

Hello! Where do you live?

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
The city	Telling my address	My address is 45 Ribbon Street, Dublin.	Numbers Cities Countries Names

Start

Warm up

Introduce yourself to the class.

- Say:

Hello! My name is (your name).

Then make the question:

- What's your name?

Encourage students to make the question to other students.

- Say:

I live in (address). Then make the question:

- Where do you live?

Encourage students to make the question to other students.

During

Open the book to / at page 5

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

Point to Lucy's address.

Draw students' attention to how we say an address in English.

- Fist the number, then the name of the street and finally the city's name and country.

Let them answer the personal questions.

Tell students to take their books home to write their address in the English form.

Practise numbers page 6

Make two teams and, by turns, ask them to write on the board the biggest numbers they can remember.

Ask students to underline the first word of each number and let them match them with the **tens** numbers

- Two – twenty, three-thirty, four-forty, five-fifty, six-sixty...

Close

Just for fun

Ask students to write 9 numbers from 1-100 (depending on the numbers you want to review).

Call out the numbers in random order - when a child has a number you called out, he/she has to cross out it.

The first child to cross out all the numbers wins.

Numbers

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Position	Telling the position of something on a list or in a group	She was the first one to finish.	Ordinal numbers Colours

Start

Warm up

Tell students **“My address is 28 Pino Street, Mexico City.”**

Then ask one of the students **“What is your address?”**

Encourage him/her to read the answer from his/her book and then make the question to another student.

Paste on the board a picture of a house and a picture of a building. Then say, **“I live in a building - in a flat.”**

Encourage students to tell you what a flat is. Then ask them **“Where do you live?”** as you point at the pictures.

Make a contest

Ask students to write numbers (1-10) as words. As they finish their work, give them a card with a number from 1-10.

During

Open the book to / at page 6

Draw students' attention to how we say the numbers for floors.

Have students look at the building - explain to them that they must use ordinal numbers. Then ask who has the card with number 1 and tell the group:

- He / She was the first (girl / boy) to finish - write on the board **First - 1st** and underline the last two letters of the word – point out that those are the index for the number.

Continue like this with the rest of the cards.

Return to the picture and explain where the ground floor is. (You can also explain what the basement is; even though it's not common in our country).

Tell students to complete the words.

Close

Just for fun

Page 7

Ask students to read carefully the colouring instructions and colour the ice cream scoops.

Before colouring, explain (briefly) the difference between:

- light green - dark green
- light blue - dark blue

Make a contest

Divide the class into two teams - ask students to collect things to build their ice cream cone – one student from each team at the time.

Ex.

- A green sweater = a scoop of lemon ice cream.

Make it as big / tall as the one on page 7.

What are you doing?

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Actions	Talking about things that people do	You fly a kite. You drive a car.	Verbs

Start

Warm up

Ask students to tell you some action words and write them on the board.

Remind students that they have already learnt many action words, so they have to use them – use TPR to review.

Make two teams and, by turns, let students mimic an action word while the other team tries to guess what action it is.

During

Open the book to / at page 8

Ask students to look at the pictures and write the words on the lines.

Mimic each new action word and have students repeat – mimic it.

As you mimic the verbs, say:

- I walk around the classroom.

Students choose the correct verbs to complete the sentences.

Encourage students to choose an action word and say what they do – they can use the verbs they named at the beginning of the class.

As students mimic the actions, elicit the answers:

- What's that?
- He jumps like a rabbit!

Write on the board two or three examples of the sentences they tell. Then ask them to write them in their notebooks.

Close

Just for fun

Play Simon Says.

Give instructions to the class:

- Simon says, "Jump like a Kangaroo."

Explain to the class that they must do the action only when you say Simon says... before it. If you don't say Simon says and a student does the action, he / she will be out of the game.

Names

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
People	Talking about the things people are doing now	Paul is flying a kite.	Verbs Names

Start

Warm up

Write words on small pieces of paper and paste them below the board (one word on each paper).

- drinking juice
- drinking milk
- playing football
- playing basketball

Stand at the back side of the classroom – you'll show some pictures that illustrate the actions above.

