attention to Exercise 6.
Say, These are questions about you.
- Read each question aloud. Pause and have Ss repeat each question as a class.

- Model responding to question 1 with a volunteer. Read the question aloud looking at your book so you distinguish the activity from an oral question / answer exchange.
- Your volunteer responds *Yes* or *No*.
- Have Ss continue the exercise independently. Have them share their answers with a partner.
- Read the four questions aloud. Call on volunteers to respond and write their answer on the board.

Answers



Ss will write *Yes* or *No* to make the responses true for them.

Language note

Short answers (like *Yes* or *No*) are punctuated as sentences. For example: *Yes.*

I have a pencil case

Look



Say



Lesson 11 | CLIL | Science

CLIL | Science: Identifying materials.

56

Workbook: p. 33

57

Lesson goal: Identify materials (wood, plastic, metal)



Teaching tip Using T-charts

A T-chart is a two-column graphic organizer used to compare or contrast items. Each column should have a heading. The items to be compared are listed under the corresponding heading. Ss in Grades 1-2 can be introduced to T-charts as a visual reference to support them in making comparisons.

1 Look. Complete.

- Open Student Books to pages 56 and 57.
- Direct Ss' attention to Muzzy at the top of the page. Read his speech bubbles aloud, *Is it wood? Is it plastic?*
- Introduce the concept of a T-chart. Have Ss identify the pictures in the headings of the chart. Point to the cross-section of wood. Say, *This is wood. It comes from a tree.*

- Have volunteers identify objects made of wood in the classroom. Ss should walk around the classroom and point to the objects.
- Repeat the activity with the picture of plastic. Say, *These are plastic*. Have Ss walk around the classroom and point to plastic objects.
- Direct Ss' attention to the chart on page 56. Or alternatively, draw a similar T-chart on the board.
- Have Ss note the two columns. Say, *This space is for things made of wood. This space is for things made of plastic.*
- Direct Ss' attention to the pictures of the objects on page 57. Ask, *Which one is made of wood?* Elicit, *pencil*.
- Write the word **pencil** in the correct column on the T-chart on the board. Direct Ss to follow your example in their charts in their books.
- Have Ss work independently or with a partner to complete the activity.
- Do a class check.



Lesson 12 | CLIL | Science



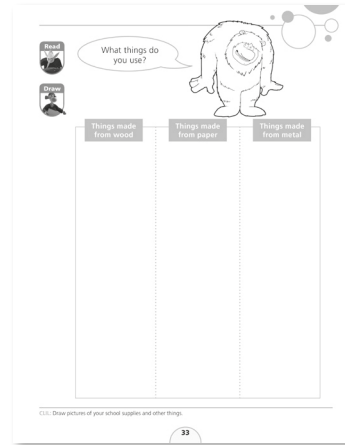
Lesson goal: Identify materials (wood, plastic, metal)

2 Point and say.

- Write the following sentences on the board:

A pencil is wood.
A pen is plastic.

- Practice the sentences with the class.
- Point to each one as you read it aloud. Point to each one as the Ss repeat it.
- Have Ss work with a partner.
- Direct them to take turns to point to a picture and say if it is wood or plastic.
- Then their partner points to the corresponding picture and describes the object.
- Have Ss switch roles.



Activity Book
page 33

I have a pencil case

Review and integrate

Listen



Write





Lesson 1 | Vocabulary Review

Review and integrate

1. Listen. Complete.

- r _ _ _ y _ _ _ h _ _ _
- r _ _ _ _
- G _ _ _ m _ _ _ _ _
- s _ _ _
- h _ _ _ _
- f _ _ _ _

- m _ _ _ _ _
- b _ _ _ _ _
- p _ _ _ _ c _ _ _
- e _ _ _ _ _
- s _ _ _ _ _
- r _ _ _ _ _





Vocabulary review: Identify and complete words you know.

Lesson goal: Identify and complete review words

Vocabulary: classroom language, greetings, adjectives, family members, school supplies

brother	eraser
funny	Good morning
happy	mother
pencil case	raise your hand
read	ruler
scissors	sun

1. T37 Listen. Complete.

- Open Student Books to pages 58 and 59. Have Ss look at the pictures.
- Call on volunteers to identify each picture. Have the class point to pictures and repeat the words.
- Play the audio. Have Ss listen and repeat the words.

- Play the audio again. Have Ss point to the spaces where they will write the letters as they repeat the words.
- Have Ss work independently to write the complete words in their books. Then have them compare their answers with a partner.
- Do a class check.



1. raise your hand, 2. read, 3. Good morning, 4. sun, 5. happy, 6. funny, 7. mother, 8. brother, 9. pencil case, 10. eraser, 11. scissors, 12. ruler

Answers

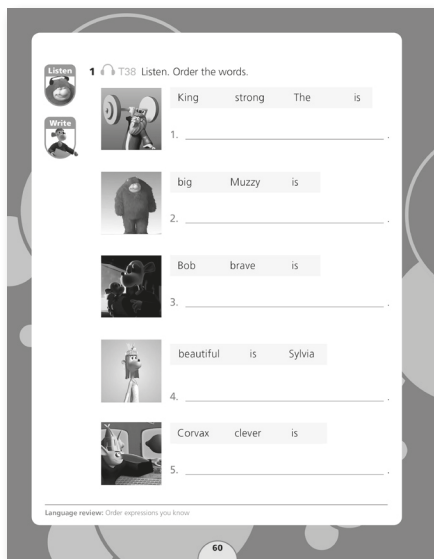


1. raise your hand, 2. read, 3. Good morning, 4. sun, 5. happy, 6. funny, 7. mother, 8. brother, 9. pencil case, 10. eraser, 11. scissors, 12. ruler

Review and integrate



Lesson 2 | Language Review



Lesson goal: Order learned expressions

1 **T38 Listen. Order the words.**

- Open Student Books to page 60.
- Direct Ss' attention to the five pictures on the page. Explain to the Ss that they will write a sentence to describe each picture.
- Play the audio and stop after number 1. Ss will hear: The King is strong.

- Have Ss listen and repeat the sentence. Then have Ss point to each word in the box above the line as they say the sentence again.
- Have Ss write the sentence on the numbered line.
- Continue in the same way with the other pictures and sentences.
- Have Ss check their written work for any misspellings or exchange books with a partner and check each other's work.
- Do a class check. Say, *Picture 1*. Have a volunteer read the sentence, *The King is strong*. Continue in the same way as Ss check their work.



1. The King is strong. 2. Muzzy is big. 3. Bob is brave. 4. Sylvia is beautiful. 5. Corvax is clever.



Answers

1. The King is strong. 2. Muzzy is big. 3. Bob is brave. 4. Sylvia is beautiful. 5. Corvax is clever.

Review and integrate



Lesson 3 | Integrate



Lesson goal: Integrate language and skills



Teaching tip

Consolidating learning

Ss need to step away from rote learning and realize that what they have learned can be used to communicate their own ideas.

2 Who are they? What are they like?

- Open Student Books to page 61.
- Direct Ss' attention to the picture at the top of the page. Ask, *Who do you see?* Elicit the names of characters.
- Call on volunteers to identify each individual character. Elicit complete sentences. For example, *She is Sylvia.*

- Call on other volunteers to say a word to describe each of the characters.

beautiful
funny
old
scary
ugly

big
happy
sad
small
young

- Direct Ss' attention to number 1. Complete the sentences as a class. First identify the character: *She is Sylvia.* Complete the sentence. Write, *Sylvia.* Then choose a word to describe her. Complete the sentence, *she is beautiful.*
- Explain to Ss that they must complete the sentence pairs to identify each of the characters and describe them.
- Have Ss work independently.
- Do a class check.



Answers

1. Sylvia, beautiful 2. is, He, is
3. He, is, He, is 4. He is Bob, is
5. She, is, is, 6. He is Corvax, is
(scary, ugly, clever, funny, old)

Review and integrate



Lesson 4 | Project work



Lesson goal: Watch to identify what people have

1 T39 Listen. Complete.

- Open Student Books to page 62. Direct Ss' attention to Muzzy and his speech bubble.
- Ask, *Who's this? (Muzzy) What is he saying? (Can you make a crown?)*
- Have Ss identify the pictures on the page. Hold up your book and point to the pictures. Elicit each word.
- Play the audio. Play the audio again and have Ss point to each picture when they hear the word.
- Have Ss complete the list of material in their books independently. They can use the words on the board as a guide if necessary.
- Do a class check.



Muzzy: You need a pencil, colors, a ruler, glue, tape, scissors.



Answers

a [p]encil, [c]o[lor]s, a [r]uler, [g]lue, [t]a[p]e, [s]cissors

Follow the instructions.

- Open Student Books to page 63. Direct Ss' attention to the pictures of steps 1 through 4.
- Read aloud the instructions as Ss point to and study each picture.
- Make sure Ss understand what they have to do.
- Turn to pages 64 and 65. Explain to Ss that they can use these shapes to trace patterns for their own crowns.
- Assemble and distribute art supplies.
- Have Ss work independently to make their crowns.
- Walk around the classroom to monitor Ss' work offering assistance as required.

Review and integrate

Can I have an apple?

Listen



Say



Lesson 1 | Word study

UNIT 6 Can I have an apple?

1 T40 Listen and point.

2 T41 Listen, point, and say.

Vocabulary: Identify and repeat new words: food

66

Lesson goal: Identify and repeat new words

Vocabulary: food

apples	bananas	bread
burger	cheese	chicken
eggs	grapes	ice cream
tomatoes		

1 T40 Listen and point.

- Ask, *What do you eat?* Translate the question into Ss' native language if necessary. Repeat the question in English. Model an answer to the question, I eat apples. Model your response. If possible, show an apple from your lunch bag. Or mime biting into an apple.
- Ask a volunteer, *What do you eat?* Say, *Show me.* Have Ss mime eating something. (biting into something, using a knife and fork, using a spoon, etc.) Repeat with other volunteers.
- Open Student Books to page 66. Have Ss look at the pictures. Read the picture captions aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the pictures as they hear the words. Repeat.
- Ask, *What do you eat? Point.* Have individual Ss point to different pictures. If Ss are ready to do so, have them read the caption or say the word aloud.



apples, bananas, bread, burger, cheese, chicken, eggs, grapes, ice cream, tomatoes

2 T41 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat each word they hear. Play the audio.
- Ask, *What do you eat?* Elicit answers in English.



apples, bananas, bread, burger,
cheese, chicken, eggs, grapes, ice
cream, tomatoes

Extra practice

Choral practice, pair work, role-play

- Draw (or have volunteers draw) different items of food on the board. Do not label the pictures.
- Call out each vocabulary word. After each word, have Ss repeat the word and point to a picture on the board.
- Continue in the same way until you have practiced all the words twice.

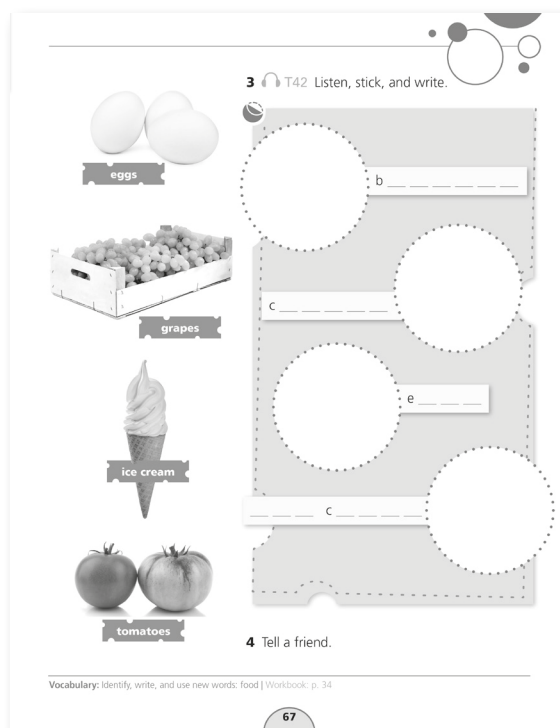
Recycle

- Point to a picture on the board. Say, *I eat a banana.*
- Have Ss repeat your sentence(s).
- Call on volunteers to say what they eat.

Can I have an apple?



Lesson 2 | Word study



- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 67. Play the audio. Ask, *Which sticker is number 1?* (*bananas*) Have Ss take the (*bananas*) sticker from page 139 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the words.*
- Play the audio or say the words. Have Ss copy the missing letters from the words below the pictures on pages 66 and 67.
- Do a class check. Say, *Picture 1.* Have a volunteer read the word, *bananas*. Continue in the same way as Ss check their work.

Lesson goal: Identify, write, and use new words

3 T42 Listen, stick, and write.

- Open Student Books to page 67. Have Ss point to the empty circles on the right-hand side of the page.
- Explain that there are no pictures here because Ss are going to stick the pictures on the page.
- Play the audio. Have Ss locate the corresponding pictures on pages 66 and/or 67.
- Ask Ss to turn to page 139 (the third sticker page) and identify the stickers for food. Say, *Point and say.*



bananas, cheese, eggs, ice cream



Answers

[b]ananas, [c]heese, [e]ggs,
ice [c]ream

4 Tell a friend.

- Model the activity for the entire class. Ask, *What do you eat?* Say, *I eat ...* Call on a volunteer. Ask, *What do you eat?* Elicit a complete sentence response.
- Have Ss work with a partner.
- Have Ss take turns. One S asks, *What do you eat?* The other S responds.

apples	bananas	bread
burger	cheese	chicken
eggs	grapes	ice cream
	tomatoes	

Extension activity | Foods

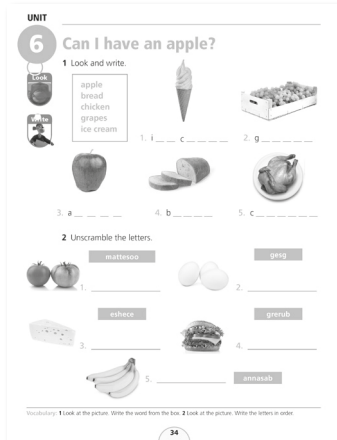
- Ask, *What other things do you eat?* Model, *I eat apples and bananas.*
- Ask, *What other things do you eat?* Have the class respond. Call on different volunteers. Use this stage of the activity to introduce new words in English as needed.
- Continue in this way asking Ss what different foods they eat.

- Have Ss work with a partner. Have Ss take turns. One S asks, *What other foods do you eat?* The other S responds.
- Walk around the class and monitor pair work. Assist as necessary.
- Invite pairs of Ss to each model an exchange for the class.



Teaching tip | Favorite foods

Ss are already familiar with the concept of favorites. Recycle the word favorite and apply the concept to food. Tell the class your favorite food. Then call on volunteers to say their favorite food. Say, *My favorite food is ...* Ask, *What's your favorite food?*




Activity Book
page 34

Can I have an apple?



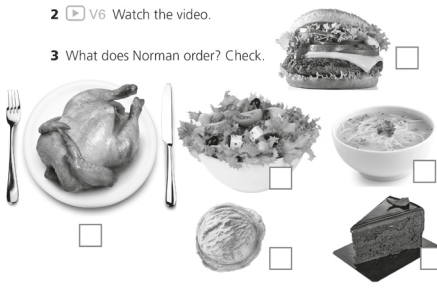
Lesson 3 | Viewing

Look 1 Look and say. Who do you see?



Watch 2 V6 Watch the video.

Read 3 What does Norman order? Check.



Viewing: Watch Norman ask politely | Workbook: p. 35

68

Lesson goal: Watch to hear how someone asks for food politely

1 Look and say. Who do you see?

- Open Student Books to page 68. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who's this? Who is on TV? (Norman)*
- Say, *Norman is at a restaurant.* Point as you talk.
- Ask, *What will Norman do? (Eat some food.)*

2 V6 Watch the video.

- Play the complete video scene for Ss' enjoyment.
- Ask, *Who is in the video? (Norman, a man / a waiter)*
- Play the video again. Ask, *What does Norman like? (hamburgers)*

- Ask, *What does Norman ask? (Can I have a hamburger, please?)*
- Ask, *What does the man answer? (Here you are.)*

Useful video vocabulary

Can I have ... , please?

Here you are.

Thank you.

3 What does Norman order? Check.


- Direct Ss' attention to Exercise 3.
- Have Ss point to the pictures as you say, *burger, chicken, salad, soup, ice cream, cake.*
- Direct Ss' attention to the small boxes (checkboxes) next to each picture.
- Explain to Ss that they must check the pictures of the food Norman orders.
- Model the exercise. Say, *Number 1, burger.* Ask, *Does Norman order a hamburger? (Yes, he does.)* Say, *Check the box next to the hamburger.*
- Check that all Ss understand the exercise and know what to do.
- Say, *Begin.* Monitor and assist Ss as necessary.
- Do a class check.



Answers
burger,
salad,
ice cream

Activity Book
page 35

1 V6 Watch the video.



2 Order the conversation. Write the numbers 1-5.

☐ Waiter: Here you are.

☐ Norman: Thank you.

☐ Norman: Can I have a hamburger, please?

☐ Waiter: Here you are.

☐ Norman: Can I have a salad, please?

Viewing: 1 Watch the video. 2 Read the sentences. Write the numbers to put the conversation in the correct order.

35



Lesson 4 | Viewing

4 V6 Watch the video. Who says it?

Norman (N) the waiter (W)

1. _____ Can I have a hamburger, please?
2. _____ Here you are.
3. _____ Thank you.
4. _____ Can I have a salad, please?
5. _____ Here you are.

Lesson goal: Identify the speaker

bag
garden
spaceship

computer
motorcycle

Introduce *please* and *thank you*

- Use the pictures in Exercise 3 to teach *please* and *thank you*.
- Model requesting something politely. Call on a volunteer. Ask, *Can I have a salad, please?* Elicit, *Here you are.* Reply, *Thank you.*
- Repeat the exchange with another volunteer. Then have two volunteers request food politely and thank each other after they receive it.
- Have Ss work in pairs. Assign each pair a specific food. Have Student A request it, and Student B mime giving it to Student A, who thanks Student B. Have pairs switch roles.

4 V6 Watch the video. Who says it?

- Open Student Books to page 69.
- Direct Ss' attention to Exercise 4. Have them look at the pictures of the characters. Read the names aloud.
- Point to each picture and ask, *Who is this? (Norman, the waiter)*
- Read the direction line aloud. Explain the exercise.
- Say, *We are going to watch the video again. Listen to what Norman and the waiter say.*
- Play the video. Model the exercise. Read aloud, *Number 1 Can I have a hamburger, please?* Ask, *Who likes hamburgers? Who wants / orders a hamburger? (Norman)* Have Ss work independently to write N (for Norman) or W (for the waiter) next to each statement.
- Do a class check.

Answers

1. N 2. W 3. N 4. N 5. W

Teaching tip

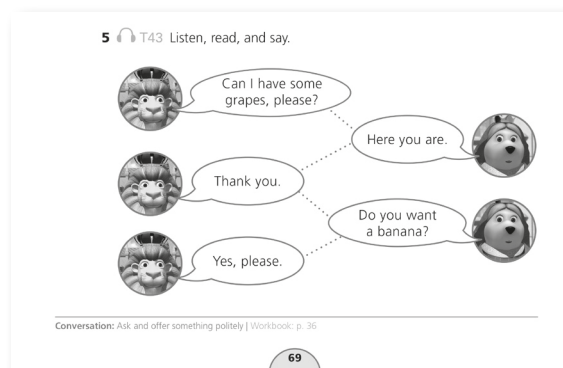
Leveling lessons

For a faster-paced class, present new vocabulary and have Ss write their responses, copying new words from the board. For a less-demanding lesson, have Ss respond orally and point to the characters and number them. Then assign writing the character names as pairwork or homework.

