

# 1

## It's a happy day!

1



Think!

How many daily routines do you know?



What foods can you see?  
Where's Einstein?  
What colour is Sam's bag?

8

eight



What foods can you see? **meat, chicken, peas, carrots, potatoes, milk, eggs, bread, juice, water, banana and apples**  
Where's Einstein? **He's in the playground.**  
What colour is Sam's bag? **It's red.**



## Unit objectives

to talk about daily routines and times of the day

## Language

<b>Vocabulary</b>	Daily routines: <i>get up, have breakfast, go to school, have lunch, have art lessons, play, go home, do homework, have dinner, go to bed</i> Times of the day: <i>morning, afternoon, evening, night</i>
<b>Grammar</b>	<i>I play/don't play. We have/don't have lunch.</i> <i>When do you go home? We go home in the afternoon.</i>
<b>Functions</b>	<i>What time is it?</i>
<b>Phonics</b>	<i>a_e, i_e</i>

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–7)

**STEM:** use numbers to complete an activity about the time (L. 6)

**Digital competence:** use Presentation tool (L. 1–7)

**Personal/Social competences:** learn to be creative (L. 2 and 5); learn to tell the time (L. 6)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 5)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1–7); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 6)

**Entrepreneurial competence:** choose topic for the project (L. 5)

## Future Skills for Learning and Innovation

<b>Critical thinking</b>	Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–7)
<b>Creativity</b>	Draw a picture of a colourful animal (L. 2)
<b>Communication</b>	Talking about daily routines and times of the day (L. 1 and 3); Talking about routines (L. 4); Saying the time (L. 6); Cut-outs game (L. 4); Functional dialogue (L. 6)
<b>Collaboration</b>	Project groupwork (L. 5); Acting out (L. 2 and 6)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 16 and 110; Activity Book p. 13
- Picture dictionary: Activity Book p. 103
- Unit 1 Extra practice: Activity Book p. 14
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, CLIL
- Unit 1 Test

## External exams

<b>Pupil's Book</b> Pre A1 Starters Reading and Writing Part 5	<b>Activity Book</b> Pre A1 Starters Listening Part 3
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### Objectives

- **Lesson aims:** to talk about daily routines
- **Target language:** *get up, have breakfast, go to school, have lunch, have art lessons, play, go home, do homework, have dinner, go to bed*  
*I play/don't play. We have/don't have lunch.*

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write some familiar words (GSE 20). Can label simple pictures related to familiar topics by copying single words (GSE 16).

### Materials

- colours and unit flashcards
- stopwatch
- sheets of A4 paper, enough for each student
- ten strips of paper per pair
- two fly swats
- Resources 1 and 19

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; portfolios

### Starting the lesson

- Write the alphabet on the board and then say it chorally.
- Use the Lollipop stick technique to ask ss to say words that start with a letter of the alphabet that you point to.

### Presentation

- Explain that in this lesson ss will learn about our daily activities.
- Ask ss to look at page 8 and say if their daily routine is similar to what they see.

### Practice

#### Pupil's Book

#### 1 Think! How many daily routines do you know?

- Ask ss to say any of the daily routines they see in the picture.
- Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.

#### Extra activity Critical thinking

- Ask ss to think about their daily routine. Ask ss if they think a daily routine is good for them and why/why not?

#### 2 1.22 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Ss repeat after you.
- **Extension** Have ss stand up in their places. Say a word for ss to mime.
- **LA** Place ss in small groups and assign an LA to each one. Ss mime an action for their members to say what it is. Instruct and guide as necessary.

**Girl:** Good morning! I've got a busy day.  
**Boy:** I've got a busy day, too.  
**Girl:** I get up.  
**Boy:** I have breakfast.  
**Girl:** I go to school.  
**Boy:** I have lunch.  
**Girl:** I have art lessons.  
**Boy:** I play.  
**Girl:** I go home.

**Boy:** I do homework.  
**Girl:** I have dinner.  
**Boy:** I go to bed. Goodnight!

#### Now listen and say.

get up, have breakfast, go to school, have lunch, have art lessons, play, go home, do homework, have dinner, go to bed

### Diversity

#### Support

- Place ss in pairs and give them ten strips of paper. Have ss write the new vocabulary and cut the strips in half after the words *get, go, have* and *do*. Play *Stays as is*. Ss then mix up the strips and form phrases again. Then they say them to their partners. Keep strips of paper for Activity 3.

#### Challenge

- Have ss write the new vocabulary on strips of paper. Ss mix them up and place them in the correct order.

#### Extra activity Fast finishers

- Have ss draw their daily routine on a sheet of A4 paper, as the wheel on page 8. Place them in their portfolios.

#### 3 Find the daily routines in the picture on page 8.

- In pairs, ss look for the daily routines and place the strips of paper from the support activity next to the correct picture on the wheel on page 8.

#### 4 1.23 & 1.24 Listen and chant.

- On the board, write *I go to school. I don't go to school.*
- Tell ss that when we talk about daily routines we use the Present simple.
- Play the chant and have them mime each routine.
- A karaoke version of the chant is available (track 1.24).
- **Extension** Place ss in small groups and have them rewrite the verses using their own daily activity. Groups come to the front of the class to perform the song.

#### 5 Communicate Think of your day. Is it the same or different?

- Have ss look at the picture on page 8 and tell you how it is similar to theirs. Then have ss tell you how it's different, using *don't*.
- Draw ss' attention to the grammar box and the recorded model (track 1.25).



**2** **Listen and stick. Then listen and say.**

1



get up

2



have breakfast

3



go to school

4



have lunch

5



have art lessons

6



play

7



go home

8



do homework

9



have dinner

10



go to bed

**3** **Find the daily routines in the picture on page 8.**



dinner



supper

**4** **Listen and chant.**



It's a happy, happy day!  
I don't go to school today.  
I have breakfast and I play.  
It's a happy, happy day!

It's a happy, happy day!  
We don't have art lessons today.  
We have dinner and we play.  
It's a happy, happy day!



**5** **Communicate Think of your day. Is it the same or different?**



We have dinner.

But we don't  
have art lessons.



1.25

**Grammar**

I **play**/don't **play**.