Show a picture – ask students who can find the words for it.

Students get the papers with the words and pair-paste them on the board.

During

Open the book to / at page 9

Ask students to describe the pictures.

Tell students to read and circle key words:

- is behind
- is jumping
- are dancing
- is climbing
- etc.

Tell students to use a different colour to circle the name in the first sentence.

Tell students to use the same colour to draw a line from the sentence to the kid(s) in the picture.

Do two more examples with the kids. Then let them complete the activity on their own.

Close

Just for fun

Explain to students that they are going to become writing detectives.

Tell them to prepare their notebooks – they are going to write 5-6 sentences about some people at school.

Ask students to help you make a list of all the people they know at school.

Tell students to choose just 5-6 and write the names in their notebooks – as a list.

Tell students to go and see what the people they chose are doing.

Tell students to complete their sentences with the information they got.

I am good at ... / I am not good at...

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
ability	Telling about the activities that I do well	I am good at climbing. I'm not good at tennis.	Verbs

Start

Warm up

Ask students to name some sports or hobbies they have - write the answers on the board. Then say:

- I'm good at dancing.
- What about you?

Encourage students to tell you sentences with the same pattern.

Use the same actions to model:

- I'm not good at tennis.

Encourage students to use the pattern.

During

Open the book to / at page 10

Ask students to look at the pictures and say:

- Look at John.
- He is good at roller skating.

Then let them read the second sentence and find the picture for it.

"You can write numbers below the pictures to identify them."

Do the same with sentences 3 and 4.

Make the following question:

- Who is good at swimming?

Make 5-6 more questions.

Students have turns to answer the questions.

Tell students to go and interview two friends – they have to write their friends' answers.

Tell students to write what they are good at on the line and make a drawing of themselves doing that activity.

Close

Just for fun

Bring drawings of different sports or leisure activities - paste them on a wall and ask students to write their names on the drawings that show the activities they are good at.

Whole-class talks about the results.

Opposites

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Descriptions	Describing people and things	The cat is big.	Adjectives

Start

Warm up

Ask the tallest and the shortest students in the class to go to the front.

Model:

- He / She is tall - as you point at the tallest boy.
- He / She is short. - as you point at the shortest boy.

Write on the board the adjectives **tall –short**.

Explain that these words are opposites.

Ask students to take out their pencils and compare them using the words:

- long-short

Do the same with the backpacks – this time students have to use **big-small**.

During

Open the book to / at page 11

Ask students to look at the pictures and write the opposites with the words in the box.

Write on the board sentences with gaps. Then ask students to place each word in the correct gap.

cat yellow big big

Ex.

- There is a _____ next to a tree.
- That _____ cat is _____.

Ask students to write sentences – using the adjectives from the previous activity.

Ex.

- The yellow cat is big.

Remind students that sentences always start with a capital letter and finish with a period.

Close

Just for fun

Ask students to fold a sheet of paper – get eight rectangles. Then ask students to number them.

Make a graphic dictation.
Ex.

- Draw a long red ruler.
- Draw a young orange lion.

Comparatives

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Characteristics	Expressing how people and things are different	The man is taller than the woman.	Adjectives

Start

Warm up

Ask a tall student to go to the front - ask a short student to do the same.

Model:

- **Ben is taller than Tom.** - as you point at the taller boy.

Model:

- **Tom is shorter than Ben.** - as you point at the shorter boy.

Write on the board the adjectives:

- taller –shorter

Tell students that these are the comparative forms of the adjectives.

Let them notice that they are the same adjectives they used in the previous session but with the suffix “**er**”.

Ask students to show you their pencils and make the same comparison with the adjectives:

- longer-shorter

Do the same with the backpacks.
bigger-smaller

During

Open the book to / at page 12

Ask students to look at the first picture and read the comparative sentences.

Point out that we use the verb **to be** and the word “**than**” after the comparative adjective.

Ask a volunteer to look at the second picture and complete the second sentence.

Let him/her write it on the board, while the rest of the group writes it in their books.