Can I have an apple?



Lesson 5 | Conversation



Lesson goal: Say what you have

- 5** **T43 Listen, read, and say.**
- Open Student Books to page 69. Direct Ss' attention to the pictures and speech bubbles. Ask, *Who do you see? (the King, the Queen)*
 - Play the audio. Encourage Ss to read along.
 - Ask, *What does the King ask for? (some grapes) Does the Queen give him some grapes? (yes)*
 - Ask, *What does the Queen offer the King? (a banana) Does the King want a banana? (yes)*
 - Ask, *Are the King and the Queen polite? (Yes, they are.) What do they say? (please, thank you)*

Choral conversations

- Divide the class in half (by rows) or by quickly counting off 1, 2 as you point to each S.
- Say, *(Number) ones are the King. (Number) twos are the Queen.*
- Check for Ss' understanding. Say, *Kings raise your hand.* Mime the action as you give the instruction. Say, *Queens raise your hand.*
- Play the audio again, pausing after every line.
- Have the Number 1s repeat the King's lines. Have Number 2s repeat the Queen's lines.
- Repeat again for Ss to gain confidence and to learn their lines.
- Have the class role-play the exchanges chorally.



Teaching tip

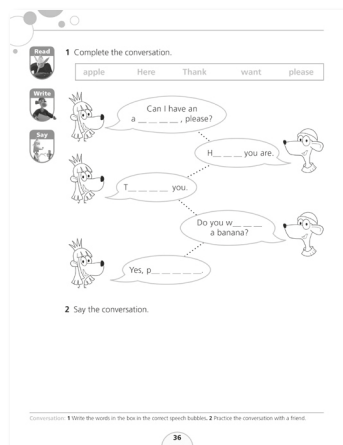
Encourage Ss to imitate the characters' voices and physically mimic them when they role-play conversations.

- Put Ss in pairs to practice the exchanges independently.
- Walk around the classroom to monitor and assist.

Extension activity

If art supplies (or class notebooks) are readily available, have Ss create a favorite food flashcard.

- Instruct Ss to write **I like** on one side of a page or piece of paper.
- Then have Ss illustrate their flashcard by drawing their favorite food.
- Invite volunteers to the front of the class to show their flashcards. Have Ss hold up their card and say, *I like ...* Provide new words as appropriate.



Activity Book
page 36

Can I have an apple?




Lesson 6 | Language

Look 1 Look and say.

Can I have a/an ... ? → Here you are.
Do you want a/an ... ? → Yes, please. No, thank you.

Write 2 Complete. Write a question and an answer.

Talk



1. Can I _____ some grapes, please?
Here you _____.

2. Do you _____ an apple?
No, thank _____.

3. _____ I _____ some tomatoes, please?
_____ you _____.

4. _____ you _____ an ice cream?
Yes, _____.

5. _____

Language: Can I have ...? Do you want ...? Here you are. Thank you. [Activity Book: p. 37]

Lesson goal: Ask for, offer, and accept food



Teaching tip

Passive language instruction

The purpose of these two language lessons is to introduce Ss to the concept of possession and to learn the word *have*. They will not manipulate or conjugate has/have at this stage. They will only use the structures in the grammar box as sentence starters to express themselves asking and responding to questions about possession.

1 Look and say.

Can I have a/an ... ? → Here you are.
Do you want a/an ... ? → Yes, please.
No, thank you.

- Write on the board, *Can I have ...*. Use the question starter to request a food. Call on volunteers to follow your model, changing the food item each time.
- Write on the board, *Do you want ... ?*. Yes, I do. No, I don't. Call on different volunteers. Ask each one a complete question. Have each one point to or say an affirmative or negative answer.
- Invite volunteers to ask questions and answer them.
- Open Student Books to page 70.
- Have Ss point to the items in the grammar box as you read them aloud.

2 Complete. Write a question and an answer.

- Draw Ss' attention to Exercise 2.
- Have Ss look at the picture. Ask, *Who is it? (the Queen, the King, Sylvia)*. Ask, *Where are they? (in the garden)*
- Call on a volunteer. Say, *You are the Queen. What do you like? (plums, peaches, grapes)*. Call on another volunteer. Say, *You are Sylvia. What do you like? (plums, peaches, grapes)*
- Go through the entire exercise with pencils down. Write the sentences with the missing words on the board, elicit the missing words from Ss and write them in.
- Have Ss do the exercise independently. Monitor and assist as necessary.

Answers

1. have, are 2. want, you 3. Can, have, Here, are
4. Do, want, thank you 5. (Answers will vary)

1 Match.

Can I have some grapes, please? → Yes, thank you.
Do you want an apple? → Yes, thank you.
Do you want an ice cream? → Here you are.
Can I have a burger, please? → Here you are.


2 Answer the questions for you. Write 'Yes' or 'No'.

1. Do you want a burger? _____, thank you.
2. Do you want a salad? _____, thank you.
3. Do you want an ice cream? _____, thank you.



Lesson 7 | Language in use | Being polite

3 Look, read, and write.



1. Muzzy, _____ you _____ an apple?


2. No, thank _____.

3. Can I _____ a clock, please?

4. Corvax, _____ you _____ some bananas?

5. Yes, thank _____.

4 Talk to a friend.



Do you want a/an ...

Can I have a/an ...

Language in use: Ask and offer things politely

71

- Do number 1 together as a class. Point to the picture. Ask, *Who's this?* (Bob)
- Point to Bob's speech bubble. Ask, *What words are missing?* (*Do, want*) Say, *Write Do, want.*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. do, want 2. you 3. have
4. do, want 5. thank you

4 Talk to a friend.

- Model the activity. Choose a volunteer. Have them offer you food. Elicit, *Do you want a/an ... ?* Answer, *Thank you.*
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Make sure everyone understands that they will take turns to offer and request different foods.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their dialogues for the class.

Lesson goal: Offers and requests

Using *please* and *thank you*

- Remind Ss that it is important to be polite.
- Add the word *please* to the request on the board, *Can I have ... , please?*
- Tell Ss they should always use *thank you* when someone offers or gives them something.

3 Look, read, and write.

- Open Student Books to page 71.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.
- Explain the activity. Say, *Bob is offering Muzzy and Corvax food.*

Can I have an apple?



Lesson 8 | Literacy | Reading

Read 1 T44 Listen and read.

Can I have ...

Norman: Can I have a hamburger?
Waiter: Here you are.
Norman: Thank you.

Can I have a drink? Waiter: Here you are.
Norman: Thank you.

Can I have a salad? Waiter: Here you are.
Norman: Thank you.

2 What does Norman order? Circle the words.

drink	chicken	hamburger
salad	apples	grapes

3 What doesn't Norman order? Cross out ✕ the words.

drink	chicken	hamburger
salad	apples	grapes

Literacy: Read polite requests | Workbook: p. 38

72

Lesson goal: Read polite requests

1 T44 Listen and read.

- Open Student Books to page 72.
- Direct Ss' attention to the picture.
- Point and ask, *Who do you see?* (Norman and the waiter) Ask, *What do you see on the table?* (a salad)
- Read the direction line aloud. Read the title and the text aloud.
- Say, *Now listen*. Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Divide the class in two. Assign each group a character. Group 1 will be Norman. Group 2 will be the waiter.
- Read each line aloud and point to a group for them to read their lines as a chorus.
- Continue having each group listen and repeat their lines.
- When Ss are able to read their lines confidently, play the audio and have them read along chorally.



2 What does Norman order? Circle the words.

- Write the following words on the board:

drink
hamburger
apples

chicken
salad
grapes

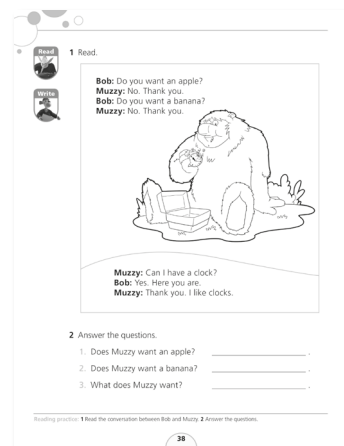
- Point to each word. Have Ss read each one. If necessary, read the word and have Ss repeat each one.
- Ask, *What does Norman order?* Elicit, *He orders a hamburger, a drink, and a salad.*
- Direct Ss' attention to question 2 below the reading.
- Respond to the question as a class.
- Read the question aloud. Call on volunteers to read the words. Ask the class, *What does Norman order?* Elicit, *He orders a hamburger, a drink, and a salad.*
- Write the word **hamburger** on the board. Model circling the word.
- Have Ss work independently to circle the correct words as you monitor their work.
- Do a class check.

Answers
hamburger, drink, salad

3 What doesn't Norman order? Cross out the words.

- Direct Ss' attention to question 3 below the reading.
- Respond to the question as a class.
- Read the question aloud. Call on volunteers to read the words. Ask the class, *What doesn't Norman order?* (Shake your head "no.") Elicit, *He doesn't order chicken (or apples or grapes).*
- Write the word **chicken** on the board. Model crossing out the word.
- Have Ss work independently to cross out the three correct words as you monitor their work.
- Do a class check.

Answers
chicken, apples, grapes



Activity Book
page 38

Can I have an apple?

Look




Listen



Lesson 9 | Literacy | Phonics

4 T45 Look, listen, and say.

Do you want some **chicken**?
I have a **spaceship**.
Look at **the stars** in the sky.



5 T46 Circle the sounds you hear.

1. ch sh th
2. ch sh th
3. c ch
4. s sh
5. t th

Lesson goal: Identify and pronounce *ch, sh, th* sounds

4 T45 Look, listen, and say.

- Open Student Books to page 73.
- Direct Ss' attention to Exercise 4 and the picture.
- Ask, *Who is it? (Muzzy) Where is he? (in his spaceship)*
- Read the sentences aloud. Repeat each word with letters in bold. (*chicken, spaceship, at the stars*)
- Play the audio and have Ss point to the words as they hear them.
- Play the audio again. Pause after each sentence for Ss to repeat it.
- Write the following words on the board:

chicken
spaceship
at the stars

- Point to each word or phrase and have Ss read it aloud.

- Point to the letters in bold. Make each discrete sound and have Ss repeat the contrasting sounds: *chicken ch / c, spaceship s / sh, at the stars t / th*
- Continue in the same way, saying each sound and each word several times to make sure Ss can distinguish the sounds.

5 T46 Circle the sounds you hear.

- Play the audio.
- Play the audio again as a choral **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word *say* when you want them to speak.
- Direct Ss' attention to Exercise 5.
- Say, *Listen to the audio and point to the letter you hear.*
- Say, *Listen again and circle the letter you hear.* Mime the action for circle in the air.
- Play the audio once for Ss to do the exercise and another time for them to check their work.
- Do a class check



1. chicken 2. spaceship 3. cheese
4. grapes 5. tomatoes



Answers

1. ch 2. sh 3. ch 4. s 5. t



Lesson 10 | Literacy | Writing

6 Look, read, and write *Yes, I do.* or *No, I don't.*

1. Do you want some cheese? _____
2. Do you have a spaceship? _____
3. Do you want some chicken? _____
4. Do you have a pencil? _____

Phonics: ch, sh, th sounds | Writing: Answer questions

73

Lesson goal: Write short answers

6 Look, read, and write *Yes, I do* or *No, I don't*.

- Open Student Books to page 73.
- Direct Ss' attention to Exercise 6. Say, *These are questions about you.*
- Read each question aloud. Pause and have Ss repeat each question as a class.

- Model responding to question 1 with a volunteer. Read the question aloud looking at your book so you distinguish the activity from an oral question / answer exchange.
- Your volunteer responds *Yes, I do* or *No, I don't*.
- Have Ss continue the exercise independently. Have them share their answers with a partner.
- Read the four questions aloud. Call on volunteers to respond and write their answer on the board.



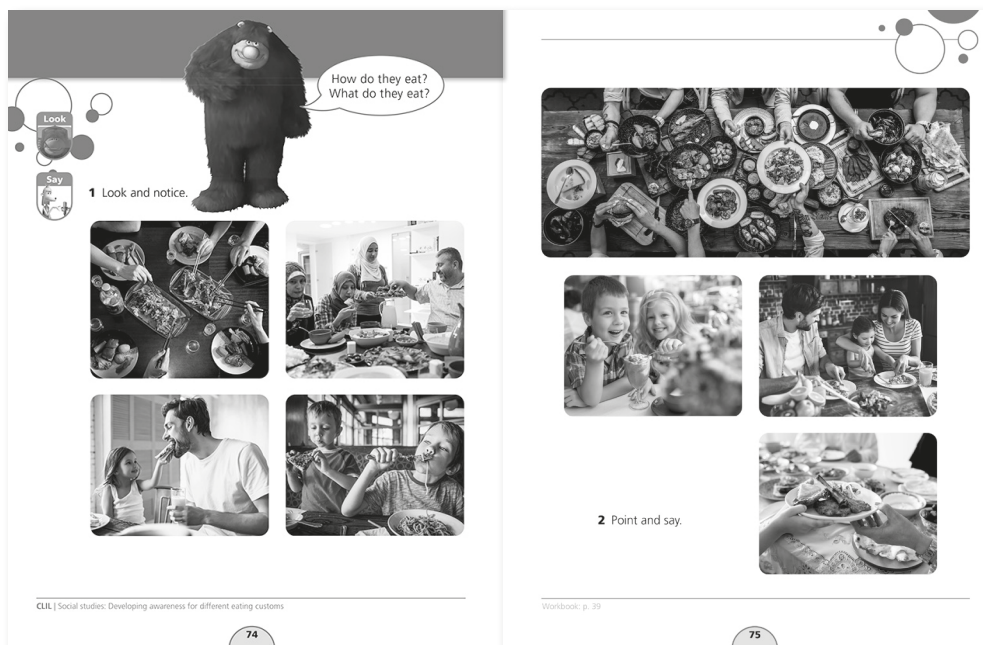
Answers

Ss will write *Yes, I do* or *No, I don't* to make the responses true for them.

Can I have an apple?



Lesson 11 | CLIL | Social Studies



Lesson goal: Developing awareness for different eating customs

1 Look and notice.

- Open Student Books to pages 74 and 75.
- Direct Ss' attention to Muzzy at the top of the page. Read his speech bubbles aloud, *How do they eat? What do they eat?*
- Direct Ss' attention to the different pictures. Ask, *Which family members do you see in each picture?*
Page 74: Top right: mother, sisters, father; Bottom left: daughter, father; Bottom right: brothers
Page 75: Left: brother and sister; Right: father, daughter, mother

- Ask, *What foods do you see? Which of these foods do you eat?* Ss might recognize familiar foods but not know the names of the different foods. Discuss the pictures in Ss' language or introduce new food words.

fish
kiwis
oranges
pita
sandwich

juice
meat
pasta
pizza



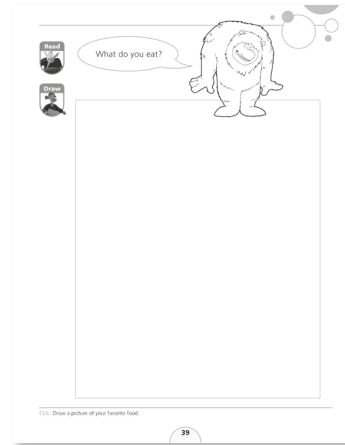
Lesson 12 | CLIL | Social Studies



Lesson goal: Developing awareness for different eating customs

2 Point and say.

- Direct Ss' attention again to the different pictures.
- Introduce the concepts of similarities and differences.
- Have Ss identify things and people that are the same as them
- Have Ss identify things and people that are different.
- Have Ss work in pairs or small groups to talk about the pictures.
- Then call on volunteers to share their ideas. Write some of their ideas on the board.



**Activity Book
page 39**

Similarities:

- Families eat together.
- Families enjoy their meals.

Differences:

- People wear different clothing.
- People eat different foods.
- People use different utensils.

Can I have an apple?

There are ten trees

Listen



Say



Lesson 1 | Word study

UNIT 7 There are ten trees

1 T47 Listen and point.

2 T48 Listen, point, and say.

Vocabulary: Identify and repeat new words: numbers 1–10

76

Lesson goal: Identify and repeat numbers 1 to 10

Vocabulary: numbers

one
four
seven

two
five
eight
ten

three
six
nine

1 T47 Listen and point.

- Ask, *How many fingers do you see?* Translate the question into Ss' native language if necessary. Repeat the question in English. Model an answer to the question. Hold up your hand and show five fingers. Say, *I see five.* Count, *One, two, three, four, five.*
- Ask a volunteer, *How many fingers do you see?* Show five fingers. Say, *Count them.* Have Ss count from one to five. Repeat with other volunteers.
- Open Student Books to page 76. Have Ss look at the numbers. Read the number words aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the numbers as they hear the words. Repeat.
- Ask, *Do you see five? Point.* Have individual Ss point to different numbers. If Ss are ready to do so, have them read or say the number word aloud.



one, two, three, four, five, six,
seven, eight, nine, ten

2 T48 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat each number they hear. Play the audio.
- Ask again, *How many fingers do you see?* Show ten fingers. Elicit answers in English.



one, two, three, four, five, six,
seven, eight, nine, ten

Extra practice

Choral practice, pair work, role-play

- Draw (or have volunteers draw) different numbers on the board. Do not label the pictures.
- Call out each number word. After each number word, have Ss repeat and point to the number on the board.
- Continue in the same way until you have practiced all the words twice.

Recycle personal possessions

- Point to items on your desk. Say, *I have two pens. I have three pencils.*
- Have Ss repeat your sentence(s).
- Call on volunteers to identify and count their possessions.

There are ten trees



Lesson 2 | Word study

3 T49 Listen, stick, and write.

4 Tell a friend.

Vocabulary: Identify, write, and use new words: numbers 1-10 | Workbook: p. 40

77

- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 77. Play the audio. Ask, *Which sticker do you need? (three)* Have Ss take the (number three) sticker from page 141 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the number words.*
- Play the audio or say the words. Have Ss copy the missing letters from the words below the numbers on pages 76 and 77.
- Do a class check. Say, *Sticker 1.* Have a volunteer read the word, *three*. Continue in the same way as Ss check their work.



three, seven, eight, nine



Answers

[t]hree, [s]even, [e]ight, [n]ine

Lesson goal: Identify, write, and use new words

3 T49 Listen, stick, and write.

- Open Student Books to page 77. Have Ss point to the empty circles on the right-hand side of the page.
- Explain that there are no pictures here because Ss are going to stick the pictures on the page.
- Play the audio. Have Ss locate the corresponding numbers on pages 76 and/or 77.
- Ask Ss to turn to page 141 (the fourth sticker page) and identify the stickers for numbers. Say, *Point and say.*

4 Tell a friend.

- Model the activity for the entire class. Ask, *How many ... do you see?* Say, *I see ...* Call on a volunteer. Hold up your fingers or different objects around the classroom. Ask, *How many ... do you see?* Elicit a complete sentence response.
- Have Ss work with a partner.
- Have Ss take turns. Student A asks, *How many ... (do you see)?* Student B responds.

one	two	three
four	five	six
seven	eight	nine
	ten	

Extension activity | Counting

- Ask, *What other things can you count?* Model, *I can count students. Count the ten students.*
- Select volunteers to come to the front of the classroom. Group them for counting. Have a different number of Ss in each group.
- Model counting the Ss in each group. Then point to each S and have them call off the corresponding number as they count themselves.
- Have Ss work with a partner. Have Ss take turns. Student A asks, *How many?* Student B responds with a number from one to ten. Together they count the objects.