We **have**/don't **have** lunch.

nine 9

- Extension** Give ss a sheet of A4 paper and have them draw three things they do and one thing they don't do on a daily basis. Ss make sentences.

**Activity Book**

**1** **Look at Pupil's Book page 8. Read and write.**

**Answer key** 1 Sam; 2 In the playground; 3 It's green.

**2** **Look and write.**

**Answer key** 2 do homework, 3 have art lessons, 4 go to school, 5 have lunch, 6 go home, 7 play, 8 have breakfast, 9 get up, 10 have dinner

**3** **Follow and circle.**

**Answer key** 2 I, don't have; 3 We, don't play; 4 We, have

**4** **Order and write.**

**Answer key** 2 I go home.; 3 We don't get up.; 4 I don't have dinner.

**Finishing the lesson**

- Use the Summative questions technique to ask ss what they have learnt today.
- Have ss form two lines in front of the board and give each leader a fly swat. Have ss play the *Word Swat* game with lesson flashcards.



1 Before you read What colour are the crayons?

2 Watch or listen and read.

## Einstein is colourful!

Look! These are paintbrushes.  
We have art lessons.

Oh, right. You don't  
go to school today.

Bye!

Where are Ben and Sam?

They play tennis and have  
lunch in the park today.

Hi, Marie!

Hello, Lucy!

When do you have  
tennis lessons?

We have tennis lessons  
in the morning.

We have an art lesson  
now. Let's hurry!

Hello, everyone!

Hello, Ms. Apples.

The paints are on the table.

Let's paint flowers today!

Yay!

Atomic is on  
the table, too!

Atomic, no!

Look out, Einstein!

What happens next?

10 ten

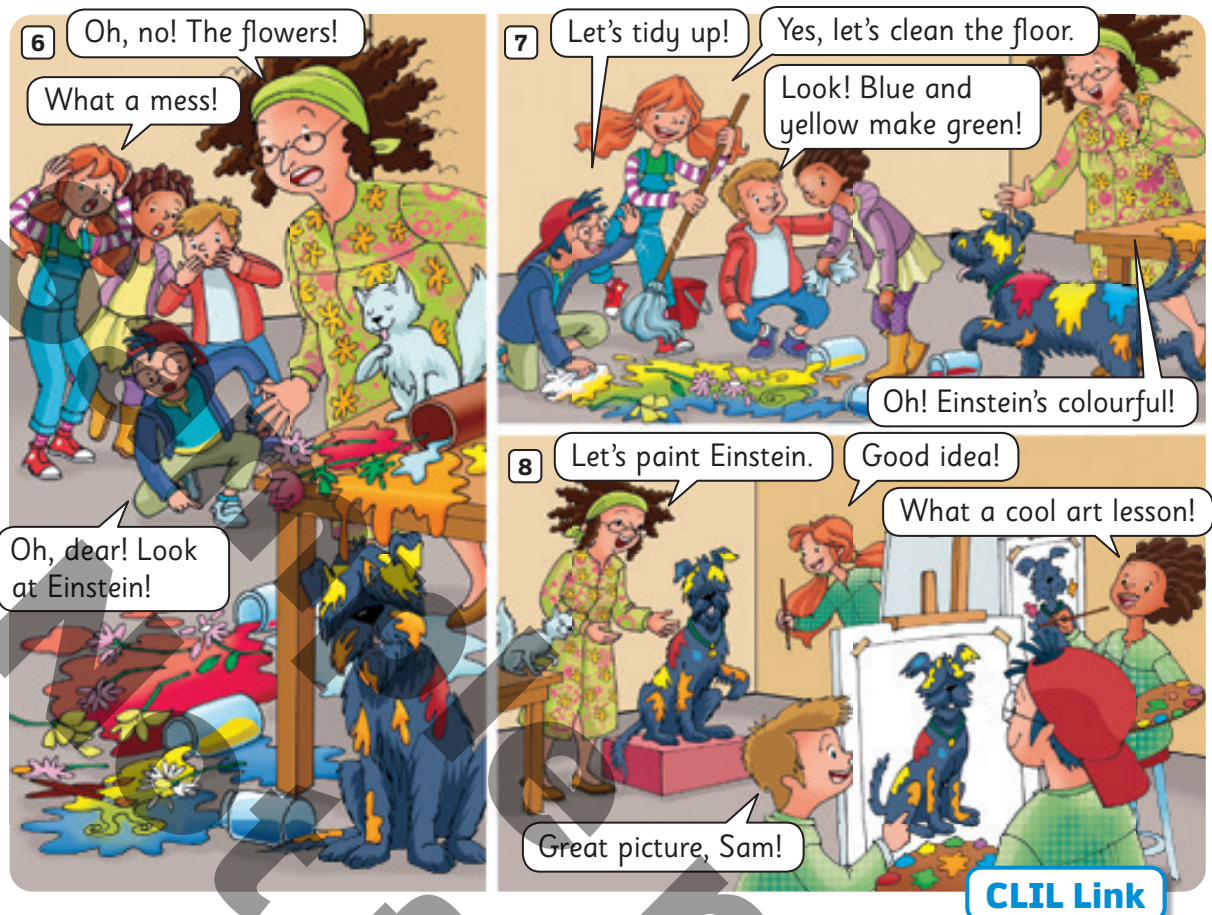
yellow, orange, red, brown,  
blue, green and purple

Solve

What happens next?

Einstein gets covered in paint.





**3 After you read** Look at the story. Read and circle.

- 1 We have don't have art lessons.
- 2 You go don't go to school.
- 3 We have don't have tennis lessons.

**4 Team up!** Act out the story.

**5 Create** Draw a picture of a colourful animal.

**Values**

See beauty  
in everything



## Objectives

- **Lesson aims:** to understand simple cartoon stories
- **Target language:** daily activities; *We have art lessons. We have tennis lessons in the morning.*

## Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35). Can understand the order in which events happen (GSE 41).
- **Speaking:** Can describe objects in a basic way (GSE 25). Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Lesson 1 flashcards
- sheets of A4 paper, enough for each student
- Unit 1 Story cards
- Resource 55

## Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation; Key question technique
- 🗨️ Monitoring students' learning: Thumbs up/down technique
- 👥 Peer learning: pairwork; groupwork; Think-pair-share technique
- 🎓 Independent learning: Summative questions technique

## Starting the lesson

- Place ss in small groups and have them play a game of charades where they mime the new vocabulary for their group members to guess.

