

Family members

Topic

Family

Functions

Giving personal
information

Introducing myself

Grammar

What's your...?

Who is...?

Vocabulary

Family members

Start

Warm up

Write on the board two
questions:

- What's your name?
- How old are you?

Encourage students to answer
them as part of a personal
presentation.

According to the level of your
group, you may want to add
some more questions.

Game-like activity - Ask students
to write as many words for family
members as they can.

During

Open the book to / at page 5

Ask students to look at the
picture and read Kim and Katy's
introduction.

Ask students to look at the family
tree carefully to check if they got
all those family members words
on their lists.

Give each member a name -
point out that this is Kim's family.
Then ask students some
questions about the family tree:

- Who is John?

Students' answers:

- He is Kim's uncle.

Let them practise this kind of
exercise in pairs - several times.

Introduce the concept of
surname. It's very important that
students get familiar with the
words that appear in the exam.

Last name – US

Surname – UK

Second name - Both

Practise this in a chain game -
ask the first student:

- What is your surname?

Ask the same question to
another student - the chain
finishes when all the students
have named / given their
surnames.

Close

Just for fun

Ask the children to make a
family tree poster.

They must include the names of
their relatives.

If possible, let them use real
photos.

Tip

You can assign this as
homework and use it as a
project to evaluate oral
production – present your
project to the class.

Months of the year

Topic

Months of the year

Functions

Giving personal information

Grammar

When is your birthday?
It's in...
It's on...

Vocabulary

Months of the year

Start

Warm up

Tell students to make a line by heights - from the shortest to the tallest kid. Then ask them to make a line by ages - from the youngest to the oldest.

To make the line correctly, students must ask their partners:

- How old are you?

When they find another kid with the same age, they must use:

- When is your birthday?

Encourage students to tell the month they were born in so they can correct the line according to who was born before.

During

Open the book to / at page 6

Ask students to say the months of the year they remember.

Tell students to unscramble the letters to form the words for the months of the year.

Remind students that the words for the months of the year always start with a capital letter.

Invite some students to write the words on the board so you can check spelling - students must correct their work in their books.

Tell students to write the words for the months of the year again – this time in order.

Tip

Check the ordering by asking:

- What is the first month?
- What is the third month?

Tell students to answer the questions – explain the order in which the information should be provided:

- My birthday is in May.
- My birthday is on May 21st.

For the last question, encourage students to explain their answers - starting with the word "Because..."

Close

Just for fun

Tell students to make an annual calendar – they have to write the birthday dates of all their partners.

This helps to keep in mind these special dates; this can also be a reminder of "Time to sing Happy Birthday."

At home

Topic

My home

Functions

Describing pictures

Grammar

What's this?

This / That is a...

These / Those are...

Where is the...?

Vocabulary

Rooms

Home items

Start

Warm up

Write on the board the word "bedroom." Then ask students to think of objects that can be seen in that room.

Ask students to choose another room and do the same.

Make two teams and, by turns, students write as many objects as they can for the next two rooms – bathroom, dining room or kitchen.

It's very important that students know all the words from the Starters and Movers levels; in addition to the ones at the Flyers level.

During

Open the book to / at page 7

Ask students to look at the pictures and describe the rooms. Then ask them to write three words in each box.

Make some random questions about the pictures.

Ex.

- Where is the mirror?

Encourage the use of prepositions to answer the questions.

Tell students to look at the pictures below and ask the following question:

- What's this / that? (Pic 1)

Let students unscramble the word.

Continue making questions (one by one) and getting students unscrambling the words.

Whole class checks spelling on the board.

Ask this follow-up question:

Ex:

- Which words are for health care?
- soap, comb and brush
- ...and those words are related to "Which room?"
- the bathroom

Close

Just for fun

Ask student to fold a paper 4 times in order to have sixteen squares. Then make a graphic dictation.

Students will draw a household or furniture item as you give them the definition of it:

Ex.

- It's the object where we put the trash / rubbish in.

Tip

It can also be done as a regular dictation.

Adjectives

Topic

Home

Functions

Describing things at home

Grammar

John's pencil is broken.

Vocabulary

Adjectives
Home items

Start

Warm up

Choose a student and give him/her a picture of a room in a house. Then let him/her describe the picture to his/her partners - without telling which room it is.

The rest of the class has to guess.

The kid who says what room it is will have the chance to describe the next picture.

Give students a sheet of paper and ask them to draw the objects you are naming.

Tell students to exchange papers – explain that you want the object to be broken (students will have to think of how to illustrate it is broken – it could be a zigzag-line in the middle of the pencil.)