- Walk around the class and monitor pair work. Assist as necessary.
- Invite one or two pairs of Ss to each model an exchange for the class.



Teaching tip | Adding and subtracting

Introduce the concept of solving simple number problems, adding and subtracting numbers from one to ten.

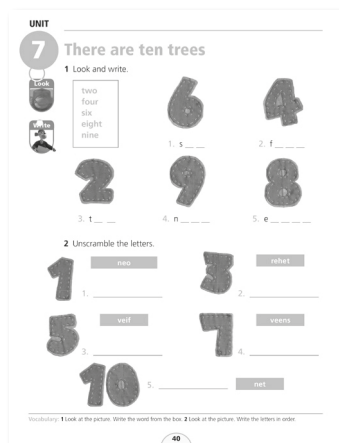
$$1 + 2 = 3$$

(one plus two equals three)

$$3 - 2 = 1$$

(three minus two equals one)

Write simple problems on the board. Have a volunteer read a problem aloud and have another volunteer identify it.



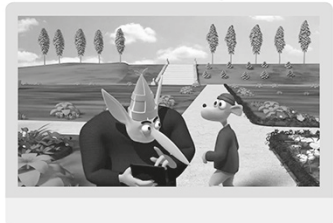
Activity Book
page 40

There are ten trees




Lesson 3 | Viewing

1 Look and say. Who do you see?



2 V7 Watch the video.

3 How many are there? Count.



Viewing: Watch Bob respond to how many | Workbook: p. 41

78

Lesson goal: Watch to hear Bob respond to *how many*

1 Look and say. Who do you see?

- Open Student Books to page 78. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who's this? Who is on TV?* (Corvax and Bob)
- Ask, *Where are they?* (in the garden)

2 V7 Watch the video.

- Play the complete video scene for Ss' enjoyment.
- Ask, *Who is in the video?* (Corvax and Bob)
- Play the video again. Ask, *Where are they?* (in the garden) *What are they doing?* (counting)
- Ask, *Who is counting?* (Bob) *What does he count?* (trees, bushes)

- Ask, *Does Corvax count trees?* (No, he doesn't.) *Does Bob count flowers?* (No he doesn't.)

Useful video vocabulary

trees bushes flowers


3 How many are there? Count.

- Direct Ss' attention to Exercise 3.
- Have Ss point to the pictures as you say, *trees, bushes, flowers*.
- Direct Ss' attention to the number box on each picture.
- Explain to Ss that they must count the objects and write the number in the box.
- Model the exercise. Say, *trees*. Ask, *How many (trees) are there?* (three) Say, *We write number 3 next to the trees*.
- Check that all Ss understand the exercise and know what to do.
- Say, *Begin*. Monitor and assist Ss as necessary.
- Do a class check.

Answers

three trees, nine bushes, four flowers

1 V7 Watch the video.



2 Complete the conversation between Corvax and Bob.

	bushes	flowers	Ten	There	trees
Corvax: How many _____?					
Bob: _____					
Corvax: How many _____ are there?					
Bob: _____ are ten.					
Corvax: How many _____ are there?					
Bob: I don't know.					

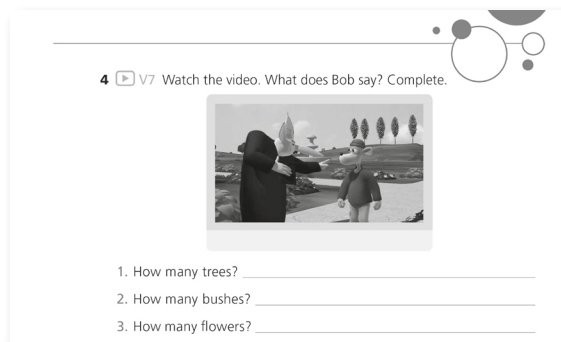
Viewing: 1 Watch the video. 2 Write the words from the box to complete the conversation.

41

Activity Book
page 41



Lesson 4 | Viewing



Lesson goal: Watch and listen to count objects

trees
flowers

bushes
I don't know.

Practice video vocabulary

- Use the pictures in Exercise 3 to review the video vocabulary.
- Say, *Point to the garden*. Have Ss point to the garden in their books. Continue in this way for Ss to identify each word.
- Point to each picture and ask, *What are these?* (*trees, bushes, flowers*)
- If Ss are ready, write each word on the board and have Ss read them aloud.
- Point to a new object in the classroom. Ask, *What is this?* Elicit, *I don't know*.

4 V7 Watch the video. What does Bob say? Complete.

- Open Student Books to page 79.
- Direct Ss' attention to Exercise 4. Have them look at the picture.
- Point to the picture and ask, *Who is this?* (*Corvax, Bob*) *What does Corvax ask Bob?* (*How many*)

- Read the direction line aloud. Explain the exercise.
- Say, *We are going to watch the video again. We are going to listen to Bob count things in the garden.*
- Play the video. Model the exercise. Read aloud, *Number 1 How many trees?* Ask, *How many trees does Bob count?* (*ten*)
- Have Ss work independently to write a response for each question. Ss should write all the numbers Bob says while counting.
- Do a class check.



Answers

1. One, two, three, four, five, six, seven, eight, nine, ten 2. Two, four, six, eight, ten 3. I don't know.



Teaching tip

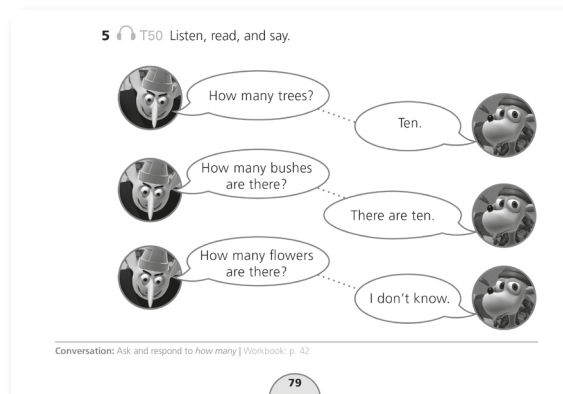
Leveling lessons

For a faster-paced class, present new vocabulary and have Ss write their responses, copying any new words (*I don't know*) from the board. For a less-demanding lesson, have Ss respond orally and write the total number. Then assign counting and writing all the numbers as pairwork or homework.

There are ten trees



Lesson 5 | Conversation



Lesson goal: Say what you have

5 T50 Listen, read, and say.

- Open Student Books to page 79. Direct Ss' attention to the pictures and speech bubbles. Ask, *Who do you see?* (Corvax, Bob)
- Play the audio. Encourage Ss to read along.
- Ask, *Who asks 'how many'?* (Corvax)
- Ask, *Who is counting?* (Bob)

Choral conversations

- Divide the class in half (by rows) or by quickly counting off 1, 2 as you point to each S.
- Say, *(Number) ones are Corvax. (Number) twos are Bob.*
- Check for Ss' understanding. Say, *Corvaxes raise your hand.* Mime the action as you give the instruction. Say, *Bobs raise your hand.*
- Play the audio again, pausing after every line.
- Have the Number 1s repeat Corvax's sentences. Have Number 2s repeat Bob's sentences.
- Repeat again for Ss to gain confidence and to learn their lines.
- Have the class role-play the exchanges chorally.



Teaching tip

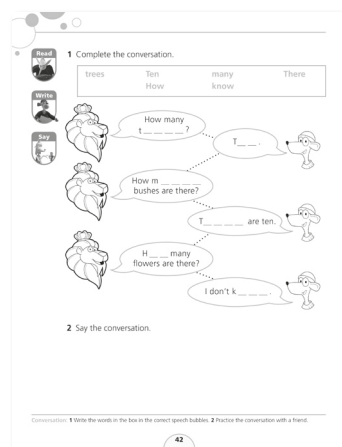
Encourage Ss to imitate the characters' voices and physically mimic them when they role-play conversations.

- Put Ss in pairs to practice the exchanges independently.
- Walk around the classroom to monitor and assist.

Extension activity

If art supplies (or class notebooks) are readily available, have Ss create a How many flashcard.

- Instruct Ss to write **How many** on one side of a page or piece of paper.
- Then have Ss illustrate their flashcard by drawing their garden with trees, bushes and flowers.
- Invite volunteers to the front of the class to show their flashcards. Have Ss hold up their card and say, *There are (number) ... in my garden*. Provide new words as appropriate.



Activity Book
page 42

There are ten trees



Lesson 6 | Language

1 Look and say.

How many ... are there? → There are ...
→ I don't know.

one apple → two apples
a grape → some grapes

2 Look at the pictures. Complete the questions and answers.

1. How _____ trees _____ there?
_____ two trees.

2. How _____ flowers _____ there?
_____ are _____ flowers.

3. _____ bananas _____ there?
_____ are _____ bananas.

4. How _____ apples _____ there?
There is one _____.

5. _____

Language: How many ... are there? There are ... / I don't know. | Workbook: p. 43

Lesson goal: Ask and say how many are there



Teaching tip

Passive language instruction

The purpose of these two language lessons is to introduce Ss to the concept of *how many* and to learn the phrase *there is / are*. They will need to take note of simple plural forms (adding -s to singular nouns).

1 Look and say.

How many ... are there? → There are ...
→ I don't know.

one apple → two apples
a grape → some grapes

- Write on the board, **How many ... are there?** Use the sentence starter to talk about and count objects in the classroom.

- Write on the board, **There are ...** Call on different volunteers. Ask each one a complete question. Have each volunteer count the objects aloud and respond in a complete sentence.
- Continue in the same way with other questions.
- Invite volunteers to ask questions and respond to them.
- Find a container with numerous objects, e.g. a jar with pencils, a large box or can of crayons. Ask, *How many are there?* Elicit, *I don't know*.
- Open Student Books to page 80.
- Have Ss point to the items in the grammar box as you read them aloud.

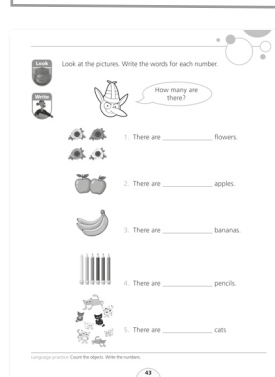
2 Look at the pictures. Complete the questions and the answers.

- Draw Ss' attention to Exercise 2.
- Have Ss look at the picture in number 1. Ask, *What do you see?* (trees) Ask, *How many trees are there?* (two trees) Call on a volunteer to respond in a complete sentence. (*There are two trees.*)
- Go through the entire exercise with pencils down. Write the sentences with the missing words on the board, elicit the missing words from Ss and write them in.
- Have Ss do the exercise independently. Monitor and assist as necessary.

Answers



1. many, are, There are 2. many, are, There, six 3. How many, are, There, four 4. many, are, apple 5. (Answers may vary) How many grapes are there? I don't know.



Activity Book
page 43



Lesson 7 | Language in use | How many

3 Look, read, and write.

1. Bob, _____ trees are there?

2. There _____ ten trees.

3. Bob, _____ bushes _____ there?

4. _____ are ten bushes.

4 Talk to a friend.

How many ... are there?

There are ...

I don't know.

Language in use: Ask and answer how many

81

- Explain the activity. Say, *Corvax is asking Bob to count things in the garden.*
- Do number 1 together as a class. Point to the picture. Ask, *Who's this? (Corvax)*
- Point to Corvax's speech bubble. Ask, *What does he say? What words are missing? (how many)* Say, *Write how many.*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. how many 2. are
3. how many, are 4. There

Lesson goal: Ask and answer *how many*

Asking and responding to *how many* (Vocabulary review)

- Teach the question *How many ... are there?* Introduce the response *There are ...*
- Choose two volunteers. Ask, *How many ... are there?* Elicit complete responses. *There are ...*
- Have Ss practice the question. Ask, *How many ... are there?* Have the class repeat the question and respond, *There are ...*

3 Look, read, and write.

- Open Student Books to page 81.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.

4 Talk to a friend.

- Model the activity. Choose a volunteer. Have them ask you how many. Elicit, *How many ... are there?* Answer with a complete sentence, *There are ...*
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Direct Ss' attention to the picture. Make sure everyone understands that they will take turns to ask how many and count the objects.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their dialogues for the class. They can count their personal possessions or objects in the classroom or in their Student Books.

There are ten trees



Lesson 8 | Literacy | Reading

Read 1 T51 Listen and read.

There are ...

Look


Listen


Write

Corvax has a computer. Corvax isn't here. He's in the garden with Bob.

The Cat is at the computer. The Cat is counting pictures on the computer. There are trees on the computer. The computer counts the trees. The Cat counts the trees.

2 What does the Cat see? Circle the correct picture.

 **1**
2



3 What number is it? Write the word.

1. 2 _____ 4. 8 _____
2. 4 _____ 5. 10 _____
3. 6 _____

Literacy: Read numbers | Workbook: p. 44

82

Lesson goal: Read numbers

1 T51 Listen and read.

- Open Student Books to page 82.
- Direct Ss' attention to the picture.
- Point and ask, *Who do you see? (the cat)* Ask, *Where is the cat? (at the computer)*
- Read the direction line aloud. Read the title and the text aloud.
- Say, *Now listen*. Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Ask comprehension questions. Ask, *What names do you see in the reading text? (Corvax, Bob, the cat)* Ask, *Where is Corvax? (in the garden)* *Where is Bob? (in the garden)* *Where is the cat? (at the computer)* *What is the cat doing? (counting trees on the computer)*



2 What does the cat see? Circle the correct picture.

- Write the following words on the board:

a plum
some grapes

a peach
trees

- Point to each word. Have Ss read the words.
- Direct Ss' attention to question 2. Read the question and the direction line.
- Respond to the question as a class.
- Read the question aloud. Call on volunteers to read the words. Ask the class, *In the story, what does the cat see? (trees and numbers)*
- Ask, *Which is the correct picture? Circle it.*

Answers

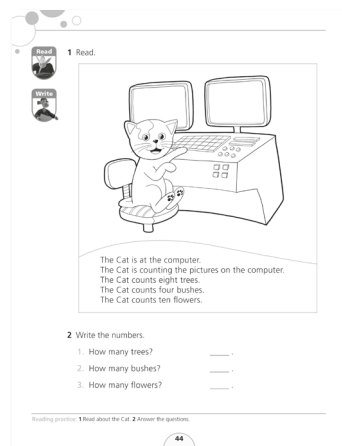
Ss circle the first picture (trees and numbers).

3 What number is it? Write the word.

- Direct Ss' attention to question 3 below the reading. Read the question and direction line aloud.
- Do number 1 as a class. Call on a volunteer to read the number aloud. Call on another volunteer to write the number word on the board. Have the class read the word and check the spelling. Say, *Write "two" in your books.*
- Have Ss work independently to write the other numbers. Tell Ss that they may look back to pages 76 and 77 to check their spelling.
- Do a class check.

Answers

1. two, 2. four, 3. six, 4. eight, 5. ten



Activity Book
page 44

There are ten trees

Look



Listen



Lesson 9 | Literacy | Phonics

4 T52 Look, listen, and say.

Who is that?
I am **counting**.
Thank you.

5 T53 Circle the sounds you hear.

1. h	wh	4. n	ng
2. h	wh	5. k	nk
3. n	ng		

Lesson goal: Identify and pronounce consonant blends *wh*, *ng*, *nk*

- 4 T52 **Look, listen, and say.**
- Open Student Books to page 83.
 - Direct Ss' attention to Exercise 4 and the picture.
 - Ask, *Who do you see? (a boy and a girl) What are they doing? (counting)*
 - Read each sentence aloud. Read the words in bold.
 - Play the audio and have Ss point to the words as they hear them.
 - Play the audio again. Pause after each sentence for Ss to repeat it.
 - Write the following words on the board:

Who
counting
Thank

- Point to each word and have Ss read it aloud.
- Point to the consonant blends: *wh*, *ng*, *nk*. Make each discrete sound and have Ss repeat the sound and the word. (*wh*, *who*; *ng*, *counting*; *nk*, *thank*)

- Continue in the same way, saying each sound and each word several times to make sure Ss can distinguish the sounds.

Language note

A consonant blend is a single sound produced by two consonants. The new blended sound is different than the sounds made by the consonants on their own.

5 T53 Circle the sounds you hear.

- Play the audio.
- Play the audio again as a choral **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word *say* when you want them to speak.
- Direct Ss' attention to Exercise 5.
- Say, *Listen to the audio and point to the sound you hear.*
- Say, *Listen again and circle the letters that make the sound you hear.* Mime the action for *circle* in the air.
- Play the audio once for Ss to do the exercise and another time for them to check their work.
- Do a class check.



1. How many 2. Who is it 3. Not now 4. I'm counting 5. think



Answers

1. h 2. wh 3 n 4. ng 5. nk



Lesson 10 | Literacy | Writing

6 Look, count, and write.

1. How many clocks are there? _____

2. How many flowers are there? _____

3. How many apples are there? _____

4. How many grapes are there? _____

Phonics: wh, ng, nk sounds | Writing: Answer questions

83

- Your volunteer responds by counting the clocks.
- Have a second volunteer write the number on the board.
- Have Ss continue the exercise independently. Have them share their answers with a partner.
- Read the four questions aloud. Call on volunteers to respond and write their answer on the board.

Lesson goal: Write answers

6 Look, count, and write.

- Open Student Books to page 83.
- Direct Ss' attention to Exercise 6.
Say, These are questions about the pictures.
- Read each question aloud. Pause and have Ss repeat each question as a class.
- Model responding to question 1 with a volunteer. Read the question aloud looking at your book so you distinguish the activity from an oral question / answer exchange.

Answers

1. (There are) nine (clocks).
2. (There are) three (flowers).
3. (There are) eight (apples).
4. (There are) nine (grapes).

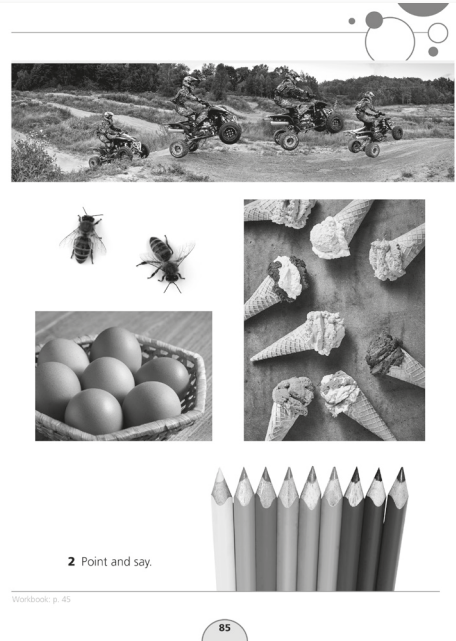
Look



Say



Lesson 11 | CLIL | Math



Lesson goal: Counting 1 to 10



Teaching tip Counting

The best way to learn the numbers from one to ten is by counting. Counting abstractly from one to ten will give Ss the opportunity to learn the number words. Counting concrete objects will help them to make the word-number distinction.