## Presentation

- 🎯 Using the Key question technique, ask ss if they read stories and if so what kind. Ask ss if they can remember any of the stories from Level 1.
- 🎯 Explain that in this lesson ss will read a story about an art lesson.
- On the board write *Einstein is colourful*. Ask ss what they think will happen in the story.

## Practice

### Pupil's Book

### 1 Before you read What colour are the crayons?

- Ask ss to say as many colours as they remember.
- Have ss look at all the pictures of the story. Ask where the story is set.
- Ask ss to find what colour the crayons are.
- **Extension** 🧑🏫 Ask ss to think about what kind of things they would draw in an art class.

### 2 🎧 1.26 Watch or listen and read.

- Have ss read or listen to the story. Ask them what happens in it.
- **Solve** Play the video or audio again and pause at frame 5. In pairs, ss discuss the question in the *Solve* box.
- 🗨️ Using the Thumbs up/down technique, say different statements about the story, e.g. *The children have an English lesson (down). Atomic and Einstein make a mess (up).*
- **Extension** Use the story cards to ask about the story.
- **Solve** Refer ss to the *Solve* box again. Ask if their guesses were correct.

### 3 After you read Look at the story. Read and circle.

- Ask ss what lesson the children in the story have and what other activities they do.
- Ss do the activity individually and check with their partners.

## Diversity

### Support

- 🧑🏫 Divide class in two groups. Explain that you will read the story aloud and one group has to repeat after you the first five frames and then the other group, the next five frames. As ss repeat, they trace the words in their books.

### Challenge

- Ss rewrite one frame using different vocabulary, and draw it on a sheet of A4 paper to present to the class. Make a classroom display.

## Extra activity TPR

- Explain that you will read the story but may make mistakes as you read. The mistake could be a colour, number, activity, name, etc.
- When ss hear the mistake they have to clap their hands and say *STOP!* A volunteer corrects you.

### 4 Team up! Act out the story.

- 🧑🏫 Divide ss into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different objects from the story to use as props, e.g. paintbrushes, tennis racket, flowers, Atomic and Einstein.
- **LA** Help ss prepare for their play.
- Have the groups perform in front of the class.

### 5 Create Draw a picture of a colourful animal.

- Ask ss what colours Einstein has on him.
- Have ss complete the activity using their favourite colours.

## Values

- Ask ss why it is important to see the beauty in everything around us.

## Extra activity Creativity

- Ask ss how art can help them express themselves. Use pictures from Activity 5 to create a class exhibition at school. Ss draw or design their own frame and a label with their name and the picture title to place under the picture.



## Activity Book

### 1 After you read Remember the story. Read and circle.

- Ask ss to tell you as much as they can about the story.

**Answer key** 2 False, 3 True, 4 False, 5 True, 6 True

### 2 Values Look and tick (✓) or cross (x).

- Ss complete the activity individually.
- **Extension** Ask ss to explain how the boy in picture 1 is feeling and why.

**Answer key** 1 x, 2 ✓, 3 ✓

### 3 Think! Look and colour.

- Use the Think-pair-share technique to discuss if ss liked the story.

## Finishing the lesson

- Explain to ss that you will read sentences from the story backwards for them to find which frame they are from. Say, *today school to go don't You. right, Oh. (Frame 1).*
- After a few sentences, have ss play in pairs.
- Use the Summative questions technique to have ss discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

## How to work with stories

### Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the children for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

### Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

### Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions. When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

### Stage 4 – Acting out

After having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17.**

## CLIL Link

In Unit 1, the story is based around the concept of matter and colour from the Natural Science curriculum.

Marie and her friends are having an art lesson when Atomic and Einstein spill the paints over the floor, causing the paint to mix.

To explore this concept further, you can use Resource 91.



### Objectives

- **Lesson aims:** to learn times of the day
- **Target language:** *morning, afternoon, evening, night*  
*When do you go home? We go home in the afternoon.*

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

### Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- Resources 2, 20, 37 and 46

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork; Think-pair-share technique
- Independent learning: Summative questions technique

### Starting the lesson

- Place Lesson 1 flashcards on the board.
- Use the Lollipop stick technique to have ss spell a word you point to.
- As you write, intentionally make a mistake for the ss to correct you.

### Presentation

- Explain that in this lesson ss will learn words that show the different times of day.
- Place the lesson flashcards on the board. Go through each word and have ss repeat after you.
- Ask ss to tell you what time of day it is now.
- Place ss in pairs. One student points to a word for the other to say it.

### Practice

#### Pupil's Book

#### 1 1.27 Listen and say. Then listen and point.

- Say a time of day for ss to point to in their Pupil's Books.
- Play the first part of the audio. Ss repeat the items as they hear them.
- **Extension** In pairs, ss talk about the things they do during the times of day presented in the activity.

morning, afternoon, evening, night

#### Now listen and point.

This is my day.  
I go to school in the morning.  
I do homework in the afternoon.  
I have art lessons in the evening.  
I play at night.  
Wow! A busy day!

### Diversity

#### Support

- Write the frame sentences on the board *I go to ... in the morning; I do ... in the afternoon; I have ... in the evening. I play ...*. Ask volunteers to read the sentences and give some examples for those sentences.

#### 2 1.28 & 1.29 Listen and sing.

- Place the lesson flashcards on the board. Ask ss to tell you what the times of the day are.
- Play song for ss to sing. Explain that when they hear a time of the day, they stamp their feet.
- A karaoke version of the song is available (track 1.29).

#### Extra activity TPR

- Divide the class into four groups. Name each group *morning, afternoon, evening and night*. Say an activity. If it can be done in their time of the day, that group stands up.
- Explain that some activities can be done during different parts of the day.

#### 3 Communicate Ask and answer.

- Draw ss' attention to the grammar box and the recorded model (track 1.30).
- On the board, write *When do you ...? I ... in the morning / afternoon / evening / night*.
- Explain that we place the time of day at the end of the sentence when we answer. Use the Traffic lights cards technique to check understanding.
- **Extension** Refer ss to the song. Ss find examples of *When do you ...?* and times of day.
- Give ss a sheet of A4 paper and ask them to make a poster showing what they do at different times of the day.
- Ss use the sheet of paper to complete the activity in pairs.