Let students complete the activity on their own – check answers with the class.

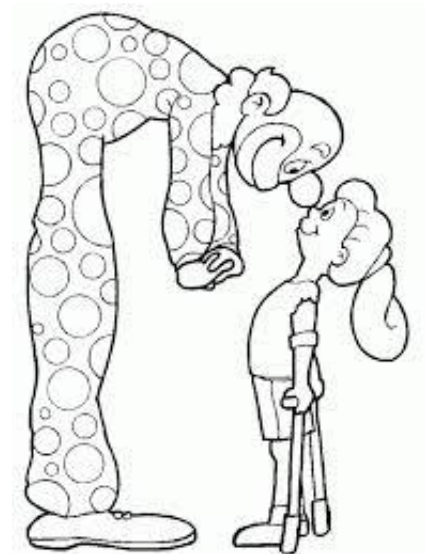
Close

Just for fun

Bring pictures for students to find differences between:

- animals
- fruits
- vehicles
- etc.

Ask students to make a drawing – show comparative adjectives.



Comparatives and superlatives

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Characteristics	Expressing who / what thing has more of a particular characteristic	The boy is taller than the girl, but the woman is the tallest.	Adjectives

Start

Warm up

Ask some students to go to the front:

- the tallest
- tall
- the shortest

Model:

- **Ben is taller than Tom, but Rick is the tallest in the class.** - as you point at the taller boy and then at the tallest one.

Write on the board the adjectives:

- taller –tallest

Tell students that these are the comparative and superlative forms of the adjective.

Let them notice that it is the same adjective but with the suffix “er” and “est”.

Give some more examples.

During

Open the book to / at page 13

Ask students to look at the first set of pictures and complete the sentences with the correct colour words.

Point out that:

- we use the verb to be and the word “than” after the comparative adjective.
- we use the word “the” before the superlative adjective.

Ask a volunteer to look at the second set of pictures and complete the second sentence.

Let him/her write it on the board, while the rest of the group writes it in their books.

Let students complete the activity on their own – check answers with the class.

Close

Just for fun

Ask students to make drawings – show the comparative and superlative adjectives.

Use the drawings to guide students through completing the sentences on page 14.

Ex.
Tittle: Fruit

1. A / The mango is smaller than a / the melon, but a / the peach is the smallest fruit.

My activities

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Common activities	Talking about the activities I usually do	Listen to music!	Verbs Prepositions
	<i>Start</i>	<i>During</i>	<i>Close</i>

Warm up

Bring different kinds of music for students to move around the classroom according to what they hear.

Tell students:

- Listen to music!
- Move your body to it.
- Listen to music!
- Go for a swim to it!

Stop the music, change it and repeat the modeling.

Open the book to / at page 15

Ask students to look at the first picture and choose a word from the box.

Help them complete the phrases – point out that these phrases must be used in this particular way.

Ask a volunteer to look at the second picture and complete the second phrase.

Let him/her write it on the board, while the rest of the group writes it in their books.

Walk students through completing this exercise.

Prepare a looping on the board for students to match using the information on page 16 – students will use the looping on the board to complete the activity in the book.

Tell students that this time there are no options, so they have to guess the correct pairing.

climb	—	dinner
have	—	a tree

Just for fun

Play Simon Says- use the verbs on pages 15 and 16 – also try some words / verbs students may be already familiarised with.

Ex.

Simon says text my friend....

Explain to the class that they should only do the action if you say Simon Says before it. If a student does the action when you didn't say Simon Says, he / she will be out of the game.

Daily activities

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Routine	Talking about my routine	We always have lunch at 12:00.	Days of the week Adverbs
	Start	During	Close

Warm up

Divide the class into seven teams - give each team the letters they need to write the days of the week.

Give them a few minutes to unscramble the words.

One team at the time – stick the letters on the board and ask the other teams to check if it is correct or not.

It's very important that students identify the names of the days of the week when they hear them – pay special attention to **Tuesday** and **Thursday**.

Write some activities that students often do - on the board.