1 Look and count.

- Open Student Books to pages 84 and 85.
- Direct Ss' attention to Muzzy at the top of the page. Read his speech bubble aloud, *How many are there?*
- Direct Ss' attention to the pictures on pages 84 and 85.
- Ask, *What is this?* Elicit the words from the class.
- Have Ss work with a partner to identify each picture and count each group of pictures.
- Do a class check.

I love flowers

Listen



Say



Lesson 1 | Word study

UNIT 8 I love flowers

1 T54 Listen and point.

2 T55 Listen, point, and say.

Vocabulary: Identify and repeat new words: in the garden

86

Lesson goal: Identify and repeat things in the garden

Vocabulary: in the garden

bee container flowers
garden grass tree seeds
shovel soil water

1 T54 Listen and point.

- Ask, *What can you see in a garden?* Translate the question into Ss' native language if necessary. Repeat the question in English. Model an answer to the question. Say, *I see flowers and trees.*
- Ask a volunteer, *What can you see in a garden? Tell me.* Elicit words Ss know or ask them to mime what they see. Repeat with other volunteers.
- Open Student Books to page 86. Have Ss look at the pictures. Read the words aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the pictures as they hear the words. Repeat.
- Ask, *Do you see a bee? Point.* Have individual Ss point to different pictures. If Ss are ready to do so, have them read or say the word aloud.



bee, container, flowers, garden,
grass, tree, seeds, shovel, soil, water

2 T55 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat each word they hear. Play the audio.
- Ask again, *What can you see in a garden?* Elicit answers in English.



bee, container, flowers,
garden, grass, tree, seeds,
shovel, soil, water

Extra practice

Choral practice, pair work, role-play

- Draw (or have volunteers draw) something they can see in a garden.
- Call out the words. After each word, have Ss repeat the word and point to a picture on the board.
- Invite volunteers to say the words.
- Continue in the same way until you have practiced all the words twice.

Recycle numbers.

- Point to a picture on page 86 or 87. Say, *I see four flowers.*
- Have Ss repeat your sentence(s).
- Call on volunteers to identify and count things in the pictures.



Lesson 2 | Word study

3 T56 Listen, stick, and write.

4 Tell a friend.

Vocabulary: Identify, write, and use new words: in the garden | Workbook: p. 46

87

- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 87. Play the audio. Ask, *Which sticker do you need? (bee)* Have Ss take the (bee) sticker from page 141 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the word.*
- Play the audio or say the words. Have Ss copy the missing letters from the words below the pictures on pages 86 and 87.
- Do a class check. Say, *Picture 1.* Have a volunteer read the word, *bee.* Continue in the same way as Ss check their work.



bee, garden, shovel, water



Answers

[b]ee, [g]arden, [s]hovel, [w]ater

Lesson goal: Identify, write, and use new words

3 T56 Listen, stick, and write.

- Open Student Books to page 87. Have Ss point to the empty circles on the right-hand side of the page.
- Explain that there are no pictures here because Ss are going to stick the pictures on the page.
- Play the audio. Have Ss locate the corresponding pictures on pages 86 and/or 87.
- Ask Ss to turn to page 141 (the fourth sticker page) and identify the stickers for things in the garden. Say, *Point and say.*

4 Tell a friend.

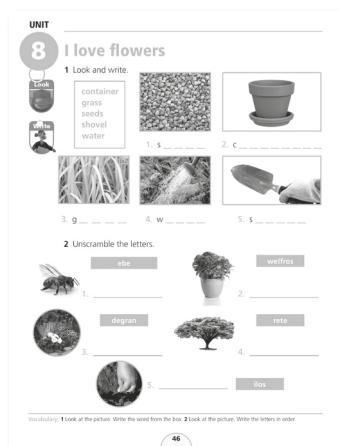
- Model the activity for the entire class. Ask, *What do you see?* Say, *I see ...* Call on a volunteer. Ask, *How many ... do you see?* Elicit a complete sentence response.
- Have Ss work with a partner.
- Have Ss take turns. Student A asks, *What do you see?* Student B responds, *I see ...*

bee	container	flowers
garden	grass	seeds
shovel	soil	tree
water		

- Choose an item (*bee*) from the pictures on pages 86 and 87. Say, *I spy something that starts with this letter.* Show the *b*.
- Elicit, *bee*. Call on a volunteer to follow your example with a new word.
- Have Ss work with a partner and take turns. Student A says, *I spy something that starts with ...* Student B responds with the word. Then Ss switch roles.
- Walk around the class and monitor pair work. Assist as necessary.
- Invite one or two pairs of Ss to each model an exchange for the class.

Extension activity | I spy ...

- To play the game, Ss must recognize the letters *b, c, f, g, s, t, and w*.
- Write on a flashcard. Or alternatively on the blackboard.
- Say, *We're going to play a guessing game.* Model the activity.



Activity Book page 46



Lesson 3 | Viewing

Look 1 Look and say. Who do you see?



Watch 2 V8A Watch the video.

Read 3 Who do they love? Complete.



1. Sylvia loves _____.

2. Bob loves _____.

3. Corvax loves _____.

Viewing: Watch people say who they love | Workbook: p. 47

88

Lesson goal: Watch people say who they love

1 Look and say. Who do you see?

- Open Student Books to page 88. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who's this? Who is on TV? (Sylvia and Bob)*
- Ask, *Where are they? (in the garden)*

2 V8A Watch the video.

- Play the complete video scene for Ss' enjoyment.
- Ask, *Who is in the video? (Bob, Sylvia, and Corvax)*
- Play the video again. Ask, *Where are they? (in the garden) What are they doing? (Bob is counting; Corvax is watching Sylvia and Bob)*
- Ask, *What is Bob counting? (flowers) Who talks to him? (Sylvia)*
- Ask, *What does Sylvia ask for? (a rose)*

- Ask, *What does Sylvia have? (a rose, a plum, a peach, some grapes, a hamburger, a map) What does Bob have? (a bike, a motorcycle)*

Useful video vocabulary

like love roses

3 Who do they love? Complete.


- Direct Ss' attention to Exercise 3. Have Ss look at the pictures.
- Ask, *Who is this? (Sylvia and Bob) Who is this? (Corvax)*
- Read aloud the direction line.
- Model the exercise. Say, *Number 1. Sylvia loves ... Ask, Does Sylvia love Corvax? (No) Does Sylvia love Bob? (Yes) Write Bob.*
- Check that all Ss understand the exercise and know what to do.
- Say, *Begin*. Monitor and assist Ss as necessary.
- Do a class check.

Answers

1. Bob 2. Sylvia 3. Sylvia

Activity Book page 47

1 V8 Watch the video.



2 Complete.

doesn't love	loves	doesn't love	loves
1. Sylvia	Bob		
2. Bob	Sylvia		
3. Sylvia	Corvax		
4. Corvax	Bob		


Viewing: 1 Watch the video. 2 Write the correct words from the box to complete the sentences.

47



Lesson 4 | Viewing

4 V8A Watch the video. What does Sylvia like, have, love?



5 Complete the chart. Write the words.

Sylvia likes ...	Sylvia has ...	Sylvia loves ...

Lesson goal: Identify what people have, like, love

roses plum
hamburger map
Bob

Practice video vocabulary

- Use the pictures in Exercise 3 to review the video vocabulary.
- Have Ss listen and repeat as you read the words in the box aloud.
- If Ss are ready, write each word on the board and have Ss read them aloud.
- Point to a new object in the classroom. Ask, *What is this?* Elicit, *I don't know.*

4 V8A Watch the video. What does Sylvia like, have, love?

- Open Student Books to page 89.
- Direct Ss' attention to Exercise 4. Have them look at the picture.

- Point to the picture and ask, *Who is this?* (Bob, Sylvia)
- Read the direction line aloud. Play the video.
- Ask, *What does Sylvia like?* (roses) *What does Sylvia have?* (a rose, a plum, a peach, some grapes, a hamburger, a map) *Who does Sylvia love?* (Bob)

5 Complete the chart. Write the words.

- Direct Ss' attention to the chart. Remind Ss what they know about charts. Say, *We use charts to organize information. The words at the top of the chart explain where the other words belong.*
- Read the words in the word box aloud. Have Ss repeat them.
- Read the headings aloud. Have Ss repeat them.
- Have Ss work independently to write each word in the correct column.
- Do a class check.

Answers

Sylvia likes: roses
Sylvia has: plum, hamburger, map
Sylvia loves: Bob




Lesson 5 | Conversation

5 Complete the chart. Write the words.

roses	plum	hamburger	map	Bob
-------	------	-----------	-----	-----


Sylvia likes ...	Sylvia has ...	Sylvia loves ...


6 T57 Listen, read, and say.



I like roses.


And I like you.





I have a rose and a hamburger.

I have a bike.



Conversation: Say what you like and what you have | Workbook: p. 48

89

Lesson goal: Say what you like and what you have

- 6 T57 Listen, read, and say.
- Open Student Books to page 89. Direct Ss' attention to the pictures and speech bubbles. Ask, *Who do you see?* (Sylvia, Bob)
 - Play the audio. Encourage Ss to read along.
 - Ask, *Who likes roses?* (Sylvia)
 - Ask, *Who has a bike?* (Bob)

Choral conversations

- Divide the class in half (by rows) or by quickly counting off 1, 2 as you point to each S.
- Say, *(Number) ones are Sylvia. (Number) twos are Bob.*
- Check for Ss' understanding. Say, *Sylvias raise your hand.* Mime the action as you give the instruction. Say, *Bobs raise your hand.*
- Play the audio again, pausing after every line.
- Have the Number 1s repeat Sylvia's sentences. Have Number 2s repeat Bob's sentences.
- Repeat again for Ss to gain confidence and to learn their lines.
- Have the class role-play the exchanges chorally.



Teaching tip

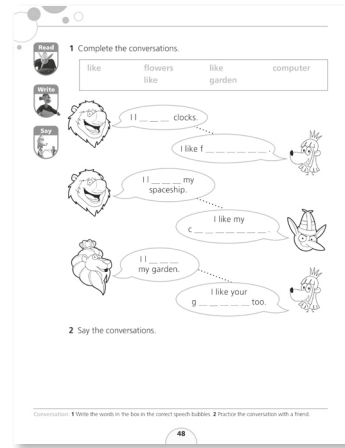
Encourage Ss to imitate the characters' voices and physically mimic them when they role-play conversations.

- Put Ss in pairs to practice the exchanges independently.
- Walk around the classroom to monitor and assist.

Extension activity

If art supplies (or class notebooks) are readily available, have Ss create **like** and **have** flashcards.

- Instruct Ss to write **like** and/or **have** on one side of a page or piece of paper.
- Then have Ss illustrate their flashcards by drawing something they like on one card and something they have on the other card.
- Invite volunteers to the front of the class to show their flashcards. Have Ss hold up their card and say, *I like ... I have ...* Provide new words as appropriate.



Activity Book
page 48

I love flowers



Lesson 6 | Language

1 Look and say.

Do you like ... ? → Yes, I do.
→ No, I don't.

I like ...
I don't like ...

2 Look at the pictures. Complete the questions and answers.

1. _____ you like bees?
No, _____.

2. _____ you _____ flowers?
Yes, _____.

3. _____ you like working in the garden?
No, _____.

4. _____ you _____ planting seeds?
Yes, _____.

5. _____

Language: Do you like ... ? Yes/No, I do/I don't. I like/I don't like ... [Workbook: p. 49]

Lesson goal: Ask and say what you like and what you don't like



Teaching tip

Passive language instruction

The purpose of these two language lessons is to introduce Ss to the concept of likes and dislikes. Ss were introduced to *Do you have ... ?* and short answers *Yes, I do* and *No, I don't* in Unit 5.

1 Look and say.

Do you like ... ? → Yes, I do.
→ No, I don't.

I like ...
I don't like ...

- Write on the board, **I like ...** Use the sentence starter to talk about one or two things that you like.

- Write on the board, **Do you like ...? Yes, I do. No, I don't.** Call on different volunteers. Ask each one a complete question. Have each one point to or say an affirmative or negative answer.
- Continue in the same way asking *Do you like* with other things.
- Invite volunteers to ask questions and answer them.
- Open Student Books to page 90.
- Have Ss point to the items in the grammar box as you read them aloud.

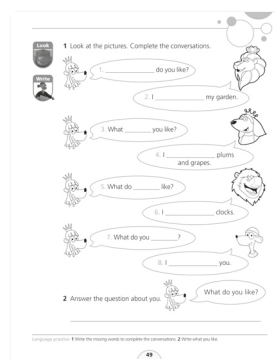
2 Look at the pictures. Complete the questions and the answers.

- Draw Ss' attention to Exercise 2.
- Have Ss look at the pictures. Ask, *What do you see?* (a bee, flowers, a shovel, seeds) Call on a volunteer. Ask, *Do you like bees?* Elicit an affirmative or negative answer.
- Go through the entire exercise with pencils down. Write the sentences with the missing words on the board, elicit the missing words from Ss and write them in.
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.



Answers

1. Do, I don't 2. Do, like, I do 3. Do, I don't 4. Do, like, I do 5. (Answers will vary)



Activity Book
page 49



Lesson 7 | Language in use | Likes and dislikes

3 Look, read, and write.

1. What _____ you like?

2. I _____ roses.

3. I _____ the Princess.

4. I _____ clocks.

4 Talk to a friend.

Do you like ... ?

Yes, I do.

No, I don't.

Language in use: Ask and say what you like

91

- Do number 1 together as a class. Point to the question. Ask, *What word is missing?* Elicit, *do*. (*What do you like?*)
- Point to Sylvia's speech bubble. Ask, *What does Sylvia say?*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. do 2. like 3. like 4. like

Lesson goal: Ask and answer about likes and dislikes

Asking and responding to *Do you like ... ?* (Vocabulary review)

- Teach the statements *I like ...* and *I don't like ...*. Model complete sentences with vocabulary Ss have learned (possessions, food, etc.)
- Choose two volunteers. Ask, *What do you like?* Elicit complete responses. *I like ...*
- Ask, *What don't you like?* Elicit complete responses. *I don't like ...*

3 Look, read, and write.

- Open Student Books to page 91.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.
- Explain the activity. Say, *We are going to complete the sentences to say what Sylvia, Corvax, and Muzzy like.*

4 Talk to a friend.

- Model the activity. Choose a volunteer. Have them ask you what you like. Elicit, *Do you like ... ?* Answer with a complete sentence, *Yes, I do.* or *No, I don't.*
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Direct Ss' attention to the picture. Make sure everyone understands that they will take turns to ask their partner if they like something. Their partner will respond with a short answer.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their dialogues for the class. They can ask their partners if they like anything they have learned in their Student Books.

I love flowers



Lesson 8 | Literacy | Reading

1 **T58 Listen and read.**

Bob likes ... **Corvax doesn't like ...**

Read **Look** **Listen** **Write**

Bob likes flowers. Bob likes trees. Bob likes working in the garden. Bob likes riding his motorcycle.

Corvax doesn't like flowers. Corvax doesn't like trees. Corvax likes working at his computer. Corvax likes the Cat.

2 What does Bob like? **Circle.**

3 What does Corvax like? **Circle.**

Literacy: Read about likes and dislikes | Workbook: p. 50

92

Lesson goal: Read about likes and dislikes.

1 **T58 Listen and read.**

- Open Student Books to page 92.
- Direct Ss' attention to the pictures.
- Point to the first picture and ask, *Who do you see? (Bob) Ask, Where is he? (in the garden)*
- Point to the second picture and ask, *Who do you see? (Corvax) Ask, Where is he? (at his computer)*
- Read the direction line aloud. Read the title and the text aloud.
- Say, *Now listen.* Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Ask comprehension questions. Ask, *Does Bob like flowers? (Yes) Does Corvax like flowers? (No)*
- Ask, *Where does Bob like to work? (in the garden) Where does Corvax like to work? (at his computer)*



2 What does Bob like? Circle.

- Write the following phrases on the board:

working in the garden
working at the computer
riding a motorcycle

- Point to each phrase. Read it aloud. Have Ss repeat it after you.
- Direct Ss' attention to question 2. Read the question and the direction line.
- Respond to the question as a class. Elicit, *flowers*.
- Call on volunteers to identify the pictures. Say, *Look at picture 1. What are they? (flowers)* Continue in the same way until Ss have identified all the pictures. (*trees, computer, working in the garden, riding a motorcycle, the cat*)
- Have Ss work independently to circle the correct pictures as you monitor their work.
- Do a class check.

Answers

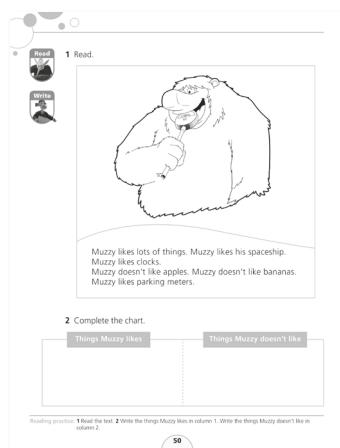
Ss circle the pictures of flowers, trees, Bob working in the garden, and Bob riding his motorcycle.

3 What does Corvax like? Circle.

- Direct Ss' attention to question 3 below the reading. Read the question and direction line aloud.
- Respond to the question as a class. Elicit, *working at his computer*.
- Call on volunteers to identify the pictures. Say, *Look at picture 1. What are they? (flowers)* Continue in the same way until Ss have identified all the pictures. (*trees, computer, working in the garden, riding a motorcycle, the cat*)
- Have Ss work independently to circle the correct pictures as you monitor their work.
- Do a class check.

Answers

Ss circle the pictures of the computer and the cat.



Activity Book
page 50

I love flowers

Look



Listen



Lesson 9 | Literacy | Phonics

4 V8B Watch the video. Sing the song.

5 T59 Look, listen, and say.

Can I have some **grapes**?
That is a **bee**.
Can I have a **rose**, please?
I like **you**.

6 T60 Circle the long vowel sounds you hear.

1.	A	E	I	O	U
2.	A	E	I	O	U
3.	A	E	I	O	U
4.	A	E	I	O	U
5.	A	E	I	O	U

Lesson goal: Identify and pronounce long vowel sounds, A, E, I, O, U

4 V8B Watch the video. Sing the song.

- Play the complete video scene for Ss' enjoyment.
- Say, *We're going to sing the song.*
- Write the vowels and new expressions on the board.

A, E, I, O, U	I love you.
You love me.	Off we go!
Far, far, away!	

- Play the video again. Point to the lines on the board as Ss hear them.
- Have Ss sing along as you play the video again.