#### Extra activity Collaborative work

- Divide the class into two groups. One group sings the questions in the song, and the other sings the answers. Use the karaoke version of the song.
- **LA** Help ss prepare for the singing. They can take part by joining groups as they sing.

### Activity Book

#### 1 Look and circle.

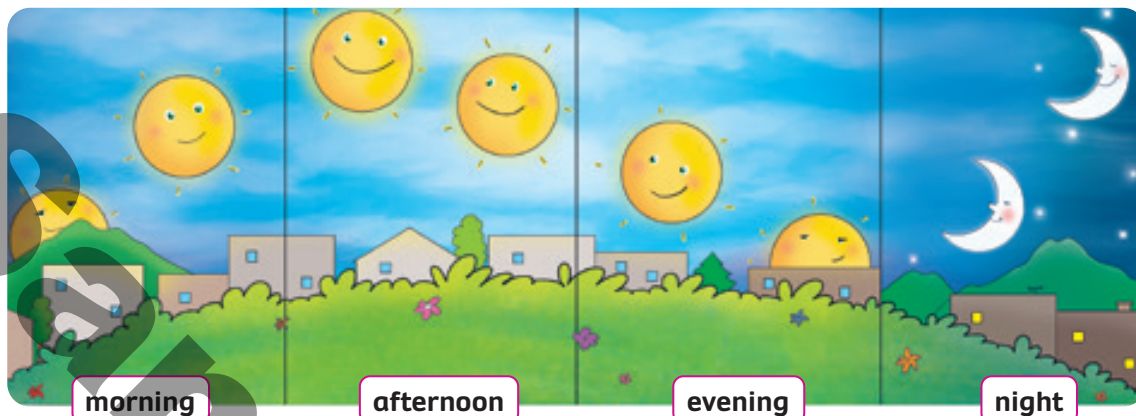
- Ask ss to describe the pictures.
- Ss complete the activity and check answers as a class.

**Answer key** 2 b, 3 b, 4 a



# Vocabulary and Grammar

1  1.27 Listen and say. Then listen and point.



2  1.28  1.29 Listen and sing.

When do you have breakfast,  
have breakfast, have breakfast?  
When do you have breakfast?  
We have breakfast in the morning.  
When do you have lunch,  
have lunch, have lunch?  
When do you have lunch?  
We have lunch in the afternoon.

When do you have dinner,  
have dinner, have dinner?  
When do you have dinner?  
We have dinner in the evening.  
When do you go to bed,  
go to bed, go to bed?  
When do you go to bed?  
We go to bed at night.

3  **Communicate** Ask and answer.

When do you  
go to school?



We go to school  
in the morning.



1.30


## Grammar

When do you go home?

We go home in the afternoon.


12 twelve

2 Look, read and write.

- Ss complete the activity individually.
-  Using the Think-pair-share technique, ss check answers with their partners and read the sentences.
- Now tell ss to go to the Extra practice on page 14 and do the activities. See notes in Lesson 7.

**Answer key** 2 We have art lessons in the afternoon.; 3 We go to school in the morning.; 4 We do our homework in the evening.

## Finishing the lesson

-  Use the Summative questions technique to ask ss how confident they feel talking about their day. Ask if they think their English is improving.
- Ask ss to write four favourite sentences from today's lesson to read to the class.



## Objectives

- **Lesson aims:** to play a game about daily routines
- **Target language:** revision of all taught words and grammar

## Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can describe their daily routines in a simple way (GSE 30).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

## Materials

- unit flashcards
- sheets of A4 papers, enough for each student
- two fly swats
- scissors

## Assessment for Learning

- ✎ Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique
- 👥 Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- 🎓 Independent learning: Summative questions technique

## Starting the lesson

- With flashcards, do a quick review of unit vocabulary.
- Bring six ss to the front of the class and hand them a flashcard each. Have each student tell you when they do the activities they are holding. Repeat using different ss at the front.

## Presentation

- 🗨️ Explain that in this lesson ss will do an activity about their daily programme.
- Ask ss to say the days of the week and write them on the board as they do so. Ask ss what day it is today.
- Have ss tell you what activities they do on each day.

## Practice

### Pupil's Book

### Diversity

#### Support

- Before ss start the activity, on the board write *What do you do on Mondays?*
- Tell ss that they will hear the expression *What do you do on Mondays?* in the audio. Tell ss that when we put an s at the end of the day, it means every.
- 🗨️ Use the Lollipop stick technique to ask ss what they do on Mondays. Extend to ask what they do on other days.

#### Challenge

- Ss write a short dialogue using the question *What do you do on Mondays / Tuesdays?*

### 1 🎧 1.31 Read the questions. Then listen and complete the answers.

- This task is based on **Pre A1 Starters Listening Part 2**.
- Refer ss to each picture and have ss tell you what activities they see. Write them on the board.
- Ask ss when they think the activities are done.
- 🗨️ Explain the activity. Use the Traffic lights cards technique to check ss understand it.
- Ask ss what they think the answers will be.
- Play the audio twice, pausing for ss to write answers.
- 👥 Ss check each other's work.
- **Extension** Ask ss if they think they should do a lot of activities before or after school.

- Man:** So, Amy and Suzie. Tell us about your Mondays.  
**Girl 1:** We're busy on Mondays!  
**Man:** What do you do on Mondays?  
**Girl 2:** We go to school, we play tennis, we do homework, we play ...  
**Girl 1:** See! We're very busy!  
**Man:** Yes! When do you do all that?  
**Girl 1:** Well, we go to school in the morning.  
**Man:** OK.  
**Girl 2:** And we play tennis in the morning, too.  
**Man:** You play tennis in the morning?  
**Girl 1:** Yes. We love tennis!  
**Man:** And what do you do in the afternoon?  
**Girl 2:** We don't play in the afternoon. We do homework.  
**Man:** In the afternoon?  
**Girl 2:** Yes.  
**Man:** And what do you do at night?  
**Girl 1:** We play with our toys.  
**Girl 2:** It's fun!

