

My family

Topic	Functions	Grammar	Vocabulary
Family	Talking about my family	What's your mum's name? What's your dad's name?	Family Names

Start

Warm up

Have students stand in a circle – Play a song about family.

Have students sing and join you in doing the actions and saying the words for family members.

During

Open the book to / at page 18

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

Ask students to describe Dad.

Make this question to several students:

- What is your dad's name?

Elicit answers:

- His name is...

Do the same with the other family members.

Divide the class into groups of three – tell students to answer this question with their friends:

- Do you have a dog – a cat (or a pet)?
- Tell me about it!

Ask students to read and answer the questions – about my family.

Close

Just for fun

Tell students that the box on the left is for them to draw a picture.

- This is my family.

Divide the class into small groups – talk about your family using the picture.

New Faces Ideas

My house

Topic	Functions	Grammar	Vocabulary
Rooms in a house	Explaining location Explaining where furniture items can be seen	Where is the blue mouse? It is in the...	Rooms Furniture

Start

Warm up

Have students sit in a circle.

Stand in the middle and start acting out – students have to guess what room you are in.

Draw a big house – enough rooms to cover all the words on page 19.

Invite some students to come to the board and write the words for the rooms.

If students don't know the words, the teacher must spell them.

During

Open the book to / at page 19

Ask students to look at the picture and tell you what they can see in each room – 2 or 3 items.

Ask students to read the questions and circle the colours.

Tell students that they are going to look for the mice around the house.

Teacher:

- Where is the blue mouse?

Students:

- It is in the ...

Do the same with all the questions.

Close

Just for fun

Tell students that they are going to label the pictures below using the words for the rooms.

Explain to them that they have to write the words below the pictures.

Ex.

Sofa – living room

Monitor and make random questions:

- What colour is the bed?
- What colour is the chair?

Extra activity

Ask students to help you write some complete sentences on the board – notes.

Ex.

The sofa belongs / goes / is in the living room.

Where is it?

Topic Rooms in a house	Functions Explaining what items of furniture can be seen in the different rooms in a house	Grammar Where is the bed? The bed is in the...	Vocabulary Rooms Furniture
----------------------------------	--	---	---

Start	During	Close
Warm up	Open the book to / at page 20	Just for fun
Detectives Divide the class into two teams. Ask one student from each team to go out the classroom for a moment. Then hide three things around the classroom. Ask the kids to come back in and tell them that you need help: Mr / Mrs Detective, I lost my ... Can you find it for me? Please! The detective kid who finds your belongings first (one at the time), will get a point for his / her team.	Ask students to look at the pictures and describe them in detail. Ask students to read the questions and circle the words for furniture. Make some questions: <ul style="list-style-type: none">• Where can you see / find a bed?• Where is it? Elicit answers: <ul style="list-style-type: none">• The bed is in the ...	Ask students to make a drawing. <ul style="list-style-type: none">• This is my room. Explain that the names of the furniture must be included. Invite some students to present their drawings to the class.

Prepositions

Topic	Functions	Grammar	Vocabulary
Location	Following oral instructions	Lucy is in the jar. This spider is on the box.	Prepositions Verbs

Start

During

Close

Warm up

Open the book to / at page 21

Just for fun

Spiders

Tell students that you brought some toy friends.

Let students see your spider friends and explain that they love playing hide and seek.

Ask students to close their eyes, hide the spiders and invite two students to look for them.

Write on the board:

I have a clue for you. It is ON...

The kid who finds a spider first gets:

- a sweet
- a sticker
- etc.

Ask students to look at the picture and say where the piglet is.

Ask students to read and circle the prepositions.

Ask students to do some hand movements / moves to illustrate / show the prepositions.

Tell students that they are going to draw lines – it will be like putting things in a specific place.

Ask students to analyse and decide which prepositions can be used with each item:

- chair – on – under
- table – on – under
- basket – in – under

Give directions for students to draw lines:

Ex.

- Put the book in the basket.

Ask students to draw three spiders and write a sentence about each.

- This spider is in the box.
- This spider is under the box.
- This spider is on the box.

Food

Topic	Functions	Grammar	Vocabulary
Food	Talking about fruits and vegetables	What fruit / vegetable is this? What colour is it? Does ice cream contain fruits or vegetables? Which is your favourite?	Fruits Vegetables Colours

Start

During

Close

Warm up

Draw a rabbit on the board and some lines around it – It will be a brainstorming map.

Students brainstorm - what things rabbits eat / do not eat.

Do the same with other animals.

Ask some students to come to the board and circle the words for fruits and cross out the ones for vegetables.