5 T59 Look, listen, and say.

- Open Student Books to page 93.
- Read each sentence aloud. Read the words with letters in bold.
- Play the audio and have Ss point to the words as they hear them.
- Play the audio again. Pause after each sentence for Ss to repeat it.
- Write the following words on the board:

grapes
rose

bee
you

like
please

- Point to each word and have Ss read it aloud.
- Point to the vowels in bold. Make each discrete sound and have Ss repeat the sound and the word. (**a**, grapes; **e**, bee; **i**, like; **o**, rose; **u**, you)
- Continue in the same way, saying each sound and each word several times to make sure Ss can distinguish the sounds.

Language note

Long vowel sounds can have different spellings: a single vowel at the end of an open syllable (bee), V-C-e combinations when the consonant is followed by a silent e (like).

6 T60 Circle the long vowel sounds you hear.

- Play the audio.
- Play the audio again as a choral **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word say when you want them to speak.
- Direct Ss' attention to Exercise 6.
- Say, *Listen to the audio and point to the sound you hear.*
- Say, *Listen again and circle the sound.*



1. you, 2. grapes, 3. roses, 4. bee, 5. like



Answers

1. U 2. A 3. O 4. E 5. I



Lesson 10 | Literacy | Writing

7 Look, read, and write.

1. I like _____.

2. They like _____.

3. I _____ roses.

4. It _____ water.

Phonics: Long vowel sounds | Writing: Complete sentences

93

- Read the sentence starter aloud. Ask, What does the woman in picture 1 say? (*I like bees.*)
- Have Ss write *bees*.
- Have Ss work in pairs to complete the sentences.
- Do a class check.

Lesson goal: Complete sentences

7 Look, read, and write.

- Open Student Books to page 93.
- Direct Ss' attention to Exercise 7.
Say, These sentences are about the pictures.
- Model completing sentence 1. Ask, *What does she have? (bees) Does she like them? (Yes, she does.)*

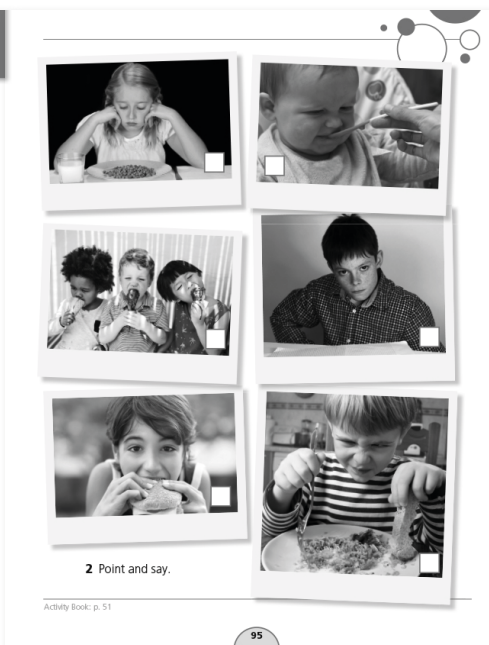


Answers

1. (I like) bees.
2. (They like) trees.
3. (I) don't like (roses).
4. (It) likes water.



Lesson 11 | CLIL | Life skills



Lesson goal: Expressing likes and dislikes



Teaching tip Likes and dislikes

Introduce likes and dislikes. Have Ss show you a "like" face. Have Ss show you a "dislike" face. Ss should be aware that like and dislike are opposites. We react differently to something we like than we do to something we dislike.

1 Write ✓ for like and × for don't like.

- Open Student Books to pages 94 and 95.
- Direct Ss' attention to Muzzy at the top of the page. Read his speech bubbles aloud, *What do they like? What don't they like?*
- Direct Ss' attention to the pictures on pages 94 and 95.
- Ask, *Who is this?* Elicit the words *boy, girl*.
- Does he/she like it? (*Yes, she/he does. No she/he doesn't.*)
- Have Ss work with a partner to identify the children's reactions. Do they like something or do they not like something?
- Do a class check.



Lesson 12 | CLIL | Life skills



Lesson goal: Identifying likes and dislikes

2 Point and say.

- Write the following sentence starters on the board:

She likes ... , He likes ... , They like ...

She dislikes / doesn't like ...

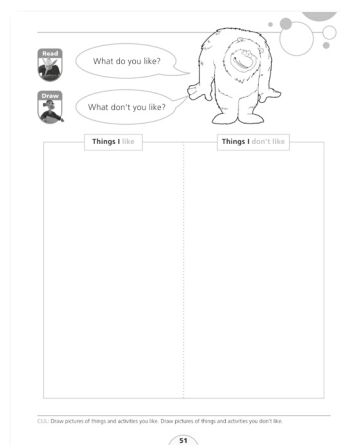
He dislikes / doesn't like ...

They don't like ...

- Practice the sentence starters with the class.
- Point to each one as you read it aloud. Point to each one as the Ss repeat it.
- Elicit complete sentences.
- Have Ss work with a partner.
- Direct them to take turns to point to a picture and ask if the person in the picture likes or doesn't like something. *Does she like ... ? Does he like ... ?*
- Then their partner points to the corresponding picture and responds in a complete sentence.
- Have Ss switch roles.

Possible exchanges:

- A:** Does she like writing on her tablet?
B: She likes writing on her tablet.
- A:** Does he like the plant / listening to music?
B: He likes the plant / listening to music.
- A:** Does he like the dog?
B: He likes the dog.
- A:** Does she like the music?
B: She doesn't like the music.
- A:** Does she like peas?
B: She doesn't like peas.
- A:** Does he like his food?
B: He doesn't like his food.
- A:** Do they like ice cream?
B: They like ice cream.
- A:** Does he like to work / do homework?
B: He doesn't like to work / do homework.
- A:** Does she like burgers?
B: She likes burgers.
- A:** Does he like his food?
B: He doesn't like his food.



Activity Book
page 51

I love flowers

Where's the turtle?

Listen



Say



Lesson 1 | Word study

UNIT 9 Where's the turtle?

1 T61 Listen and point.

Listen Say Write

bird butterfly mouse dog cat frog turtle

2 T62 Listen, point, and say.

Vocabulary: Identify and repeat new words: animals / locations

96

Lesson goal: Identify and repeat animals and locations

Vocabulary: animals / locations

bird	butterfly	cat
dog	frog	mouse
turtle	on	in
	under	

1 T61 Listen and point.

- Ask, *What animals can you see in a house or in a garden?* Translate the question into Ss' native language if necessary. Repeat the question in English. Model an answer to the question. Say, *I see a bird in the garden.*
- Ask a volunteer, *What animal do you see in a house?* Tell me. Elicit words Ss know or ask them to mime what they see. Repeat with other volunteers.
- Open Student Books to page 96. Have Ss look at the pictures. Read the words aloud. Have Ss point to the words as they hear them.
- Direct Ss' attention to page 97. Say, *Look at the cat and the box.* Ask, *Where is the cat?* Elicit, *The cat is in / on / under the box.*
- Play the audio. Have Ss point to the pictures on pages 96 and 97 as they hear the words. Repeat.
- Ask, *Do you see a mouse?* Point. Have individual Ss point to different pictures. Have Ss read or say each word aloud.



bird, butterfly, cat, dog, frog,
mouse, turtle, on, in, under

2 T62 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat each word they hear. Play the audio.
- Ask again, *What animals can you see in a garden or in a house?* Elicit answers in English.



bird, butterfly, cat, dog, frog,
mouse, turtle, on, in, under

Extra practice

Choral practice, pair work, role-play

- Draw (or have volunteers draw) on the board an animal they can see in the garden or house.
- Call out the words. After each word, have Ss repeat the word and point to a picture on the board.
- Invite volunteers to say the words.
- Continue in the same way until you have practiced all the animal words twice.

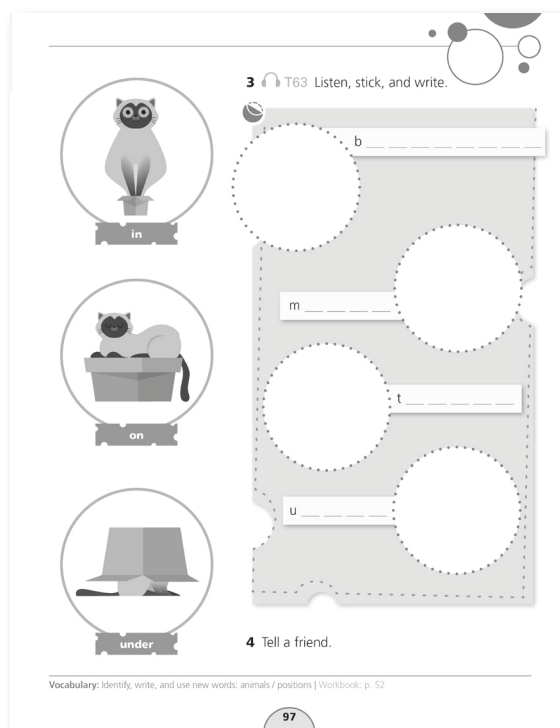
Recycle garden vocabulary

- Point to a picture on page 96 or 97. Say, *I see a bird in a tree.*
- Have Ss repeat your sentence(s).
- Call on volunteers to say where different animals are.

Where's the turtle?



Lesson 2 | Word study



- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 97. Play the audio. Ask, *Which sticker do you need? (the butterfly)* Have Ss take the (butterfly) sticker from page 143 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the word.*
- Play the audio or say the words. Have Ss copy the missing letters from the words below the pictures on pages 96 and 97.
- Do a class check. Say, *Picture 1.* Have a volunteer read the word, *butterfly*. Continue in the same way as Ss check their work.

Lesson goal: Identify, write, and use new words

3 T63 Listen, stick, and write.

- Open Student Books to page 97. Have Ss point to the empty circles on the right-hand side of the page.
- Explain that there are no pictures here because Ss are going to stick the pictures on the page.
- Play the audio. Have Ss locate the corresponding pictures on pages 96 and/or 97.
- Ask Ss to turn to page 143 (the fifth sticker page) and identify the stickers for animals and locations. Say, *Point and say.*



butterfly, mouse, turtle, under



Answers

[b]utterfly, [m]ouse, [t]urtle,
[u]nder

4 Tell a friend.

- Model the activity for the entire class. Ask, *Where do you see the ... ?* Say, *I see ...* Call on a volunteer. Ask, *Where do you see the ... ?* Elicit a complete sentence response.
- Have Ss work with a partner.
- Have Ss take turns. Student A asks, *Where do you see the ... ?* Student B responds, *I see the ... in / on / under the ...*

bird	butterfly	cat
dog	frog	mouse
turtle	on	in
	under	

Extension activity | Animals

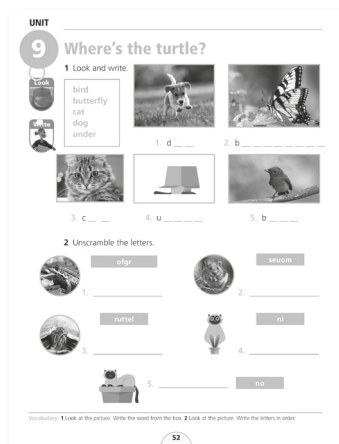
- Ask, *Which of these animals do you like?* Model, *I like cats.*
- Ask, *Which of these animals do you like?* Have the class respond. Call on different volunteers. Use this stage of the activity to introduce new words (other animals) in English as needed.
- Continue in this way asking individual Ss which animals they like.

- Have Ss work with a partner. Have Ss take turns. One S asks, *Which animals do you like?* The other S responds.
- Walk around the class and monitor pair work. Assist as necessary.
- Invite pairs of Ss to each model an exchange for the class.



Teaching tip | Favorite animals

Ss are already familiar with the concept of favorites. Recycle the word *favorite* and apply the concept to animals. Tell the class your favorite animal. Then call on volunteers to say their favorite animal. Say, *My favorite animal is ...* Ask, *What's your favorite animal?*




Activity Book
page 52

Where's the turtle?



Lesson 3 | Viewing

1 Look and say. Who do you see?



2 V9A Watch the video.

3 Who says Yes? Who says No? Write.

1. King: _____

2. Queen: _____

3. Corvax: _____

Viewing: Watch people say Yes and No | Workbook: p. 53

98

- Ask, *What do the King and the Queen learn about Sylvia?* (the Princess loves the gardener)

3 Who says Yes? Who says No? Write.

- Direct Ss' attention to Exercise 3. Have Ss look at the pictures.
- Ask, *Who is this?* (the King) *Who is this?* (the Queen) *Who is this?* (Corvax)
- Read aloud the direction line.
- Model the exercise. Say, *Number 1. The King Ask, What does the King say?* (No, no)
- Check that all Ss understand the exercise and know what to do.
- Say, *Begin*. Monitor and assist Ss as necessary.
- Do a class check.

Lesson goal: Watch people say Yes and No

1 Look and say. Who do you see?

- Open Student Books to page 98. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who's this? Who is on TV?* (the King, Corvax, the Queen)
- Ask, *Where are they?* (in the garden)


2 V9A Watch the video.

- Play the complete video scene for Ss' enjoyment.
- Ask, *Who is in the video?* (the King, the Queen, and Corvax)
- Play the video again. Ask, *Where are they?* (in the garden) *Who are they talking about?* (Sylvia and Bob)

Answers

1. No, no 2. No, no 3. Yes, yes

1 V9A Watch the video



2 Circle the correct word.

- Corvax says he / Bob loves the Princess.
- The Queen says no / yes.
- Bob and Sylvia are on the motorcycle / helicopter.
- The King and Queen are in the helicopter / motorcycle.
- Bob and Sylvia are on / under the helicopter.

Viewing: 1 Watch the video 2 Circle the words to make four statements about the video


53

Activity Book
page 53




Lesson 4 | Viewing

4 V9B Watch the video. Where are they?



5 Complete. Write on, in, under.

1. Bob and Sylvia are _____ the motorcycle.
2. The King and Queen are _____ the helicopter.
3. Bob and Sylvia are _____ the helicopter.



helicopter

Lesson goal: Say where people are

Useful video vocabulary helicopter

- 4 V9B **Watch the video. Where are they?**
- Open Student Books to page 99.
 - Direct Ss' attention to Exercise 4. Have them look at the picture.
 - Point to the picture and ask, *Who is this? (Bob and Sylvia)*
 - Read the direction line aloud. Play the video.
 - Play the complete video scene for Ss' enjoyment.
 - Ask, *Who is in the video? (Sylvia, Bob, the King, the Queen, and Corvax)*

- Play the video again. Ask, *Where are Sylvia and Bob? (on the motorcycle)* *Where are the King, the Queen, and Corvax? (in the helicopter)*
- Ask, *Who does Sylvia see? (the King and Queen in the helicopter)*
- Ask, *Who do the King and Queen see? (Sylvia and Bob)*

5 Complete. Write on, in, under.

- Direct Ss' attention to Exercise 5. Read the direction line.
- Read sentence 1 aloud. Ask, *Where are Bob and Sylvia? (on the motorcycle)* Ask, *What word do you need to write? (on)*
- Have Ss work independently to complete each sentence with the correct word.
- Do a class check.

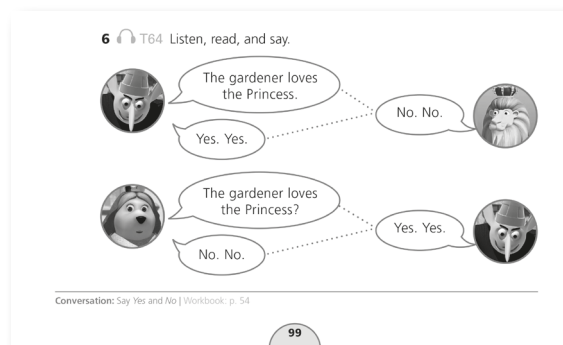
Answers

1. on 2. in 3. under


Where's the turtle?



Lesson 5 | Conversation



Lesson goal: Say Yes and No

- 6**  **T64 Listen, read, and say.**
- Open Student Books to page 99. Direct Ss' attention to the pictures and speech bubbles. Ask, *Who do you see? (Corvax, the King, the Queen)*
 - Play the audio. Encourage Ss to read along.
 - Ask, *Who says the gardener loves the Princess? (Corvax)*
 - Ask, *Who asks if the gardener loves the Princess? (the Queen)*

Choral conversations

- Divide the class in three groups (by rows) or by quickly counting off 1, 2, 3 as you point to each S.
- Say, *(Number) ones are Corvax. (Number) twos are the King. (Number) threes are the Queen.*
- Check for Ss' understanding. Say, *Corvaxes raise your hand.* Mime the action as you give the instruction. Say, *Kings raise your hand.* Say, *Queens raise your hand.*

- Play the audio again, pausing after every line.
- Have the Number 1s repeat Corvax's lines. Have Number 2s repeat the King's line. Have Number 3s repeat the Queen's line.
- Repeat again for Ss to gain confidence and to learn their lines.
- Have the class role-play the exchanges chorally.
- Put Ss in pairs to practice the exchanges independently.
- Walk around the classroom to monitor and assist.

Language note

The meaning of Yes and No in the video and conversation is best understood by the intonation of the speaker.

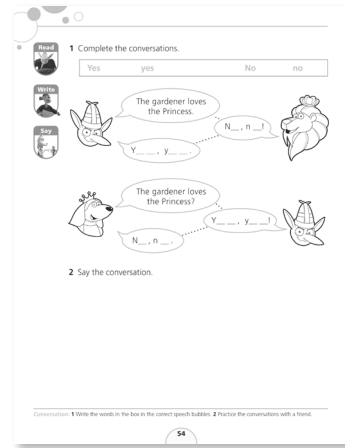
Teaching tip

Encourage Ss to imitate the characters' voices and physically mimic them when they role-play conversations.

Extension activity

If art supplies (or class notebooks) are readily available, have Ss create animal flashcards.

- Instruct Ss to write the name of the animal on one side of a page or piece of paper.
- Then have Ss illustrate their flashcard by drawing an animal on the other side of the card.
- Invite volunteers to the front of the class to show their flashcards. Have Ss hold up their card and say, *This is a ...* Provide new words as appropriate.



Activity Book
page 54

Where's the turtle?



Lesson 6 | Language

1 Look and say.

Where is ... ? → It's in the ...
 Where is ... ? → It's on the ...
 Where is ... ? → It's under the ...

2 Look at the pictures. Complete the questions and answers.

1. _____ the butterfly?
 It's _____ the flower.
 2. _____ the cat?
 It's _____ the chair.
 3. _____ the turtle?
 It's _____ the rock.
 4. _____ the mouse?
 It's _____ the box.
 5. _____

Language: Where is the ... ? It's in/on/under the ... [Workbook: p. 55]

Lesson goal: Ask and say where things are



Teaching tip

Passive language instruction

The purpose of these two language lessons is to introduce Ss to the concept of location. Ss will practice asking and saying where things are.

1 Look and say.

Where is ... ? → It's in the ...
 → It's on the ...
 → It's under the ...

- Write on the board, **Where is ... ?**
 Complete the question. Use the sentence starters to describe the location of different things in the classroom.

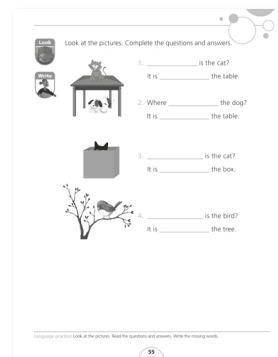
- Write on the board, **Where is ... ?**
It's ... Call on different volunteers. Ask each one a complete question. Have each one point to the object in the classroom and say where it is.
- Continue in the same way asking *Where is* with other things.
- Invite volunteers to ask questions and answer them.
- Open Student Books to page 100.
- Have Ss point to the items in the grammar box as you read them aloud.