### 2 🗨️ 1.32 Cut out. Then listen and play.

- 👥 Place ss in pairs and play the CD. Ask two volunteers to read the dialogue aloud.
- 🗨️ Ask ss to look at their cubes and using the Lollipop stick technique, have random ss describe a side.
- 👥 Use the Expert envoy technique to help ss who haven't understood the game.
- **LA** Join pairs and participate as they play, assisting where necessary.

### Extra activity Communication

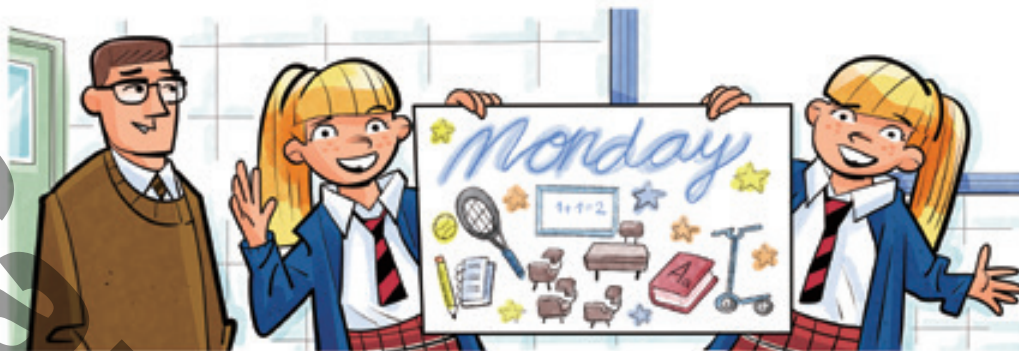
- Give ss a photocopy of the audioscript (Track 1.31) with the girls' responses missing.
- 👥 Place ss in pairs and have them complete the audio using their own ideas.
- Ss then come to the front and act out their dialogue.

### Extra activity TPR

- On the board write twenty new words the ss have been taught so far.
- 👥 Divide the class into two teams and have them form two lines at the back of the room. Give each leader a fly swat and have ss play the *Word Swat* game.



1   Read the questions. Then listen and complete the answers.



1 When do you go to school?

We go to school in the morning.

2 When do you play tennis?

We play tennis in the morning.

3 When do you do homework?

We do homework in the afternoon.

4 When do you play?

We play at night.

2

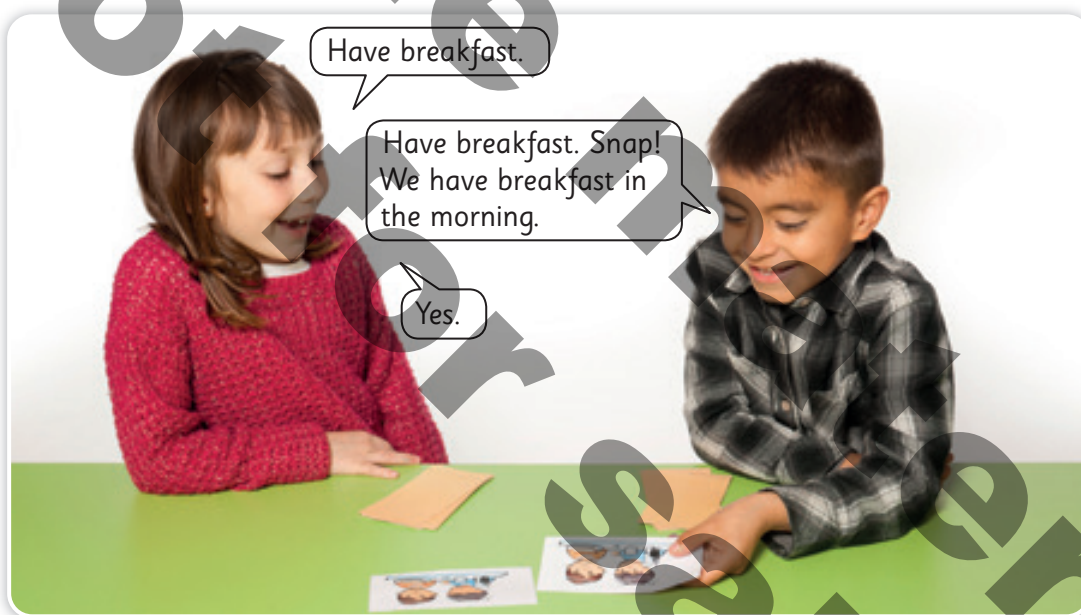


Communicate



1.32

Cut out. Then listen and play.




thirteen 13

### Activity Book


#### 1 Read and write.

**Answer key** 2 We have art lessons in the morning.; 3 We go to bed at night.; 4 We do our homework in the afternoon.

#### 2 Create Write and draw.

- Ask ss to say as many new words from the unit as they can. Write them on the board.
- Explain that ss have to write about their day.
-  Ss show their work to their peers and use the Two stars and a wish technique to comment on each other's work. They read their sentences to each other.

### Finishing the lesson

-  Using the Summative questions technique, have ss reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at. Have a classroom discussion where ss exchange tips on how to improve in vocabulary. If necessary, use L1.



## Objectives

- **Lesson aims:** to read a simple text about traditional breakfasts; to make a menu about breakfast
- **Target language:** *tea, toast, cereal, baked beans, mushrooms, sausages*

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

## Materials

- Level 2 map poster
- sheets of A4 paper, enough for each student
- pictures of different types of breakfast from around the world
- Resource 64

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Three facts and a fib technique; Thought-provoking questions technique

## Starting the lesson

- Ask ss to name different types of food and write them on the board. Go through each food and ask ss when they eat them.

## Presentation

- Explain that in this lesson ss will learn about traditional British breakfast.
- Place the map poster on the board. Show ss where they are now and then point to the UK. Explain that cafes and hotels usually have traditional breakfasts.

## Culture notes

- A full English breakfast consists of sausages, bacon, beans, mushrooms, cooked tomatoes, toast or fried bread and eggs. Breakfast in the UK was very big because in the Middle Ages, only two meals were served – breakfast and dinner. Now, people don't usually have such big breakfasts, especially during the week.