Ask students to exchange papers again and say one more characteristic the object must have.

Invite some students to talk about the objects:

- This is a yellow pencil.
- This pencil is broken.
- This pencil is pretty old.

Etc.

During

Open the book to / at page 8

Ask students to look at the pictures and match them with the words:

- by circling using colours.
- by marking them. somehow using colours
- avoid drawing lines.

Students write the words on the lines.

Check that all students understand what the adjectives mean. Then ask them to say one more adjective for each picture.

Ask a volunteer to read the first sentence and choose the correct adjective to complete it.

Students complete the activity individually.

Whole class check.

Ask students to write another adjective for each sentence – at the end. Then ask them to explain how the meaning / idea of each sentence changed.

Ex.

- John's pencil is broken. (old)

Let them give you as many adjectives as they can.

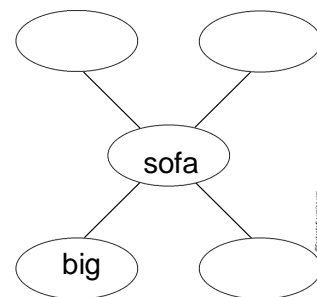
Close

Just for fun

Ask students to help you write a list of opposites on the board.

Give students a sheet of paper and ask them to choose and object to describe.

They have to use as many adjectives as possible.



Indefinite pronouns

Topic	Functions	Grammar	Vocabulary
People, places and things	Making general statements without specifying people, places or things	No one's got my favourite book. You won't find anything.	Indefinite pronouns
Start	During	Close	
Warm up	Open the book to / at page 9	Just for fun	
Ask a student to go out of the class, then choose an object and hide it somewhere in the classroom.	Ask students to look at the pictures and read the sentences - it's very important that they catch the idea in each one.	Play the game - I Spy... using the indefinite pronouns.	
Let the student get into the classroom and ask him/her to look for it by saying:	Point out that the pronouns that have "any" are for negative sentences.	Divide the class into two teams. Ask team 1 to choose a student who will give instructions:	
<ul style="list-style-type: none"> We have hidden something, please look for it everywhere. (Emphasise the use of indefinite pronouns) 	For the next activity, students will have further practice on identifying / understanding meaning by categorising the pronouns.	<ul style="list-style-type: none"> I spy with my little eye something full of trash. 	
Explain that it is possible to ask for help, but it is necessary that students make complete questions. Ex.	Ask a volunteer to read the first sentence – including the option that he / she thinks is appropriate for it.	The other team will try to guess what object it is.	
<ul style="list-style-type: none"> Is it something red? 		They can also use names of people in the classroom.	
		<ul style="list-style-type: none"> I spy with my little eye someone who has blonde hair. 	

Reading and writing

Topic

People

Functions

Talking about friends
and family
Describing pictures

Grammar

This is my good friend, Joe.
In my picture there is a...

Vocabulary

People
Adjectives

Start

Warm up

Tell me all about your best friend

Give a sheet of paper to each student. Then explain to them that they have to write a list of qualities their best friends have.

Give them some minutes to write their ideas.

Divide the class into groups of three.

Explain to students that they have to talk about their friends – for about a minute.

Ex.

- My friend Richard is good at ...
- He runs very fast.

During

Open the book to / at page 10

Ask students to read the first paragraph –ignoring the gaps.

Then they will look at the options in the box and decide on which word fits each gap.

Show students how to identify key words (links):

- Everybody (people) say(s)
- clever – good grades
- popular – among kids
- kind – person to
- difficult – forget

Tell students that they have to read the paragraph again to check their answers.

Walk students through completing the second paragraph.

Let students work on the third paragraph on their own.

Whole class check.

Close

Just for fun

Prepare some photocopies – outlined images for people.

Hand out the pictures and ask students to colour them.

Divide the class into groups of three – explain to students that they must talk about how their pictures are different.

Ex.

- In my picture there is a boy...
- In my picture there is a girl...

Vocabulary / Reading

Topic	Functions	Grammar	Vocabulary
Review	Explaining meaning	We got off the school bus.	House items
My first day at school	Talk about my first day at school	We took our backpacks.	Verbs

Start

Warm up

Ask students to talk about what they did yesterday.

Give them some minutes to think about it and make a speaking plan - explain that simple past sentences must be used for the presentation.

Write on the board the following words – jumbled:

- door
- flat
- desk
- hall
- lamp
- soap
- home
- comb

Then invite some students to come to the front and unscramble the letters.

Ask students to help you check spelling and explain what they words mean – not in L1 but in their own words.