Open the book to / at page 22

Ask students to look at the pictures and name the fruits.

Ask students to find the words for the fruits and match them with the pictures.

Do the same with vegetables.

Ask students to look at the pictures below and write the words. Then answer these questions:

- Does ice cream contain fruits / vegetables?
- Does the burger have fruits / vegetables?
- Does the sandwich have fruits / vegetables?
- Does pasta contain fruits / vegetables?

Just for fun

Let students colour the images.

Monitor and make random questions:

Ex.

- What colour is the apple?
- What colour is the carrot?
- What colour is the pasta?

New Faces Ideas

I like / I don't like

Topic	Functions	Grammar	Vocabulary
Likes	Talking about the food I like / don't like	I like... I don't like...	Food

Start

During

Close

Warm up

Prepare some images for weird foods:

- Broccoli ice cream
- Donut Juice
- Spaghetti yogurt

Show the images and make the question:

- Do you like spaghetti yogurt?

Elicit answers:

- No, I don't
- That's weird.

Open the book to / at page 23

Ask students to look at the pictures and explain the gestures.

Explain that the gestures show / mean the kids like / don't like the food.

Ask students to circle the word that matches the gesture:

Picture 1 - don't like

Ask students to look at the picture and complete example 3.

Ask students to name the things in the green circle. Then ask them to choose one of those things to complete example 4.

Ask students to write two sentences about them.

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

Just for fun

Divide the class into groups of four.

Distribute cardboard – tell students that they are going to make a poster.

The four kids in the group have to talk and decide on what food to include.



Fruits everywhere

Topic	Functions	Grammar	Vocabulary
Fruits	Making a list of ingredients for preparing a salad Describing my salad	It is a... It has...	Fruits Colours

Start

During

Close

Warm up

Awesome salad

Divide the class into groups of five.

Distribute flashcards for fruits – 1 set of 8 images per group (all the groups must have the same images).

Tell students that you have just prepared five different types of salad and they all have different ingredients.

Ask students to choose 5 fruits for the first salad.

Show the picture of your first salad and ask students to check if they selected the same ingredients.

Do the same with the other four salads.

Open the book to / at page 24

Ask students to look at the pictures and name the fruits.

Ask students to describe each fruit:

Strawberry.

- It is small.
- It is like a ball.
- It is red.
- It is sweet.
- etc.

Ask students to find the words for the fruits and write them in the boxes.

Elicit answers:

What word do you have for this fruit?

Just for fun

Distribute blank sheets of paper.

Tell students that they are going to draw a picture of:

The greatest fruit salad!!!

Explain that a description must be included – what fruits it has.

What fruit do you like?

Topic	Functions	Grammar	Vocabulary
Food	Describing food	What colour is your banana? It is yellow.	Fruit Colours

Start

Warm up

Divide the class into groups of four and give some magazines to each group.

Tell students that they will have 3 - 4 minutes to find and cut out images for fruits, vegetables and other foods.

Divide the board into three sections and write the headings:

Fruit / Vegetables / Other foods

Have students come to the board and ask them to stick the images in the correct sections.

Ask students to:

- name the food in each section.
- say the colour of each.
- say what it tastes like.

During

Open the book to / at page 25

Ask students to look at the pictures and tell you what fruit is on each plate.

Students read the first dialogue and write the colour.

Draw students' attention to the space for the answer – remind them to write complete answers.

Close

Just for fun

Use the images students cut out to make posters – think of titles - depending on the images students have available.

Ex.

- Red fruits
- Small fruits
- Round fruits

Where are they?

Topic	Functions	Grammar	Vocabulary
Food	Following written instructions - drawing	The apple is on the table. The banana is in the basket.	Food Prepositions

Start

During

Close

Warm up

Display a big poster of food.

Invite some students to pick a paper with a word for food, fruit, vegetable, etc. and find it in the poster.

When students find it in the poster, they have to say:

- I like ...
- I don't like ...
- Not bad!
- It's ok.

Open the book to / at page 26

Ask students to read and circle the words for food.

Draw (or use flashcards) on the board:

- a table
- a chair
- a basket
- a book
- a box
- a ruler

Ask one student to read the first instruction and draw on the board.

Ask the rest of the class if it is correct. If so, ask the class to draw that in their books.

Do the same with the second and third instructions.

Let students complete the activity on their own.

Just for fun

Divide the class into groups of four and give two or three blank sheets of paper to each group.

Tell students that they are going to walk around school to find examples of:

- Things on ...
- Things in...
- Things under...

Write the examples and share your findings with the class.

New Faces Ideas

I like food!