## Key words for search engines

traditional English breakfast, history of British breakfast

## Practice

### Pupil's Book

### 1 Before you read What foods do you have for breakfast?

- Ask ss what types of food they have for breakfast during the week and on weekends.
- **Extension** Ask ss why breakfast is an important meal.

### 2 1.33 Listen and read.

- Ask ss to describe the pictures in the text.
- After listening to the text, ask ss what they found interesting about it. Ask if they have ever had a traditional breakfast.
- To help with pronunciation, play the audio again, pausing between sentences for ss to repeat.
- **LA** Monitor and gently correct any pronunciation mistakes.
- **Extension** Show ss the different types of breakfasts from around the world. Have ss name the foods, and say whether they would eat the types of food shown. Ask ss if they have similar or different breakfasts.

## Diversity

### Support

- Place ss in small groups and have them read the text slowly to each other.
- **LA** Help the groups read and explain any words or phrases ss don't understand.

### Challenge

- Ss read the text again. Then, in pairs, one pupil covers the text but not the photos. The other one reads sentences from the text and stop before any food word in the text for their partner to say the word.

### 3 Find out more! Watch the video.

- Ask ss what they expect the video will be about.
- After watching the video, use the Three facts and a fib technique to ask ss about it. Play the video as you go along to reinforce the correct answers.

## Extra activity Communication

- Ask ss to draw what they usually have for breakfast and to make sentences about it. In groups, ss compare their breakfast. Then have a class discussion about healthy breakfasts.

## Activity Book

### 1 Look and write.

**Answer key** 2 baked beans, 3 sausage, 4 mushrooms, 5 toast, 6 cereal

### 2 After you read Read and circle.

- Use the Traffic lights cards technique to make sure ss have understood the activity.

**Answer key** 2 milk, 3 Britain, 4 sausages

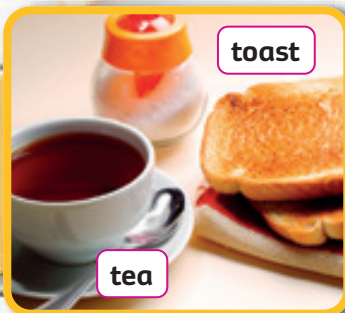
## Extra activity TPR

- Have ss form a big circle. Tell ss you are going to say different things about the text. If the statements are correct, they stand up and clap. If not, they sit still. Ss that make a mistake miss two turns.



## Traditional breakfasts

People in Britain like breakfast. Some people have a small breakfast. They have toast and milk or tea.



Some people have cereal, milk and juice.



A lot of people in Britain have a very big breakfast. This traditional breakfast is very popular. Look at the delicious food. You can see eggs, sausages and toast. They have tomatoes, mushrooms and baked beans, too. Are you hungry? Come and have breakfast in Britain!

1 **Before you read** What foods do you have for breakfast?

2 **Listen and read.**

3 **Find out more! Watch the video.**

4 **After you read** Activity Book, page 11.

This is a popular breakfast in Café María. We have toast and tomatoes or hot chocolate and churros.



## Project

Make a menu of popular breakfasts in your country.

- 1 Together, think of a name for your café.
- 2 Choose the foods on the menu.
- 3 Find photos or draw pictures.
- 4 Write. *This is ... We have ...*
- 5 Make a breakfast menu.



14 fourteen



## Project

Make a menu of popular breakfasts in your country.

- Explain to ss that they are going to make a menu about breakfast in their country.
- Write the names of different foods they think they will use.
- Place ss in small groups and give each group a sheet of A4 paper and, using the Lollipop stick technique, ask a student to read through the instructions.
- Remind ss to write sentences.
- **LA** Help groups with their projects.
- Ss present their work to the class.
- Make a classroom display.

## Extra activity Fast finishers

- Have ss use the pictures of breakfasts from around the world to write sentences about the food in them.

## Finishing the lesson

- Do a dictation of new words learnt. Ss correct each other's work.
- Use the Thought-provoking questions technique to ask ss what kinds of things they have learnt. Ask ss what else they would like to learn in future Culture lessons.

**Next lesson** Have ss bring in a small notebook for phonics for the next lesson.



### Objectives

- **Lesson aims:** to learn how to say the time; to learn phonics
- **Target language:** *What time is it?*

### Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can identify key information in short conversations on school-related topics, e.g. subjects, timetables, homework (GSE 32). Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).

### Materials

- sheets of A4 paper, enough for each student
- two strips of paper for each student
- straw puppets
- a clock
- phonic notebooks for each student
- Resources 73 and 82

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Stop/Go technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent Learning: Summative questions technique

### Starting the lesson

- Give ss a sheet of A4 paper each. Have ss write ten words they have learnt in this unit.
- Say all the new words from this unit in random order. Each time they hear a word on their list, they cross it off. The first person to cross off all their words, calls out *Bingo!*

### Presentation

- Explain that in this lesson ss will learn how to ask and tell the time.
- On the board write *What time is it?* Explain that this is the term we use to ask the time.
- Show ss the clock. Point to numbers 1–12 and elicit the words. Then place hands to show three o'clock and ask *What time is it?* Continue with a few more different times.

### Extra activity Collaborative work

- Place ss in small groups and give them a sheet of paper. Ask ss to write seven different times of the day on it.
- Have ss say the time and what activity they do at that time.

### Practice

#### Pupil's Book

#### 1 1.34 Listen and read.

- Ask ss to look at the picture and describe it. Ask ss why they think the children in the picture are running.
- Play the audio once for ss to read and listen to.
- Play the audio again for ss to repeat chorally.
- Place ss in pairs to read the dialogue to each other.
- **LA** Monitor for proper use of language.
- **Extension** Have a class discussion on why we can sometimes be late for school. Ask ss to think about why it's impolite to be late.

#### 2 **Communicate** Act out the dialogue. Use different events and times.

- Using the Stop/Go technique, have ss tell you if they are ready to proceed with the activity.
- Explain that ss can use straw puppets if they like.

- Using the Lollipop stick technique, invite ss to come to the front of the class and act out the dialogue.
- **LA** Work with weaker ss gently correcting them and answering any queries.

### Diversity

#### Support

- Give ss the dialogue written on strips and placed on the table in different order. Explain that you will play the dialogue and pause at each sentence. Ss have to find the strip of paper and say the sentence.