During

Open the book to / at page 11

Ask students to look at the two columns and match them to form words.

- Students may find some extra options.

Ask students to write them on the lines and make a drawing of each one.

Ask some questions to set up context – school.

- How many doors are there in your school?
- Is your flat / house far from school?
- Etc.

Explain that, on the next page (12), there is letter a girl wrote for her mum.

Ask students to read and explain what the letter is about.

Show students how to analyse options for completing the letter.
Ex.

I { don't
for
was very excited... ✓
were
didn't

Close

Just for fun

Play hangman.

You can do it as a contest – use some other words related to school and home.



Before or after

Topic	Functions	Grammar	Vocabulary
Daily activities	Explaining what activities people do before or after another one	Katty has breakfast after getting dressed.	Verbs Before - after

Start

Warm up

Prepare some flashcards for daily activities:

Ex.

- wash your hands
- brush your teeth
- eat
- do the homework
- etc.

Write the words BEFORE and AFTER on the board.

Show the flashcards – one at the time – and make some questions:

Ex.

- When do you wash your hands?

Encourage students to use the words to give their answers.

Ex.

- I wash my hands before...
- I wash my hands after ...

During

Open the book to / at page 13

Ask students to look at the pictures and explain what Katy's daily activities are.

Ex.

- Everyday Katy wakes up at...

Ask a volunteer to read the first sentence and choose the correct word – before or after.

Students complete the next activity individually. Then share with the class.

Explain to students that they must answer according to their routines.

Ex.

Teacher:

- I have breakfast before going to school / work.
- What about you?

Students share answers with the class.

Close

Just for fun

Play Simon Says

Tell students that they have to do two actions by using before or after in the instructions.

Ex.

- Simon says jump before singing....

Explain to students that they have to do the actions in the order you mentioned them.

Places in a city

Topic

Places in a city

Functions

Talking about the places I have visited

Grammar

I always visit a museum on holidays.

I visited a museum last week.

Vocabulary

Places
Verbs

Start

Warm up

Ask students to think of places they can see in a city – let them write their ideas on the board.

Check spelling and have students help you make corrections - if necessary.

If they don't write the ones on your vocabulary list, give them the definitions of those places in order for them to remember the words - give them some seconds to guess.

During

Open the book to / at page 14

Ask students to look at the pictures, read the words and draw lines.

Ask students to choose four places and write a description for each.

They must use:

- This is a place where...

Ask students to tell you which of these places they have visited and when.

Option 1

- I always visit a museum on holidays.

Option 2

- I visited a museum last week.

Close

Just for fun

Play memory

Sit the group in a circle.

Start by saying:

- I go to the museum.

The person who is at your left will say:

- I go to the museum and then to the airport.

The next person will repeat and add another place and so on.

Where

Topic

Places

Functions

Talking about the things people do at different places

Grammar

The park is the place where we can have a picnic.

Vocabulary

Places
Verbs

Start

Warm up

Divide the group into two teams.

One volunteer from the first team will write the name of a place on the board.

He / She has to write it very slowly - in order for the other team to try guessing the word before it is completely written.

During

Write on the board the word WHERE - ask students to explain what it means.

Explain that sometimes we use it as a part of a sentence and not as a question word.

Ex.

- The hospital is the place **where** doctors work.

The meaning of the word is the same but not its function.

Write some more words on the board and have students give the definitions of those places using the clause WHERE.

Open the book to / at page 15

Walk students through analysing the example sentence.

Ask students to read and complete the sentences.

Tell students that they have to number the pictures as they complete the sentences.

Close

Just for fun

Make a nice drawing or get photocopies.

Ask students to brainstorm what things people can do at / in that place.

Tell students to use the ideas to write complete sentences about the place:

Ex.

- The park is where we can have a picnic.
- It's where we can ride our bikes.



Could

Topic

Places

Functions

Giving information –
where people can do
certain activities

Grammar

We could watch a film at
home.

Vocabulary

Places
Verbs

Start

Warm up

Write on the board 3 places and
ask students to tell you what
they can do in those places.

Write their suggestions below
the words.

You can use the drawings
students have made - give them
the opportunity to tell the class
what activities they can do in the
places they drew.

Then make the question:

- Where could we watch a
film?

Encourage students to think of
more than one place.

- We could watch a film at
home, at the movie
theatre, at school, etc.

During

Open the book to / at page 16

Ask students to read the
question from the example and
also read the answer.