2 Look at the pictures. Complete the questions and the answers.

- Draw Ss' attention to Exercise 2.
- Have Ss look at the pictures. Ask, *What do you see?* (a butterfly) Call on a volunteer. Ask, *Where is the butterfly?* (on a flower)
- Go through the entire exercise with pencils down. Write the sentences with the missing words on the board, elicit the missing words from Ss and write them in.
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

1. Where is, on 2. Where is, under
 3. Where is, on 4. Where is, in
 5. Where is the bird? It's in the tree.



Activity Book
page 55



Lesson 7 | Language in use | Where things are

3 Look, read, and write.

Where _____ the Princess?

She is _____ the garden.

No. She is _____ the motorcycle.

_____ the Princess?

She is _____ the helicopter.

4 Talk to a friend.

Where is ... ?

It's ...

They're ...

Language in use: Ask and say where people/things are

101

- Do the first speech bubble together as a class.
- Point to the King. Point to the King's speech bubble. Ask, *What does the King say? (Where is the Princess?) What do you write? (is)*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.



Answers

1. is, in, on 2. Where is, under

4 Talk to a friend.

- Model the activity. Choose a volunteer. Have them ask you where something or someone is. Elicit, *Where is ... ?* Answer with a complete sentence, *It's / He's / She's ...*
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Direct Ss' attention to the picture. Make sure everyone understands that they will take turns to ask their partner where someone or something is. Their partner will respond with a complete sentence.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their dialogues for the class.

Lesson goal: Ask and answer where things are

Asking and responding to *Where is ... ?* (Vocabulary review)

- Teach the statements *It's in ... It's on ... It's under ...* Model complete sentences with vocabulary Ss have learned (people, possessions, food, animals, etc.)
- Ask, *Where is ... ?* Elicit complete responses. *It's ...*

3 Look, read, and write.

- Open Student Books to page 101.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.
- Explain the activity. Say, *The King, the Queen, and Corvax are asking and saying where Sylvia is.*

Where's the turtle?



Lesson 8 | Literacy | Reading

Read 1 T65 Listen and read.

Where is Sylvia?



The King and the Queen are in the garden. They are with Corvax.
"Where is the Princess?" asks The King.
"On the motorcycle," answers Corvax.
"The Princess is on the motorcycle?" asks the Queen.
"Yes," answers Corvax. "The Princess loves the gardener!"
"No, no!" say the King and Queen.



2 Answer the questions.

1. Where is the Princess? _____
2. Why is Sylvia on the motorcycle? _____
3. What do the King and Queen say? _____

Literacy: Read about where people are | Workbook: p. 56

102

Lesson goal: Read where people are

1 **T65 Listen and read.**

- Open Student Books to page 102.
- Direct Ss' attention to the picture.
- Point to the first picture and ask, *Who do you see? (the King, Corvax, the Queen)* Ask, *Where are they? (in the garden)*
- Read the direction line aloud. Read the title and the text aloud.
- Say, *Now listen.* Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Ask comprehension questions. Ask, *Who do the King, the Queen, and Corvax talk about? (Sylvia)*
- Ask, *Where is Sylvia? (on the motorcycle)*
- Ask, *What does Corvax tell the King and Queen about Sylvia and Bob? (He says that Sylvia loves the gardener.)*



2 Answer the questions.

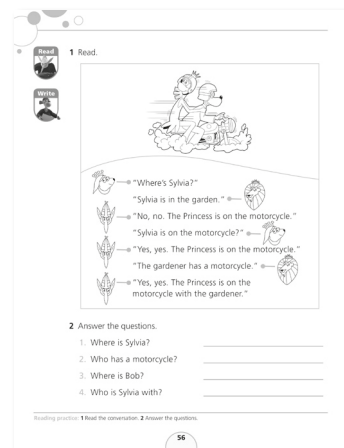
- Write the following phrases on the board:

where is ...
on the motorcycle
what do they say

- Point to each phrase. Read it aloud. Have Ss repeat it after you.
- Direct Ss' attention to Exercise 2. Read the direction line.
- Read the three questions aloud. Do not elicit the answers.
- Have Ss work independently to answer the questions.
- Have Ss work with a partner to compare their answers.
- Do a class check.

Answers

1. (The Princess is) on the motorcycle. 2. The Princess loves the gardener. 3. (The King and Queen say,) "No, no."



Activity Book
page 56

Where's the turtle?

Look



Listen



Lesson 9 | Literacy | Phonics

3 T66 Look, listen, and say.

Can I have some grapes? There's a **rose** on the bush.
The **Queen** is in the helicopter. The **glue** is under the book.
There's a butterfly in the garden.

Lesson goal: Identify and contrast long and short vowel sounds

3 T66 Look, listen, and say.

- Open Student Books to page 103.
- Read each sentence aloud. Read the words with letters in bold.
- Play the audio and have Ss point to the words with letters in bold as they hear them.
- Play the audio again. Pause after each sentence for Ss to repeat it.
- Write the following words on the board:

can / grapes
Queen / helicopter
butterfly / in
rose / on
glue / under

- Point to each word and have Ss read it aloud.
- Point to the vowels in bold. Read the word pairs and have Ss repeat them to identify the short and long vowel sounds.
- Continue in the same way, saying each word pair several times to make sure Ss can distinguish the sounds.

Language note

Long vowel sounds can have different spellings: a single vowel at the end of an open syllable (bee), V-C-e combinations when the consonant is followed by a silent e (like).

4 T67 Circle the long vowel sounds you hear.

- Play the audio.
- Play the audio again as a choral **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word **say** when you want them to speak.
- Direct Ss' attention to Exercise 4.
- Say, *Listen to the audio and point to the sound you hear.*
- Say, *Listen again and circle the sound you hear.* Mime the action for *circle* in the air.
- Play the audio once for Ss to do the exercise and another time for them to check their work.
- Do a class check.



1. can, 2. Queen, 3. in, 4. roses, 5. under



Answers

1. short a 2. long E 3. short i
4. long O 5. short u



Lesson 10 | Literacy | Writing

4 T67 Circle the vowel sounds you hear.

1. long A	short a	4. long O	short o
2. long E	short e	5. long U	short u
3. long I	short i		

5 Look, read, and write.

1. Sylvia loves Corvax.	_____
2. Bob loves Sylvia.	_____
3. Corvax loves Sylvia.	_____
4. Sylvia loves Bob.	_____

Phonics: Contrasting long and short vowel sounds | Writing: Respond to sentences

103

- Read the sentences aloud. Pause after each sentence and have Ss repeat after you.
- Have Ss work in pairs to write responses to the sentences.
- Do a class check.

Answers



1. No 2. Yes 3. Yes 4. Yes

Lesson goal: Respond to sentences

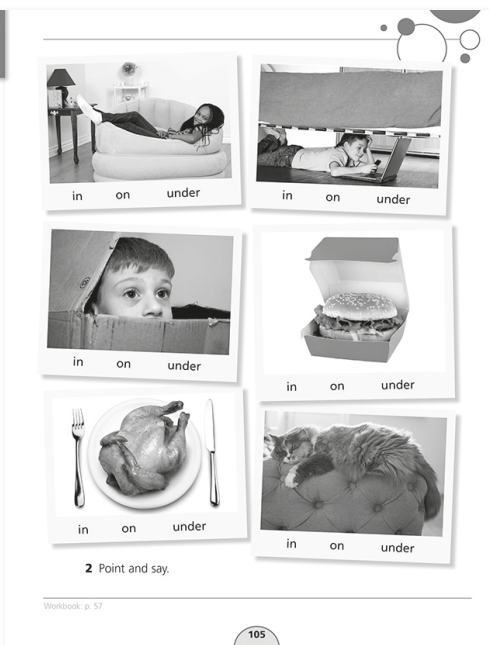
5 Look, read, and write.

- Open Student Books to page 103.
- Direct Ss' attention to Exercise 5.

Where's the turtle?



Lesson 11 | CLIL | Life skills



Lesson goal: Differentiating locations



Teaching tip Location

Review the words *in*, *on*, and *under*. Ask, *Where is ... ?* Have Ss describe the location of objects in the classroom or their classmates.

1 Look. Circle *in*, *on*, or *under*.

- Open Student Books to pages 104 and 105.
- Direct Ss' attention to Muzzy at the top of the page. Read his speech bubble aloud, *Where are they?*
- Direct Ss' attention to the pictures on pages 104 and 105.

- Ask, *Where is the dog? (under the tree)*
- Have Ss work with a partner to identify the location of the animals, children, and things in the pictures.
- Do a class check.

(The dog is) under the tree. (The mouse is) in the hole. (The turtle is) in the water.

(The bird is) in the cage. (The girl is) on the chair. (The boy is) under the bed.

(The boy is) in the box. (The burger is) in the box. (The chicken is) on the plate. (The cat is) on the chair.



Answers

under in in in on under
in in on on



Lesson 12 | CLIL | Life skills



Lesson goal: Identifying location

2 Point and say.

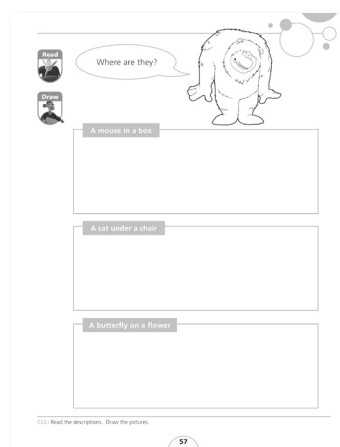
- Write the following sentence starters on the board:

Where is ... ?
It is on ...
It is under ...
It is in ...
He / She is in / on / under ...

- Practice the sentence starters with the class.
- Point to each one as you read it aloud. Point to each one as the Ss repeat it.
- Elicit complete sentences.
- Have Ss mime the locations.
- Have Ss work with a partner.
- Direct them to take turns to point to a picture and ask where the animal or person is.
- Then their partner points to the corresponding picture and responds in a complete sentence.
- Have Ss switch roles.

Possible exchanges:

- A:** Where is the dog?
B: (The dog is) under the tree.
- A:** Where is the mouse?
B: (The mouse is) in the hole.
- A:** Where is the turtle?
B: (The turtle is) in the water.
- A:** Where is the bird?
B: (The bird is) in the cage.
- A:** Where is the girl?
B: (The girl is) on the chair.
- A:** Where is the boy?
B: (The boy is) under the bed.
- A:** Where is the boy?
B: (The boy is) in the box.
- A:** Where is the burger?
B: (The burger is) in the box.
- A:** Where is the chicken?
B: (The chicken is) on the plate.
- A:** Where is the cat?
B: (The cat is) on the chair.



**Activity Book
page 57**

Where's the turtle?

She's a police officer

Listen



Say



Lesson 1 | Word study

UNIT 10 She's a police officer

1 T68 Listen and point.

2 T69 Listen, point, and say.

Vocabulary: Identify and repeat new words: jobs

106

- Ask a volunteer, *What do your family members do? Tell me.* Elicit words Ss know or ask them to mime an action. Repeat with other volunteers.
- Open Student Books to page 106. Have Ss look at the pictures. Read the words aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the pictures on pages 106 and 107 as they hear the words. Repeat.
- Ask, *Do you see a (farmer)? Point.* Have individual Ss point to different pictures. Have Ss read or say each word aloud.

Language note

In English, we use the verb *do* to talk about people's jobs. We ask, *What does ... do?* to ask what job someone has. We can respond to the question by saying, *(name / pronoun) is a ...*

Lesson goal: Identify and repeat jobs

Vocabulary: jobs

carpenter	doctor
driver	farmer
firefighter	football player
mail carrier	pilot
police officer	teacher

1 T68 Listen and point.

- Ask, *What do you do? What do your family members do?* Translate the question into Ss' native language if necessary. Repeat the question in English. Model an answer to the question. Say, *I am a teacher. My sister is a driver.*



carpenter, doctor, driver, farmer, firefighter, football player, mail carrier, pilot, police officer, teacher

2 T69 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat each word they hear. Play the audio.
- Ask, *What do they do?* Elicit answers in English.



carpenter, doctor, driver, farmer,
firefighter, football player, mail
carrier, pilot, police officer, teacher

Extra practice

Choral practice, pair work, role-play

- Draw (or have volunteers draw) a worker or an object associated with a job (e.g., a plane, a bus).
- Call out the words. After each word, have Ss repeat the word and point to a picture on the board.
- Invite volunteers to say the words.
- Continue in the same way until you have practiced all the words twice.

Recycle places vocabulary

- Point to a picture on page 106 or 107. Say, *I see a pilot in a plane.*
- Have Ss repeat your sentence(s).
- Call on volunteers to say where the different people are. Introduce new vocabulary as needed for Ss to say where the different workers are.

Useful vocabulary

bus	classroom
city	field
firetruck	hospital
plane	workshop

She's a police officer

Listen



Read



Say



Write



Lesson 2 | Word study

3 T70 Listen, stick, and write.

4 Tell a friend.

Vocabulary: Identify, write, and use new words: jobs | Workbook: p. 58

107

- Play the audio again. Have Ss listen and point to the correct sticker.
- Have Ss turn back to page 107. Play the audio. Ask, *Which sticker do you need? (firefighter)* Have Ss take the (firefighter) sticker from page 143 and stick it on the first empty circle.
- Repeat the process for the other three stickers.
- Draw Ss' attention to the blank lines. Say, *Let's write the word.*
- Play the audio or say the words. Have Ss copy the missing letters from the words below the pictures on pages 106 and 107.
- Do a class check. Say, *Number 1.* Have a volunteer read the word, *firefighter.* Continue in the same way as Ss check their work.

Lesson goal: Identify, write, and use new words

3 T70 Listen, stick, and write.

- Open Student Books to page 107. Have Ss point to the empty circles on the right-hand side of the page.
- Explain that there are no pictures here because Ss are going to stick the pictures on the page.
- Play the audio. Have Ss locate the corresponding pictures on pages 106 and/or 107.
- Ask Ss to turn to page 143 (the fifth sticker page) and identify the stickers for jobs. Say, *Point and say.*



firefighter, pilot, police officer, teacher



Answers

[f]irefighter, [p]ilot [p]olice
[o]fficer, [t]eacher

4 Tell a friend.

- Model the activity for the entire class. Ask, *Who do you see?* Say, *I see ...* Call on a volunteer. Ask, *Where is the ... ?* Elicit a complete sentence response.
- Have Ss work with a partner.
- Have Ss take turns. Student A asks, *Where do you see a ... ?* Student B responds, *I see a ... in / on / under the ...*

carpenter	doctor
driver	farmer
firefighter	football player
mail carrier	pilot
police officer	teacher

bus	classroom
city	field
firetruck	hospital
plane	fire / police station
workshop	

Extension activity | Where do they work?

- Write the words for jobs and places on flashcards. Or alternatively on the blackboard.
- Say, *We're going to play a matching game.* Model the activity.

- Choose a job (e.g., firefighter) from the pictures on pages 106 and 107. Say, *This person is on the firetruck.* Or *This person is here,* and show the flashcard.
- Elicit, *firefighter.* Call on a volunteer to follow your example with a new word.
- Have Ss work with a partner and take turns. Student A says, *This person is ...* Student B responds with the job / worker. Then Ss switch roles.
- Walk around the class and monitor pair work. Assist as necessary.
- Invite one or two pairs of Ss to each model an exchange for the class.

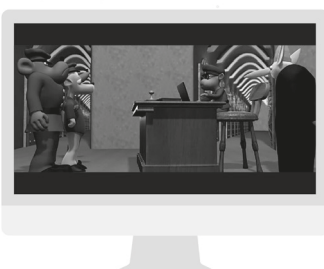



Activity Book page 58



Lesson 3 | Viewing

1 Look and say. Who do you see?



2  **Watch the video.**

3 What are Bob's answers to the questions?

1. Name? _____
2. Age? _____
3. Job? _____

Viewing: Watch Bob answer personal information questions | Workbook: p. 59

108

- Play the video again. Ask, *Who talks to Bob? (the police officer)*
- Ask, *What does the police officer ask Bob? (name, age, job)*

3 What are Bob's answers to the questions?

- Direct Ss' attention to Exercise 3. Read the questions.
- Ask, *What does the police officer ask Bob? What does Bob answer?*
- Check that all Ss understand the exercise and know what to do.
- Say, *Begin*. Monitor and assist Ss as necessary.
- Do a class check.

Answers

1. Bob 2. Twenty 3. Gardener


Lesson goal: Watch Bob give personal information


1 Look and say. Who do you see?

- Open Student Books to page 108. Direct Ss' attention to the picture of the TV screen.
- Ask, *Who are they? Who is on TV? (the police officers, Bob, Corvax)*
- Ask, *Where are they? (in the police station)*

2 **Watch the video.**

- Play the complete video scene for Ss' enjoyment.
- Ask, *Where is Bob? (in the police station)*

1  **Watch the video.**



2 Who said this? Write the names from the box.

	Bob	Police officer
1. _____	Name?	
2. _____	Age?	
3. _____	Twenty.	
4. _____	Job?	
5. _____	Gardener	
6. _____	Take him away.	

Viewing: 1 Watch the video. 2 Write the names of who says the words.


59

Activity Book
page 59



Lesson 4 | Viewing

4 V10 Watch the video.



5 Answer the questions.

1. How old is Bob? _____.
2. What does Bob do? _____.
3. Where do they take Bob? _____.

Lesson goal: Listen to questions and answers

Useful video vocabulary

11 eleven	12 twelve
13 thirteen	14 fourteen
15 fifteen	16 sixteen
17 seventeen	18 eighteen
19 nineteen	20 twenty

Practice video vocabulary

- Introduce Ss to numbers 11–20.
- Write the numbers and number words on the board.
- Read the number words aloud as Ss listen and repeat.
- Point to each number and ask, *What number is this?*
- Have Ss work with a partner to practice counting to twenty.

4 V10 Watch the video.

- Open Student Books to page 109.
- Direct Ss' attention to Exercise 4. Have them look at the picture.
- Point to the picture and ask, *Who is this? (Bob and Muzzy)*
- Read the direction line aloud. Play the video.
- Ask, *Where does Bob meet Muzzy? (in number 19)*

5 Answer the questions.

- Direct Ss' attention to Exercise 5.
- Read the questions aloud. If necessary, play the video again so Ss can watch and listen specifically for the answers to the questions.
- Have Ss work independently to write the answers.
- Do a class check.

Answers

1. twenty
2. He's a gardener.
3. to Number 19

She's a police officer



Lesson 5 | Conversation

5 Answer the questions.

1. How old is Bob? _____
2. What does Bob do? _____
3. Where do they take Bob? _____

6 T71 Listen, read, and say.

What's your name? Bob.

How old are you? Twenty.

What do you do? I'm the gardener.