#### Challenge

- Ss memorise the dialogue and say it to the class as they mime to it.

### Phonics

#### 3 1.35 Listen and say.

- On the board, write *a\_e* and *i\_e*. Say the phonic sounds and have ss repeat after you.
- Elicit other words with these sounds. Write them.
- Play the audio for ss to listen and say. Then have ss say the phonic sounds and words to their partners.

#### 4 1.36 Listen and write *a\_e* or *i\_e*.

- Have ss look at the words and guess what they might be. Ss check answers with partners after listening to the audio.
- Have ss take out their phonics notebooks. Ss write the phonics they have learnt today in them and make sentences.

1 name, name, 2 tape, tape, 3 kite, kite, 4 lake, lake, 5 ride, ride, 6 fine, fine

#### 5 1.37 Listen and say the tongue twister.

- Ask ss to read the tongue twister and find and say words with the phonics in today's lesson.
- **Extension** Have ss work in pairs to write another tongue twister with words from the lesson's phonics that aren't in the activity.
- Ss practise the tongue twister and say it to the class.



## 1 Listen and read.



What time is it?

It's **eight** o'clock.

Oh, no!

What's wrong?

We're late for **school**.

Let's hurry!

2 Communicate Act out the dialogue. Use different **events** and **times**.

lunch

party

art lessons

one

three

six

## Phonics

## 3 Listen and say.



cake

plane



kite

bike

4 Listen and write **a\_e** or **i\_e**.1 n a m e    2 t a p e    3 k i t e4 l a k e    5 r i d e    6 f i n e

## 5 Listen and say the tongue twister.

Jake's got a **bike**, a **cake**, a **kite** and a **plane**.

fifteen 15

## Activity Book

## 1 Listen and write.

Answer key seven, no, dinner

2 Listen. Colour the long **a** words **blue** and the long **i** words **red**.

Answer key blue: 2, 3, 5, 6; red: 4

1 five, five; 2 snake, snake; 3 tape, tape; 4 slide, slide; 5 cake, cake; 6 kite, kite

## 3 Are the sounds the same? Listen and tick (✓) or cross (X).

Answer key 2 ✓, 3 ✓, 4 X, 5 ✓, 6 X

1 ride, race; 2 hide, hike; 3 lake, late; 4 kite, Kate; 5 game, gate; 6 bake, bike

## Extra activity Fast finishers

- Have ss write the most number of words with the sounds long **a** and **i** in the form of a crossword.

## Finishing the lesson

- Use the Summative questions technique to ask ss to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.



## Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar

## Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of someone's typical day, if supported by pictures (GSE 31).
- **Listening:** Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

## Materials

- sheets of A4 paper, enough for each student
- your own stickers, gold stars or stamps

## Assessment for Learning

- ✎ Setting aims and criteria: lesson objectives presentation
- 🗨 Monitoring students' learning: Lollipop stick technique; Thumbs up/down technique
- 👥 Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- 🎓 Independent learning: Summative questions technique; portfolio

## Starting the lesson

- Separate the class into four corners – *morning, afternoon, evening and night*.
- Say an activity and ask ss to run to the correct corner.

## Presentation

- ✎ Explain to ss that in this lesson they will the grammar and vocabulary they have learnt in the unit.
- On the board, write *We have lunch. But we don't have art lessons.*
- In their notebooks, ss write two sentences of their own using the same structure.
- 👥 Have ss read the sentences to their partners using the Lollipop stick technique.

## Diversity

### Support

- Give ss time to look through the unit before starting the review and query anything they haven't understood.
- **LA** Help ss by answering queries and supporting them as they work.

### Challenge

- 🎓 Ss make sentences with all the vocabulary items from the unit to read to the class. Place work in their portfolios.

## Practice

### Pupil's Book

#### 1 Look, write and circle.

- Ask ss to read the words in the box and think about which pictures they match.
- 🗨 Use the Lollipop stick technique to ask ss to read item phrases.
- 👥 Place ss in pairs and have them read the sentences to their partners.
- **Extension** Ask ss to write the negative sentences with the other options (e.g., *I get up, but I don't go to bed.*).

#### 2 1.41 Listen and match.

- Have ss guess what the answers may be.
- **Extension** 🗨 In pairs, ss ask and answer the questions for themselves.

- 1 When do you do homework? I do homework in the morning.
- 2 When do you have art lessons? We have art lessons in the afternoon.
- 3 When do you play? We play at night.
- 4 When do you go home? I go home in the evening.

#### 3 Solve Go to page 110.

- Refer ss to page 110 and have them answer the question.
- Check the answer and tell ss they can now stick their star sticker.

## Activity Book

#### 1 Read and write.

- 👥 Use the Expert envoy technique to have stronger ss help weaker ss through all the activities.
- 🗨 Use the Lollipop stick technique and ask ss to read the words in the box aloud.
- Ss raise their hands to show you their work. Praise neat handwriting.

**Answer key** go to school, afternoon, Sue, do homework, play

#### 2 Create Write and draw.

- Explain to ss they have to complete the paragraph about themselves and then draw a picture.
- 🗨 Ss use the Thumbs up/down technique to express how they feel about the activity.
- Tell ss that they can refer to Activity 1 for help.
- 👥 Ss show their work to their partners, and using the Two stars and a wish technique, assess each other's work.
- Now tell ss to complete the Picture dictionary on page 103.

## Extra activity Critical thinking

- 🎓 Use the Summative questions technique to ask ss how many gold stars/stickers/stamps they would give them on a scale of 1 to 3, 3 being the best. Give ss the amount of stickers/stamps/stars they ask for to place on page 13 in their Activity Book.

## Extra practice

#### 1 Look, read and number.

**Answer key** 2 f, 3 d, 4 a, 5 e, 6 c



## Review

## 1 Look, write and circle.

I We

1 I get up go to bed.2 We have breakfast have dinner.3 I go to school go home.4 We have lunch play.

## 2 Listen and match.

- |                                 |                     |
|---------------------------------|---------------------|
| 1 When do you do homework?      | a In the evening.   |
| 2 When do you have art lessons? | b In the afternoon. |
| 3 When do you play?             | c In the morning.   |
| 4 When do you go home?          | d At night.         |

## 3 Solve Go to page 110.

16 sixteen

## 2 Look and write.

- Ask ss to look at the pictures and say what the people in each picture are doing and what time of day it is.
- Ss check answers with their partners. Praise neat handwriting.