Topic	Functions	Grammar	Vocabulary
Food	Talking about the food I like to eat	I like vegetables. I eat sandwiches.	Food

Start

Warm up

Make a big menu on cardboard and stick it on the board (find a way to cover it – you will uncover it little by little).

Tell students that you are going to describe the food and drinks that appear on your menu.

Start describing the first food – ask students to try guessing what food it is; when guessed, uncover it and continue with the second food.

During

Open the book to / at page 27

Ask students to look at the pictures and tell you what the girl is eating.

Ask students to read and circle the words for food.

Ask students to match the sentences with the pictures.

Write on the board all the foods on page 27.

Make the question:

Who likes sandwiches?

Write the number below the word:

Sandwiches 25 kids like them

Continue like this and have students comment on the final result.

Close

Just for fun

Divide the class into groups of three and give two sheets of paper to each group.

Tell the kids that they are going to make a menu.

Sheet 1.

Opening

Rice
Soup
etc.

Meal

Chicken
Burgers
etc.

Sheet 2.

Drinks

Water
Soda
etc.

Desserts

Fruit
Ice cream
etc.

Ask students to present their menus to the class.

Actions

Topic	Functions	Grammar	Vocabulary
Actions	Describing activity	My mum cooks fish at the weekend.	Verbs

Start

Warm up

Prepare a bingo set – about verbs.

Have two or three rounds.

Write these verbs on the board:
(different ordering)
cook, fish, have a picnic, eat,
go, hug, cook, wash our hands,
play, drink, make

Ask students to help you find words to combine the verbs with.

- cook – fish
- wash our hands – every day
- eat – chips
- drink - soda
- etc.

Write some other options on the other side of the board for students to match them with the same verbs.

Ex.

cook	candy
hug	chicken
eat	milk
drink	my dog

During

Open the book to / at page 28

Ask students to look at the pictures and tell you the action in each.

Ask students to find the words for the actions and write them below the pictures.

Close

Just for fun

Ask students to help you write complete sentences about the pictures - on the board.

Ask students to copy three sentences in their notebooks and write one more.
(Teacher decides which three sentences students will copy.)

Daily activities

Topic	Functions	Grammar	Vocabulary
Routines	Describing everyday activity	I eat cereal with fruit.	Verbs
	Start	During	Close
Warm up	Open the book to / at page 29	Just for fun	
Letter soup with verbs	Ask students to look at the pictures and tell you what activities the girl does every day.	Invite some students to tell the class about their everyday activity - routine.	
Write on the board the alphabet 4 times – at a crazy random order – and stick a sheet of cardboard at each side of the board for students to write.	Write some other activities on the board. Then explain to students that the girl does these activities too.		
Divide the class into two teams.	Ask students to number them. (random ordering)		
Ask one kid from each team to come to the board and find letters.	has breakfast, goes to school, plays with a ball, brushes her teeth, goes to sleep		
Teacher says a word (verb) and students:	Ask students to read the sentences and circle the words for the actions.		
<ul style="list-style-type: none"> • find the first letter. • cross it out. • write it on the cardboard. • find the second letter. • and so on... 	Ask students to underline the words that were used after the verbs – to complete the ideas.		
	Ask students to put a tick next to the activities they do every day.		
	Ask students to number the activities in the order they do them.		

Listening

Open the book to / at page 30

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

Ask students to tell what colour each fruit is.

Tell students that they are going to hear some people talking about the fruits.
Explain to them that the people will say what colour some of the fruits are.

Tell students that it is really important that they listen carefully to identify:

- the fruit they have to colour.
- the colour they have to use.

Try number 1 with your students –on the board- for them to get familiarised with the instructions.
Walk students through finding the answer.

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

Reading

Open the book to / at page 31

Ask students to look at the pictures and name the fruits and vegetables.

Ask students to read and circle the words for the fruit and the vegetables.

Ask students to read the example sentences and answer this question:

- Does the sentence have information about the picture?

Tell students that they must put a tick when the sentence has information about the picture.

Tell students that they must put a cross when the sentence does not have information about the picture.

Ask students to complete the activity on their own – students explain their choices.

Listening

Open the book to / at page 32

Ask students to look at the picture and name all the things in it.

Ask students to explain where they can put the things (fruit / vegetables):

Ex.

- in / on / under / next to the basket

Tell students that they are going to hear a woman talking to a kid. She asked the kid to help her find the things (fruit / vegetables).

Try number 1 with your students –on the board- for them to get familiarised with the instructions. Walk students through finding the answer.

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

Ask students to explain their answers – what preposition was used?