Conversation: Ask and respond to personal questions | Workbook: p. 60

109

Lesson goal: Ask and respond to personal information questions

- 6 T71 Listen, read, and say.
- Open Student Books to page 109. Direct Ss' attention to the pictures and speech bubbles. Ask, *Who do you see? (the police officer, Bob)*
 - Play the audio. Encourage Ss to read along.
 - Ask, *Who asks the questions? (the police officer)*
 - Ask, *Who answers the questions? (Bob)*

Choral conversations

- Divide the class in two groups (by rows) or by quickly counting off 1, 2 as you point to each S.
- Say, *(Number) ones are the police officer. (Number) twos are Bob.*
- Check for Ss' understanding. Say, *Police officers raise your hand.* Mime the action as you give the instruction. Say, *Bobs raise your hand.*
- Play the audio again, pausing after every line.
- Have the Number 1s repeat the police officer's lines. Have Number 2s repeat Bob's lines.
- Repeat again for Ss to gain confidence and to learn their lines.
- Have the class role-play the exchanges chorally.



Teaching tip

Encourage Ss to imitate the characters' voices and physically mimic them when they role-play conversations.

- Put Ss in pairs to practice the exchanges independently.
- Walk around the classroom to monitor and assist.

Extension activity

If art supplies (or class notebooks) are readily available, have Ss create personal IDs (identification cards).

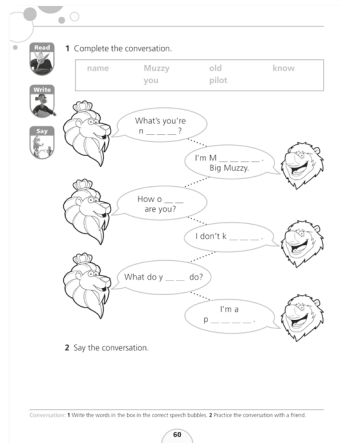
- Instruct Ss to write their personal information on the card.
- Create an ID card sample on the board. Complete the card with your personal information.
- If necessary, introduce the word *student*.
- Alternatively, have Ss choose different jobs they would like to have in the future.
- If time allows, have Ss add a headshot picture to their ID cards.

Name:

Age:

Job:

- Invite volunteers to the front of the class to show their IDs.



Activity Book
page 60

She's a police officer



Lesson 6 | Language

Look 1 Look and say.

Who's this? → It's (Muzzy).
 Who's that? → It's (Muzzy).
 What does he/she do? → He/she is a (pilot).

Write 2 Look at the pictures. Complete the questions and answers.

1. _____ does he do?
 He _____ a _____.

2. _____ she do?
 She _____ a _____.

3. _____ he _____?
 He _____.

4. _____ she _____?
 She _____.

5. _____.

Language: Who's this? Who's that? What does he/she do? He/She is a ... [Activity Book: p. 61]

Lesson goal: Ask and say what people do



Teaching tip

Passive language instruction

The purpose of these two language lessons is to introduce Ss to the concept of asking about jobs and/or occupations. Ss will practice asking and saying what different people do.

1 Look and say.

Who's this? → It's (Muzzy).
 Who's that? → It's (Muzzy).

What does he / she do? → He / She is a (pilot).

- Write on the board, **What does ... do?** Complete the question with a name.
- Use the sentence starter to ask about what people do.
- Write on the board, **He / She is a ...** Call on different volunteers. Ask each

one a complete question. Have each one complete the answer.

- Continue in the same way asking *What does ... do?* with different names and/or references (e.g., your mother).
- Invite volunteers to ask questions and answer them.
- Open Student Books to page 110.
- Have Ss point to the items in the grammar box as you read them aloud.

2 Look at the pictures. Complete the questions and the answers.

- Draw Ss' attention to Exercise 2.
- Have Ss look at the pictures. Ask, *Who do you see?* (a doctor, a football player, a firefighter, a farmer, a mother) Call on a volunteer. Ask, *Do you know a doctor?* Elicit an affirmative or negative answer. (Yes, I do. No, I don't.)
- Go through the entire exercise with pencils down. Write the sentences with the missing words on the board, elicit the missing words from Ss and write them in.
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.



Answers

1. What, is, doctor 2. What does, is, football player 3. What does, do, is a firefighter 4. What does, do, is a farmer 5. What does she do? She is a mother.

1 What do they do? Match.

I am the Queen.
 I am the Cat.
 I am the Princess.
 I am the gardener.
 I am the King.

2 Look at the picture. Complete the questions and answers.

_____ is this?
 He _____ Mr. Stevens.
 What _____ he _____?
 He is my _____.

Activity Book
page 61



Lesson 7 | Language in use | What people do

3 Look, read, and write.

What _____ you _____ ?

I _____ princess.

_____ the gardener.

_____ the King.

_____ the Queen.

4 Talk to a friend.

Who's this/that?

What does he/she do?

He/she is ...

He/she is a ...

Language in use: Ask and say what people do

111

Lesson goal: Ask and answer what people do

Asking and responding to *What do you do?*

- Teach the questions and answers. (*What do you do? I am a ...*) Model complete sentences with jobs Ss know.
- Choose two volunteers. Ask, *What do you do?* Elicit complete responses. *I am a ...* Ss can choose to respond *I am a student*, or use any job they like.

3 Look, read, and write.

- Open Student Books to page 111.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.
- Explain the activity. Say, *We are going to ask the characters what they do.*
- Complete the question together as a class. Point to the question. Ask, *What words are missing?* Elicit, *do* and *do*. (*What do you do?*)

- Point to Sylvia's speech bubble. Ask, *What does Sylvia say? (I am the Princess.)*
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

Answers

[Speech bubble 1] do, do
[Speech bubble 2] am, a/the
[Speech bubble 3] I, am
[Speech bubble 4] I, am
[Speech bubble 5] I, am

4 Talk to a friend.

- Direct Ss' attention to the picture. Ask, *Who is in the picture? (a boy and his father)*
- Read the speech bubbles aloud. Have Ss point to the words as you say them.
- Model the activity. Choose a volunteer. Show them a picture from the Student Book. Have them ask you about them. Elicit, *Who is this?* Answer with a complete sentence, *It's ...* Ask another volunteer, *What does he/she do?* Elicit an answer.
- Read the direction line aloud, *Talk to a friend.*
- Explain the activity to the class. Direct Ss' attention to the picture. Make sure everyone understands that they will take turns to ask their partner about someone in a picture in their Student Book.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their dialogues for the class.

She's a police officer



Lesson 8 | Literacy | Reading

Read 1 T72 Listen and read.

Bob and Muzzy



Bob and Muzzy are in cell number nineteen.

Muzzy: How do you do?
I'm Big Muzzy.

Bob: Hello. I'm Bob.
I'm the gardener.

Muzzy: I'm a pilot. I have
a spaceship.

Bob: I have a motorcycle.

2 Circle Bob's personal information.

Bob Muzzy gardener pilot

3 Circle Muzzy's personal information.

Bob Muzzy gardener pilot

Literacy: Read people's personal information | Workbook: p. 62

112

Lesson goal:

Read about people's personal information

1 T72 Listen and read.

- Open Student Books to page 112.
- Direct Ss' attention to the picture.
- Point to the pictures and ask, *Who is this? (Muzzy)* Ask, *Who is that? (Bob)*
- Read the direction line aloud. Read the title and the text aloud.
- Say, *Now listen*. Play the audio.
- Play the audio again. Have Ss read along in their books as they listen.
- Ask comprehension questions. Ask, *Where are they? (in cell number 19)*
- Ask, *How does Muzzy greet Bob? (How do you do?)* How does Bob greet Muzzy? (Hello)



2 Circle Bob's personal information.

- Direct Ss' attention to Exercise 2. Point to the picture. Ask, *Who is this? (Bob)*
- Read the direction line.
- Read the words aloud, *Bob, Muzzy, gardener, pilot*. Have the Ss read the words aloud.
- Have Ss work independently to circle the correct words (Bob's name, Bob's job) as you monitor their work.
- Do a class check.

Answers

Bob, gardener


3 Circle Muzzy's personal information.

- Direct Ss' attention to Exercise 3. Point to the picture. Ask, *Who is this? (Muzzy)*
- Read the direction line.
- Read the words aloud, *Bob, Muzzy, gardener, pilot*. Have the Ss read the words aloud.
- Have Ss work independently to circle the correct words (Muzzy's name, Muzzy's job) as you monitor their work.
- Do a class check.

Answers

Muzzy, pilot

1 Read.



Muzzy is a pilot. He has a spaceship.
He likes to eat clocks.
Bob is a gardener. He has a motorcycle. He likes trees.

2 Answer the questions for Muzzy and Bob. Write the words in the correct column.

	Muzzy	Bob
1. What does he do?		
2. What does he have?		
3. What does he like?		

Reading practice: 1 Read about Muzzy and Bob. 2 Read the questions. Write the words in the correct column.

Activity Book
page 62

She's a police officer

Look




Listen



Lesson 9 | Literacy | Phonics

4 T73 Look, listen, and say.



Bob is a **gardener**.
Thirteen, **fourteen**, fifteen.
Is she a **carpenter**?
Where's the **doctor**?
The **turtle** is under the tree.

5 T74 Circle the sounds you hear.

1.	ar	er	ir	or	ur
2.	ar	er	ir	or	ur
3.	ar	er	ir	or	ur
4.	ar	er	ir	or	ur
5.	ar	er	ir	or	ur

Lesson goal: Identify *r*-controlled vowel sounds

4 T73 Look, listen, and say.

- Open Student Books to page 113.
- Read each sentence aloud. Read the words with letters in bold.
- Play the audio and have Ss point to the words as they hear them.
- Play the audio again. Pause after each sentence for Ss to repeat it.
- Write the following words on the board:

gardener	thirteen	fourteen
carpenter	Where's	doctor
turtle		

- Point to each word and have Ss read it aloud.
- Point to the vowels in bold. Make each discrete sound and have Ss repeat the sound and the word. (*ar/er, gardener; ir, thirteen; our, fourteen; ar/er, carpenter; er, Where's; or, doctor; ur, turtle*)

- Continue in the same way, saying each sound and each word several times to make sure Ss can distinguish the sounds.

Language note

When vowels are followed by an *-r*, the *-r* blends with the vowel and changes the sound of the vowel.

5 T74 Circle the sounds you hear.

- Play the audio.
- Play the audio again as a choral **listen and repeat** exercise, signaling with your hand behind your ear when you want Ss to listen and with the word *say* when you want them to speak.
- Direct Ss' attention to Exercise 5.
- Say, *Listen to the audio and point to the sound you hear.*
- Say, *Listen again and circle the sound you hear.* Mime the action for *circle* in the air.
- Play the audio once for Ss to do the exercise and another time for them to check their work.
- Do a class check.



1. garden, 2. turtle, 3. thirteen, 4. firefighter, 5. doctor



Answers

1. ar 2. ur 3. ir 4. er 5. or



Lesson 10 | Literacy | Writing

5 T74 Circle the sounds you hear.

1.	ar	er	ir	or	ur
2.	ar	er	ir	or	ur
3.	ar	er	ir	or	ur
4.	ar	er	ir	or	ur
5.	ar	er	ir	or	ur

6 Look, read, and write.

1. What is your name? _____
2. How old are you? _____
3. What do you do? _____
4. What is your phone number? _____

Phonics: r-controlled vowel sounds | Writing: Answer personal information questions

113

- Read the questions aloud. Read them again pausing after each one for the Ss to repeat them.
- Explain to the Ss that they must answer each question with their personal information.
- Have Ss work in pairs to take turns to ask and answer the questions.
- Do a class check.

Lesson goal: Respond to sentences

6 Look, read, and write.

- Open Student Books to page 113.
- Direct Ss' attention to Exercise 6.



Answers

Answers will vary. Ss will write their personal information.

She's a police officer



Lesson 11 | CLIL | Life skills



Lesson goal: Identifying what people do

1 Look. Circle.

- Open Student Books to pages 114 and 115.
- Direct Ss' attention to Muzzy at the top of the page. Read his speech bubble aloud, *What do they do?*
- Direct Ss' attention to the pictures on pages 114 and 115.
- Model the activity. Direct Ss' attention to the first picture. Ask, *Who is this?* Elicit the word *girl*.

- Ask, *What does she do?* Direct Ss' attention to the words below the picture. Is she a teacher or a student?
- Have Ss work with a partner to ask and answer questions about the picture. *What does she do? She is a student.*

Answers

(left to right)

Page 114: Row 1: student, firefighter; Row 2: doctor, teacher; Row 3: farmer, football player

Page 115: Row 1: mail carrier; Row 2: pilot, driver; Row 3: carpenter



Lesson 12 | CLIL | Life skills



Lesson goal: Identifying jobs

2 Point and say.

- Write the following sentence starters on the board:

What does she/he do?
She / He is a ...

- Practice the sentence starters with the class.
- Point to each one as you read it aloud. Point to each one as the Ss repeat it.
- Elicit complete sentences.
- Have Ss work with a partner.
- Direct them to take turns to point to a picture and ask and say what the person does.
- Then their partner points to the corresponding picture and responds in a complete sentence.
- Have Ss switch roles.

Possible exchanges:

- A:** What does she do?
B: She is a student.
- A:** What does he do?
B: He is a firefighter.
- A:** What does he do?
B: He is a doctor.
- A:** What does she do?
B: She is a teacher.
- A:** What does he do?
B: He is a farmer.
- A:** What does he do?
B: He is a football player.
- A:** What does she do?
B: She is a mail carrier.
- A:** What does she do?
B: She is a pilot.
- A:** What does he do?
B: He is a driver.
- A:** What does he do?
B: He is a carpenter.



**Activity Book
page 63**

She's a police officer

Review and integrate

Listen



Write



Lesson 1 | Vocabulary Review

Review and integrate

1 T75 Listen. Complete.

- b _____
- i _____ c _____
- s _____
- e _____
- f _____
- t _____








Vocabulary: Identify and complete words you know.

116

- g _____
- b _____
- m _____
- u _____
- f _____
- t _____










Vocabulary review: Identify and complete words you know.

117

Lesson goal: Identify and complete review words

Vocabulary: food, numbers, in the garden, animals, locations, jobs

burger	butterfly
eight	firefighter
flower	garden
ice cream	mouse
seven	teacher
tree	under

1 T75 Listen. Complete.

- Open Student Books to pages 116 and 117. Have Ss look at the pictures.
- Call on volunteers to identify each picture. Have the class point to pictures and repeat the words.
- Play the audio. Have Ss listen and repeat the words.

- Play the audio again. Have Ss point to the spaces where they will write the letters as they repeat the words.
- Have Ss work independently to write the complete words in their books. Then have them compare their answers with a partner.
- Do a class check.



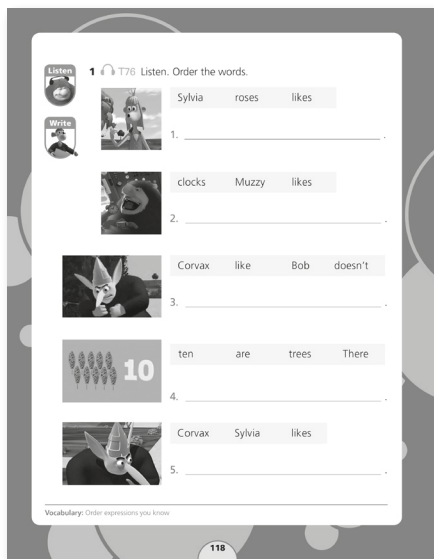
1. burger	2. ice cream	3. seven
4. eight	5. flower	6. tree
7. garden	8. butterfly	9. mouse
10. under	11. firefighter	
12. teacher		

Answers

1. burger	2. ice cream	3. seven
4. eight	5. flower	6. tree
7. garden	8. butterfly	9. mouse
10. under	11. firefighter	
12. teacher		



Lesson 2 | Language Review



Lesson goal: Order learned expressions

1 T76 Listen. Order the words.

- Open Student Books to page 118.
- Direct Ss' attention to the five pictures on the page. Explain to the Ss that they will write a sentence to describe each picture.
- Play the audio and stop after number 1. Ss will hear: Sylvia likes roses.
- Have Ss listen and repeat the sentence. Then have Ss point to each word in the box above the line as they say the sentence again.
- Have Ss write the sentence on the numbered line.

- Continue in the same way with the other pictures and sentences.
- Have Ss check their written work for any misspellings or exchange books with a partner and check each other's work.
- Do a class check. Say, *Picture 1*. Have a volunteer read the sentence, *Sylvia likes roses*. Continue in the same way as Ss check their work.



1. Sylvia likes roses.
2. Muzzy likes clocks.
3. Corvax doesn't like Bob.
4. There are ten trees.
5. Corvax likes Sylvia.



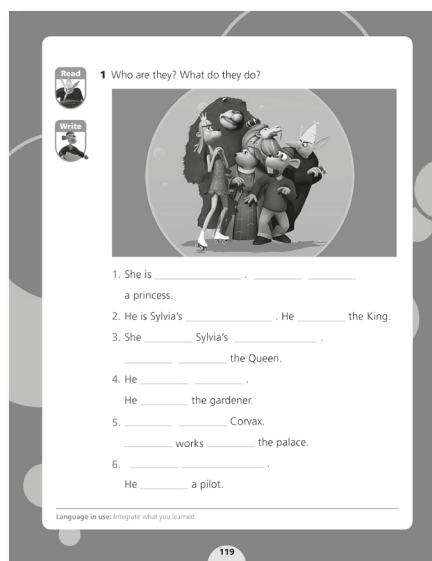
Answers

1. Sylvia likes roses.
2. Muzzy likes clocks.
3. Corvax doesn't like Bob.
4. There are ten trees.
5. Corvax likes Sylvia.

Review and integrate



Lesson 3 | Integrate



Lesson goal: Integrate language and skills



Teaching tip

Consolidating learning

Ss need to step away from rote learning and realize that what they have learned can be used to communicate their own ideas.

2 Who are they? What do they do?

- Open Student Books to page 119.
- Direct Ss' attention to the picture at the top of the page. Ask, *Who do you see?* Elicit the names of characters.
- Call on volunteers to identify each individual character. Elicit complete sentences. For example, *She is Sylvia.*

- Call on other volunteers to say a word to describe each character's job or what they do.

father
King
pilot
Queen

gardener
mother
Princess
works

- Direct Ss' attention to number 1. Complete the sentences as a class. First identify the character: *She is Sylvia.* Complete the sentence. Write, Sylvia. Then describe her "job" or what she does. Complete the sentence, *She is a Princess.*
- Explain to Ss that they must complete the sentence pairs to identify each of the characters and say what they do.
- Have Ss work independently.
- Do a class check.

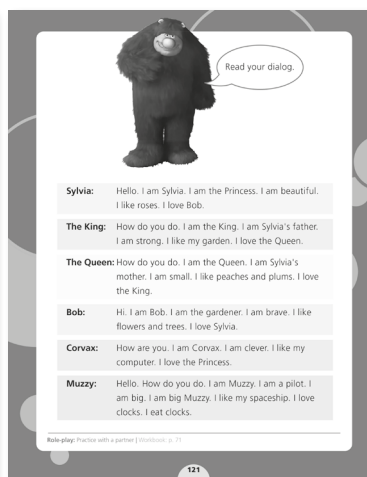


Answers

1. She is Sylvia. She is a Princess.
2. He is Sylvia's father. He is the King. 3. She is Sylvia's mother. She is the Queen. 4. He is Bob. He is the gardener. 5. He is Corvax. He works in the palace. 6. He is Muzzy. He is a pilot.