Tell students to use colours to
circle in both the question and
the answer,

- the person.
Kim – She
- the activity.
post a letter
- place words.
Where – post office

Let students complete the
activity on their own – monitor:

- to make sure students
are writing complete
sentences.
- to check spelling.

Close

Just for fun

Play bingo

Ask students to divide a sheet of
paper into 9 parts.

Ask students to write the name
of a place in each section.

Explain that you are going to
read a definition and the
students who have the word for
that definition will cross it out.

The kid who crosses all his / her
places first will win the game.

The kitchen

Topic

The kitchen

Functions

Writing a simple recipe

Grammar

To make a sandwich, we need...

Vocabulary

Food

Ingredients

Cooking utensils

Close

Start

Warm up

Divide the group into four teams.

Ask students to write as many words related to food as possible.

One student from each team will say the words – write these words on the board.

Ask students to brainstorm - what they need to set the table – make a list on the board.

During

Open the book to / at page 17

Ask students to look at the picture and say the word for the number you call out:

Teacher:

- Kids, number 12, what is it?

Students:

- It's an apron.

Teacher:

- Where is the apron?

Students:

- Here it is.

Teacher:

- Great!
Now, tell me what an apron is!

Students:

- It's a clothing item mums wear for cooking.

Teacher:

- Great!
- Now, who can spell the word *apron*?

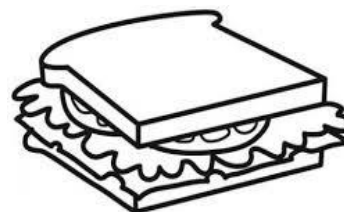
Just for fun

Ask students to write a list of ingredients for a simple recipe.

Ex.

To make a sandwich we need:

- bread
- butter
- ham
- cheese
- etc.



SANDWICH

Verbs

Topic

Senses

Functions

Talking about the things that can be identified by each sense

Grammar

It is... and it tastes delicious.
I think it is...because it is soft.

Vocabulary

The senses
Adjectives
Verbs

Start

Warm up

On the board - make drawings related to the senses.

- sight
- hearing
- taste
- smell
- touch

Divide the group into five teams.

Assign each team a sense, then ask them to write what things they can identify with that sense.

One volunteer from each team will say one word - the team that has more words will win.

While students say the words, the teacher will write them on the board.

Ask students to match each of the senses with a verb:

Ex.

- sight- look
- hearing- hear
- taste-taste - try
- smell-smell
- touch- feel

During

Open the book to / at page 18

Ask students to look at the pictures and read the sentences. Then ask them to match the sentences with the pictures.

Check the matching with the class by circling in the picture where they can see the information.

Ask students to read the first sentence on page 19 and choose a word to complete it. Then ask them to find the matching picture and write the number 1.

Let students complete the activity on their own.

Whole class check.

Close

Just for fun

Play a sense game

Cover the eyes of one student. Then ask him/her to use only one sense - give him/her an apple - ask him / her to touch it and guess what it is.

Change the senses and the products.

Tip

Some products you can use are:

- coffee
- sugar
- salt
- lettuce

etc.

Reading and writing Page 20

Ask students to look at the picture and describe it in detail.

In this part of the test, students must read a sentence and spot the information in the picture so that they can check if the information is true or false.

Ex.

- There are **two** beetles on the book.
Yes, **one** beetle is blue and **the other one** is brown.
- The boy is wearing a **blue** bracelet.
No, the bracelet is **green**.

Walk students through doing the examples and the first question.

Let students complete the activity on their own.

Whole class check.

Listening Page 21

Ask students to look at the picture and describe it in detail.

Ask students to tell you what names are for boy / girls.

Remind students that they must draw straight lines, rather than curvy ones.

Ask students to tell you what each child in the picture is doing.

Explain to students that you will play the audio for them to listen and mark how they would draw the lines.

Play the track – students listen and mark.

Check the marking.

Play the track again – students listen and draw lines.

Whole class check.

Reading and writing Page 22

Ask students to read and explain what the words mean.

Read the first definition and ask students to guess which word matches the definition.

Ask students to identify key words – these key words can be considered as links.

Ex.

- use it after washing, get dry = a towel
- young children, study = a school
- home, on one floor = a flat
- Etc.

Tip

Cross out the words that you have used already - it makes the activity easier as there will be fewer options to choose for the following definitions.

Listening Page 23

Ask students to read the entries - explain that these are the aspects they must identify on the track.

Ex.

- a thing
- place
- description – colour
- description – size
- three things inside it
- name

Play the track – students listen, get the information (write nothing) and share.

Write their ideas on the board.

Play the track – students listen and write the information.

Whole class check.