Make the question:

- When do you eat lunch?

Introduce the use of adverbs of frequency.

We always have lunch at 12:00.

Open the book to / at page 17

Ask students to unscramble the days of the week - individually.

Point out that the words for the days of the week always start with a capital letter.

Use a pattern (similar to the one below) to describe / explain when we use the different adverbs of frequency.

0	0	0	X	never
0	0	0	√	sometimes
0	0	0	√	often
0	0	0	√	always

Tell students to use the options in the box to write some sentences:

- Try example 1 on the board - based on their own experience.
- Monitor and help.

Just for fun

Ask students to use their class schedule to give examples of when and where they have classes.

Ex.

- We always have a physical education class on Thursdays.

Divide the class into small groups – give each group some cardboard – ask students to create their dream schedule.

Present it to the class.

Shall I...?

<i>Topic</i>	<i>Functions</i>	<i>Grammar</i>	<i>Vocabulary</i>
Questions	Making questions Making suggestions	Shall I draw a picture? Shall I climb a tree?	Verbs

Start

Warm up

Make the question:

- May I have your pencil, please?

When the student gives the pencil to you, say **Thank you!**

Try some more examples.

Point out that this is a way to make suggestions, offers or requests.

Introduce the use of:

- Shall I?

During

Open the book to/ at page 18

Ask students to read the questions and the answers - then match them.

Explain that making suggestions should be like asking for permission because adults have to make sure kids are safe – that's why they need to know what kids are doing.

Keep the explanation short and simple.

Use Shall...? to get students completing the next activity.

Ex.

- Shall we ask Mario?
- Mario, I am wearing glasses. What about you?

Students write Mario's answer.

- Shall we ask Maria?
- Maria, I've got two brothers. What about you?

Students write Maria's answer.

Close

Just for fun

Make a drawing.

- Show suggestions for the next weekend

Ex.

- Shall we have a picnic?



Listening Page 19

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

Make some questions about the picture:

Ex.

- Clothes (items and colours)
- Things on the table
- Hair (colour)
- Etc.

Explain to students that in this part of the test:

- they will be asked to draw lines from the names to the people in the picture.
- they must pay attention to descriptions and details like colour, clothes, hair, names, etc.

Explain to students that the people on the track mention things that may match more than 2 people in the picture, but only one must be chosen.

Listen to the track – get students marking how they would draw the lines.

Listen again and students draw the lines - check answers with the whole class.

Reading and writing Page 20

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

- stores
- people
- colours
- position
- actions

Read the example sentences and ask students to spot the information in the picture.

Let students complete the activity on their own – have them explain their choices.

Listening Page 21

Ask students to read the example question – make sure students understand what information is needed.

Ask students to tell what they can see in each picture.

Explain to students that it is possible that they hear the three options, but only one of them provides the information needed.

Let students write some hints below the pictures. Then play the track and walk students through it.

Let students complete the activity on their own – check answers with the whole class.

Reading and writing Page 22

Ask students to look at the picture and read the words in the box. Then brainstorm – what the story may be about – write some ideas on the board.

Write the options on the board (the words in the box). Then show some pictures for students to match them with the words.

Ask students to read the whole story ignoring the gaps.

Tell students to help you find the answers for lines 1 and 2.

Read and stop at line 2 for students to check if the words fit the gaps correctly or not.

Let students complete the activity on their own – check answers with the class.

Tell students that they have to find a good name for the story. Check the options and have students vote on the best one.

Try to get students explaining why the most voted on title is the correct one.

Explain the correct title further if necessary.

Listening Page 23

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

Make questions about it:

- animals
- where the animals are
- size
- etc.

Explain to students that they will be asked to colour things in the picture.

Explain that they have to pay attention to some details; like the ones you talked about in the first activity.

Explain that they will have to use different colours – that's why it is really important to understand details; like the ones you talked about in the first activity.

Play the track – get students understanding the example – a blue frog.

Play the track – tell students to listen and mark how they would colour things in the picture.

Students share with the class.

Play the track – Students listen and colour – check answers with the class.