Lesson 4 | Role-play



Lesson goal: Choose a character, practice, and role-play.

Choose your character.

- Open Student Books to page 120. Direct Ss' attention to Muzzy and his speech bubble. Then have Ss look at the character portraits.
- Ask, *Who's this? (Muzzy) What is he saying? (Who do you want to be?)*
- Read out the character names. Lead a class discussion about the different characters. Have Ss say as much as they can about who the characters are, what they are like, what they do, and what they have done so far in the story/video.
- Have volunteers share who they would like to be from the story. If possible, have them give their reasons.
- Divide the class in pairs. Have each S choose a different character from their partner.

Read your dialogue.

- Open Student Books to page 121. Direct Ss' attention to the dialogue boxes.
- Read the different dialogues aloud. Have the class choral read the

dialogues.

- Have Ss practice reading their dialogues independently.
- Then have Ss take turns to read their dialogue to their partner.

Act out your role.

- Open Student Books to page 122. Direct Ss' attention to the characters and their dialogue.
- Call on volunteers who have chosen the roles of Bob and Corvax.
- Assign the different speech bubbles to each volunteer. Have the volunteers read aloud their dialogue as it is presented on the page.
- Direct Ss to practice reading their dialogues with their partner—reading line by line.
- Give Ss enough time to practice their dialogues with their partners. Walk around the classroom to monitor Ss' work. Offer assistance as needed.
- Call on 2 or 3 pairs to perform their role-plays for the class.

Review and integrate

Reader-Teacher's Notes

Look



Lesson 1 | Before you read



123



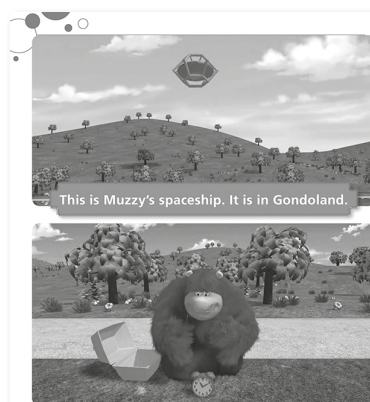
Muzzy has a spaceship.
He is a good pilot.

124



Muzzy likes clocks. Muzzy likes to eat clocks.
Muzzy is always hungry. He eats lots of clocks.

125



Muzzy has a clock. He is hungry.
He eats his clock.

126



Muzzy's hungry.
Muzzy looks for clocks.

127

Lesson goal: Preview the reader

cannot
hungry
parking meter

clocks
looks for
spaceship

eat
lots of

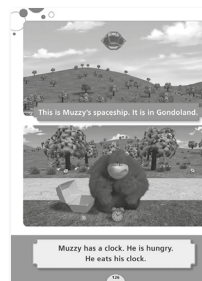
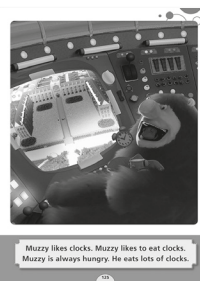
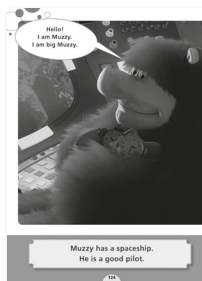
Vocabulary:

- Open Student Books to page 123. Have Ss look at the cover and read the title.

- Ask, *Who do you see? Who is in this story? (Muzzy)*
- Ask, *How does Muzzy get to Gondoland? (in his spaceship)*
- Have Ss look at the pictures.
- Ask, *Which is your favorite picture?*
- Call on volunteers to share their favorite picture with the class.
- Have them say who is in the picture and why they like it.



Lesson 2 | While you read



Lesson goal: Read a story

- Open Student Books to page 124. Have Ss look at the pictures.
- Play the audio. Pause after each spread (two pages).
- Ask comprehension questions.
- *Where is Muzzy? (in his spaceship)*

- *What does Muzzy eat? (clocks)*
- *Where is Muzzy? (in Gondoland)*

- *What does Muzzy eat? (a clock)*
- *How does Muzzy feel? (He's hungry.)*
- *Where is Muzzy? (in Gondoland)*



- *What does Muzzy eat? (a parking meter)*
- *What happens? (The police officers catch Muzzy.)*
- *Where is Muzzy? (in the police station)*

- *Where do the police officers take Muzzy? (to cell number 19)*
- *Where is Bob? (in the police station)*
- *Where do the police officers take Bob? (to cell number 19)*

- *How does the story end? (Muzzy and Bob are friends.)*

Reader-Teacher's Notes



Lesson 3 | After you read

Read 1 Listen and read the story.

Look

Listen

Write 2 Circle the words that describe Muzzy.

1.	small	big	hungry	scary
2.	pilot	farmer	king	police officer

3 Number the pictures.

Muzzy eats a parking meter.

Muzzy travels in his spaceship.

Muzzy looks for clocks.

Literacy: Read a story | Workbook: p. 69

133

- Ask, *Is Muzzy small? (No) Is Muzzy big? (Yes) Is Muzzy hungry? (Yes) Is Muzzy scary? (No)*
- Have Ss work independently to circle the words that describe Muzzy in number 1 and number 2.
- Do a class check.

Answers

1. big, hungry 2. pilot

3 Number the pictures.

- Direct Ss' attention to Exercise 3. Read the direction line.
- Read aloud each picture caption. Have Ss repeat each picture caption.
- Ask, *What happens first? Which picture is number 1? (Muzzy travels in his spaceship.)*
- Have Ss work independently to write numbers 1–3 to order the pictures to match the events in the story.
- Do a class check.

Answers

- 3, 1, 2

Lesson goal: Describe a character and order events in a story

1 T77 Listen and read the story.

- Play the audio.
- Have Ss read the complete story.

2 Circle the words that describe Muzzy.

- Direct Ss' attention to Exercise 2. Read the direction line.
- Read aloud the words in number 1. Have Ss repeat each word.

Videoscript

Unit 1

▶ V1

King: How do you do? I'm the King.
I'm the King of Gondoland.
Queen: How do you do? I'm the Queen.
Sylvia: Hello. I'm Princess Sylvia.
Bob: *Oh Sylvia, Sylvia.*
Hello. I'm Bob. I'm the gardener.
Corvax: How are you? I'm Corvax.
King: Thank you, Corvax.
Muzzy: Hi. I'm Muzzy, Big Muzzy.
Norman: Good morning.
King: Good morning.

Unit 2

▶ V2

Norman: Good morning. I'm Norman.
Good morning. Good morning.
Good morning. Good morning.
Good ... afternoon. Good afternoon.
Good afternoon. Good afternoon.
Good afternoon.
Good evening. Good evening.
Good evening.
Good night.
Moon: Good night.
Sun: Good night.
Moon: Good night.

Unit 3

▶ V3

King: I'm strong.
Sylvia: I'm beautiful.
Corvax: I'm clever.
Bob: I'm brave.
King: Strong
Sylvia: Beautiful
Corvax: Clever
Bob: ... and brave

Queen: You're strong.
King: Yes, I am.
Bob: And she's beautiful.
Corvax: Yes, she is.
Sylvia: He's brave, and he's clever.
Corvax: No, no. I'm clever. I'm clever ... clever ... clever.

King: Strong
Sylvia: Beautiful
Corvax: Clever
Bob: Brave
Muzzy: Big—I'm big, Big Muzzy.

Unit 4

▶ V4

Narrator: Big—small.
Muzzy: I'm Big Muzzy.
Cat: Big
Muzzy: Small
Cat: Big
Muzzy: Small
King: Big
Bob: Small
Big—small.
Muzzy: And I'm Big Muzzy.

Unit 5

▶ V5

Sylvia: Shh. I've got a bag—a big bag.
I've got a map. I've got a hamburger.

Bob: I've got a bike—a motorcycle.

Corvax: I've got a computer—agh.

King: I've got a garden. Look.
I've got plums.
I've got peaches.
I've got grapes.

Queen: I like plums.
I like peaches.
I like grapes.

King: And I like grapes.

Sylvia: Hello, Mommy. Hello, Daddy
Can I have a peach please?

Unit 6

▶ V6

Norman: I like hamburgers.
Can I have a hamburger, please?

Server: Here you are.

Norman: Thank you.
Can I have a salad, please?

Server: Here you are.

Norman: Thank you.
Can I have a drink, please?

Server: Here you are.

Norman: Thank you.
Can I have an ice cream, please?

Server: Here you are.

Norman: Thank you.
Can I get cleaned up, please?

Server: Hee, hee, hee.

Unit 7

▶ V7

Corvax: Bob?

Bob: Yes.

Corvax: Trees.

Bob: Trees?

Corvax: Yes. How many trees? Count.

Bob: One, two, three, four, five, six, seven, eight, nine, ten.

Cat: How many trees are there?

Computer: One, two, three, four, five, six, seven, eight, nine, ten.

Corvax: Bushes. How many bushes are there?

Bob: There are two, four, six, eight, ten.

Corvax: And how many flowers are there?

Bob: Flowers?

Corvax: Yes, yes. How many flowers?

Bob: A hundred, two hundred, three hundred? I don't know.

Unit 8

▶ V8A

Bob: A hundred and seven, a hundred and eight ...

Sylvia: A hundred and nine ...

Bob: A hundred and ten ...

Sylvia: Bob!
Can I have a rose, please?
Thank you. I like roses.

Bob: And I like you.

Sylvia: Oh look. I've got a rose.
I've got a plum, and a peach, and some grapes ... a hamburger, and a map.

Bob: And I've got ... a bike.
I love you.

Sylvia: And I love you.
Bob and Sylvia: Here we go!
Corvax: No, no, no!
 I love the Princess.
 I love Sylvia.

▶ V8B

Song

Sylvia: A, E, I, O, U,
 I love you.
 A, U, O, I, E,
 You love me.
Bob: A, E, I, U, O,
 Off we go!
 I, O, U, E, A,
 Far, far, away!
Sylvia: A, U, I, O, E,
 You love me.
 A, E, I, O, U,
Sylvia and Bob: I love you.
 A, E, I, O, U,
 I love you.

Unit 9

▶ V9A

King: The gardener loves the Princess?
Corvax: Yes, yes.
King: No, no.
Queen: The Princess loves the gardener?
Corvax: Yes, yes.
Queen: No, no.
King: Come on. Off we go.
 Follow me.
King, Queen And Corvax: Bye.

▶ V9B

Bob: Hi!

Sylvia: Hello.
 Daddy, Mommy.
Bob: Corvax.
King: Sylvia, Sylvia.
Sylvia: Oh Mommy.
King: Grrr
Bob: I love Princess Sylvia.
King: Take him away!
Corvax: Take him away!
Commander: Take him away!
Soldier: Take him away!
Soldiers: Take him away, Take him away, Take him away, Take him away, ...
King: Thank you, Corvax.

Unit 10

▶ V10

Officer: Name?
Bob: Bob.
Officer: Age?
Bob: Twenty.
Officer: Job?
Bob: Gardener.
Officer: Take him away.
Corvax: Number 19.
Officer: Number 19?
Corvax: Um-hmm.
Officer: Number 19.
Police: Number 19.
Police 1: Nine, ten . . .
Police 2: Eleven, twelve . . .
Police 1: Thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, oops. Nineteen.
Bob: Ah, a monster.
Muzzy: Hello. I'm Muzzy. Big Muzzy.

Videoscript

Activity Book Answer Key

Unit 1 | I'm Muzzy

page 4

1 Look and write.

1. read
2. draw
3. write
4. raise your hand

2 Unscramble the letters.

1. color
2. listen
3. stand up
4. sit down

page 5

2 Look and match.

(left to right) Corvax, Bob, Muzzy, Sylvia, the King, the Queen

page 6

1 Complete the conversation.

Hello – Hi – Muzzy – Bob

page 7

1 Match.

(top to bottom) I am the Queen. I'm Bob. I am the King. I'm Sylvia.

2 Complete the introductions.

1. I'm / I am
2. I'm / I am
3. I'm / I am
4. I'm / I am

page 8

2 Complete.

1. Corvax
2. Sylvia
3. the King
4. the Queen

Unit 2 | Good morning

page 10

1 Look and write.

1. hi
2. good night
3. good morning
4. stars

2 Unscramble the letters.

1. good afternoon
2. hello
3. sky
4. sun

page 11

2 Complete.

1. Good morning.
2. Good afternoon.
3. Good night.

page 12

1 Complete the conversation.

morning
Good
Muzzy
Sylvia
Goodbye

page 12

1 Number the pictures.

3, 1, 2

2 Complete the conversation.

Good morning
How are

page 14

2 Answer.

1. Muzzy
2. fine

Unit 3 | I'm big; he's small

page 16

1 Look and write.

1. big
2. young
3. funny
4. beautiful
5. small

2 Unscramble the letters.

1. happy
2. old
3. sad
4. scary
5. ugly

page 17

2 Read and match.

(left to right) strong, big, clever, beautiful

Unit 4 | My mother is small

3 Write.

1. strong
2. big
3. beautiful

page 18

1 Complete the conversation.

small
beautiful
big

page 19

1 Circle the correct word.

1. am
2. is
3. am
4. are
5. is

page 20

2 Answer.

1. Bob is happy.
2. Corvax is scary.
3. Sylvia is young.

page 21

Match.

beautiful – ugly
big – small
happy – sad
young – old

page 22

1 Look and write.

1. mother
2. brother
3. father
4. sister

2 Unscramble the letters.

1. grandmother
2. grandfather
3. dad
4. mom

page 23

2 Look. Write *big* or *small*.

1. small
2. big
3. small

page 24

1 Complete the conversations.

small – big
strong – small
brave – clever

page 25

1 Match.

1. e
2. a
3. c
4. b
5. d

page 26

2 Answer.

1. Muzzy
2. Muzzy's mother
3. Muzzy's father

page 27

Write M, B, or R.

(left to right)

Row 1: B, R

Row 2: M, M

Row 3: B, R

Unit 5 | I have a pencil case

page 28

1 Look and write.

1. pen
2. glue
3. sharpener
4. pencil case

2 Unscramble the letters.

1. eraser
2. pencil
3. ruler
4. scissors

page 29

2 Write the words.

1. bag
2. garden
3. motorcycle
4. computer

page 30

1 Complete the conversations.

have – pen
pencil – pencil case
scissors – have

page 31

1 Answer the questions for the characters.

1. No, I don't.
2. Yes, I do.
3. No, I don't.
4. Yes, I do.

page 32

2 Answer T (True) or F (False).

1. F
2. T
3. T
4. F

Unit 6 | Can I have an apple?

page 34

1 Look and write.

1. ice cream
2. grapes
3. apple
4. bread
5. chicken

2 Unscramble the letters.

1. tomatoes
2. eggs
3. cheese
4. burger
5. bananas

page 35

2 Order the conversation.

2, 3, 1, 5, 4

page 36

1 Complete the conversation.

apple
Here
Thank
want
please

page 37

1 Match.

1. c/d
2. a/b
3. a/b
4. c/d

page 38

2 Answer the questions.

1. No, he doesn't.
2. No, he doesn't.
3. He wants a clock.

Unit 7 | There are ten trees

page 40

1 Look and write.

1. six
2. four
3. two
4. nine
5. eight

2 Unscramble the letters.

1. one
2. three
3. five
4. seven
5. ten

page 41

2 Complete the conversation between Corvax and Bob.

trees
Ten
bushes
There
flowers

page 42

1 Complete the conversation.

trees
Ten
many
There
How
know

page 43

Write the words for each number.

1. four
2. two
3. three
4. six
5. eight

page 44

Write the numbers.

1. eight
2. four
3. ten

page 45

How many are there?

- 2 (pencils)
- 4 (bags)
- 1 (apple)
- 5 (flowers)
- 6 (pens)
- 10 (grapes)
- 9 (clips)
- 7 (cats)
- 3 (bananas)
- 8 (crayons)

Unit 8 | I love flowers

page 46

1 Look and write.

1. seeds
2. container
3. grass
4. water
5. shovel

2 Unscramble the letters.

1. bee
2. flowers
3. garden
4. tree
5. soil

page 47

2 Complete.

1. loves
2. loves
3. doesn't love
4. doesn't love

page 48

1 Complete the conversations.

like – flowers
like – computer
like – garden

page 49

1 Complete the conversations.

1. What
2. like
3. do
4. like
5. you
6. like

7. like
8. like

page 50

1 Complete the chart.

Column 1: spaceship,
clocks, parking meters
Column 2: apples,
bananas

Unit 9 | Where's the turtle?

page 52

1 Look and write.

1. dog
2. butterfly
3. cat
4. under
5. bird

2 Unscramble the letters.

1. frog
2. mouse
3. turtle
4. in
5. on

page 53

2 Circle the correct word.

1. Bob
2. no
3. motorcycle
4. helicopter
5. under

page 54

1 Complete the conversations.

No, no – Yes, yes
Yes, yes – No, no

page 55

Complete the questions and answers.

1. Where, on
2. is, under
3. Where, in
4. Where, on/in

page 56

2 Answer the questions.

1. (Sylvia is) on the motorcycle.
2. Bob/The gardener (has a motorcycle).
3. Bob (is on a motorcycle).
4. (Sylvia is with) Bob.

Unit 10 | She's a police officer

page 58

1 Look and write.

1. farmer
2. doctor
3. carpenter
4. driver
5. pilot

2 Unscramble the letters.

1. football player
2. mail carrier
3. firefighter
4. police officer
5. teacher

page 59

2 Write the names from the box.

1. Police officer
2. Police officer
3. Bob
4. Police officer
5. Bob
6. Police officer

page 60

1 Complete the conversation.

name
Muzzy
old
know
you
pilot

page 61

1 Match.

(top to bottom, left to right)
I am the King.
I am the gardener.
I am the Princess.
I am the Queen.
I am the cat.

2 Complete the questions and answers.

1. Who
2. is
3. does, do
4. teacher

page 62

2 Write the words in the correct column.

left column: 1. pilot
2. spaceship 3. clocks
right column: 1. gardener
2. motorcycle 3. Trees

Assessment

page 64 Vocabulary

1 Match.

1. e
2. a
3. c
4. b
5. d

2 Write.

1. cat
2. read
3. grapes
4. police officer
5. happy

page 65 Viewing

1 Match.

- Row 1: 5, 2, 3, 6
Row 2: 1, 4
2 Write the numbers.
Row 1: 3, 6, 1
Row 2: 4, 2, 5

page 66 Conversation

1 Match.

1. c
2. d
3. a
4. e
5. b

2 Complete the conversations.

1. Where
2. in
3. name
4. I'm
5. many
6. There

page 67 Language

1 Match.

1. c
2. e
3. a
4. d
5. b

2 Complete the conversations.

1. How
2. am
3. Hello
4. I'm, Big
5. like
6. you

page 68 Literacy

2 Answer the questions.

1. Muzzy
2. He's big.
3. He is a pilot.
4. He likes his spaceship.
5. He likes to eat clocks.

pages 69–70 Mini-reader

1. Muzzy in Gondoland
2. Muzzy's spaceship lands in Gondoland.
3. Muzzy's hungry. He eats.
4. Muzzy walks. He's hungry.
5. Muzzy sees the parking meters.
6. Muzzy eats the parking meters.
7. The police officers catch Muzzy.
8. Muzzy is in cell Number 19.