**Answer key** 2 in the morning, 3 in the evening, 4 in the afternoon

## Extra activity Fast finishers

- Give ss a sheet of A4 paper and have them make an Extra practice test with answer key. Keep them and hand them to other fast finishers to complete.

## Finishing the lesson

- Place ss in small groups and have them make a word cloud of all the new words they have learnt in the unit on a sheet of A4 paper. Have ss illustrate their work.
- Using the Summative questions technique, ask ss if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

Next lesson Unit 1 Test



# Get ready for...

## Objectives

- **Lesson aims:** to practice for the Pre A1 Starters Reading and Writing Part 5 and Listening Part 3
- **Target language:** unit vocabulary and grammar

## Global Scale of English (GSE)

- **Listening:** Can identify key information in short conversations on school-related topics, e.g. subjects, timetables, homework (GSE 32).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).

## Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- four sheets of A3 paper
- strips of paper

## Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Traffic lights cards technique
- 👥 Peer learning: pairwork; groupwork
- 🎓 Independent learning: Thought-provoking questions technique

## Starting the lesson

- 👥 Divide the class into small groups and hand each one a sheet of paper. On the board, write eight vocabulary words from the unit without their vowels, e.g. *hṽ brkfst*.
- Explain that vowels are missing from each word, which they have to find. The group that finishes first, comes to the board and writes eight more words, without vowels, for the class to find.

## Presentation

- 🎯 Explain that in this lesson ss will practise for the Starters Reading and Writing Exam in the Pupil's Book and the Starters Listening Exam in the Activity Book.
- **LA** Explain the specific aspects of those parts of the exam (process, materials, duration, etc.).
- On the board, place all the flashcards from this unit. Quickly revise them and then take them down.
- Have ss line up in front of the board. Say a word from the unit vocabulary for the first person to write on the board. If they are correct, the class gets a point. If they are incorrect, they lose a point.

## Extra activity Creativity

- 👥 Place ss in four groups (*morning, afternoon, evening and night*) and give a sheet of A3 paper to each group. Explain that they have to write a short paragraph about what they do during the corresponding parts of the day and illustrate it.
- Collect the four posters and display them on a wall. One by one, groups read their work to the class. One student reads a sentence and the class raise their hands if they do the same.

## Practice

### Pupil's Book

- 1 🎯 Look at the pictures and read the questions. Write one-word answers.

- 👥 Place ss in pairs and have them write as many sentences as they can about each picture.
- Have ss read their sentences to the class.
- Then ask ss what time of day it is in each picture.
- 🗨️ Ss complete the activity individually and use the Traffic lights cards technique to express how they feel about the activity.

- **Extension** 👥 Have ss say if they do those activities at the time of day as in the pictures. They use negative sentences *I don't do homework at night. I do homework in the evening.*

## Diversity

### Support

- Place times of day flashcards on the board. Point to each flashcard, say the word and ask a student to spell it for you. Write it down on the board. Continue.
- Keep the words on the board while ss do the activity.

### Challenge

- 👥 Ss rewrite the questions in their notebooks and answer about themselves. Ss read their work to their partners.

## Activity Book

- 1 🎯 1.42 Listen and tick (✓) the box.

- Ask ss to look closely at each picture and tell you what the people in it are doing and what time of day it is.
- 🗨️ Explain the activity. Ss use the Traffic lights cards technique to express how they feel about the activity.
- Check answers as a class.
- **Extension** Give ss a copy of the dialogue or write it on the board. Ss choose one dialogue to rewrite.
- 👥 Have ss act out their dialogue in front of the class.

**Answer key** 1 B, 2 A, 3 C

- 1 When do you have art lessons?

**Girl 1:** Hi, Tom. Hi, Jim. How are you?

**Boy 1:** We're fine, thanks.

**Girl 1:** Look at my picture! I have art lessons in the morning.

**Boy 2:** We have art lessons in the afternoon. We play in the morning.

**Girl 1:** Oh, I see.

- 2 When do you do homework?

**Boy 1:** Hi Matt. Hi, Sarah. Look at my homework! When do you do homework?

**Boy 2 & Girl 1:** We do homework at night.

**Boy 1:** I don't do homework at night. I play at night.

- 3 When do you play?

**Boy 1:** Hi, Sue. Hi, Jill. Look at my ball! I play in the evening. When do you play?

**Girl 1:** We don't play in the evening. We do homework in the evening.

**Boy 1:** Really?

**Girl 2:** Yes. We play in the afternoon. It's fun! Then we have dinner.

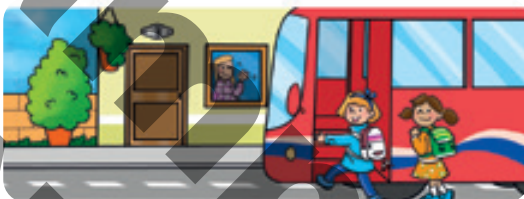


## Pre A1 Starters Reading and Writing Part 5

- 1  Look at the pictures and read the questions.  
Write one-word answers.



- 1 When do you do homework?  
At night.



- 2 When do you go to school?  
In the morning.



- 3 When do you have dinner?  
In the evening.




- 4 When do you play?  
At night.




- 5 When do you have lunch?  
In the afternoon.


seventeen 17

### Extra activity TPR

-  Place ss in small groups. Give each student a big strip of paper on which they have to write a word from the unit. Tell ss to make sure that word on the strip is different to what their group members have written.
- Ss place the words in the middle of their circle.
- Explain that you will say a word and if they have it on their strips of paper, they pick up the paper and jump up.

-  Ask ss to work in pairs to write what they learnt in each lesson of the unit, e.g. *In lesson 1 I learnt about daily activities*. Explain that ss can look back through the unit.
- Ss read their sentences to the class.
- Congratulate ss on completing the unit.

### Finishing the lesson

-  Use the Thought-provoking questions technique to ask how successful their learning is, and on a scale of 1 to 5 have them rate how much they enjoyed this unit.