

## Lesson One CB page 30

Oxford  Digital classroom • Unit 4 • Words


### Lesson objectives

- To learn family names
- To practise family names in the form of a chant

### Language

Core: *mum, dad, brother, sister, grandpa, grandma*

### Materials

CD  48–49; Toys flashcards 16–20; Family flashcards 21–26

### Warmer

- Begin the class by playing the *Hello* song to introduce the lesson.
- Play *Jump* with flashcards 16–20 to revise the toy words from the previous unit and to energise the class (see page 19).

### Lead-in

- Use flashcards 21 to 26 to introduce the vocabulary for this lesson.
- Hold them up one at a time and say the words for children to repeat in chorus.
- Repeat as often as necessary until children can remember the words.

### 1 Listen, point and repeat. 48

- Say *Open your books* and model the action for children to copy. Point to the family pictures.
- Play the first part of the recording (*Listen and point*). Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

**NOTE:** From Unit 4 onwards, the first time through the recording follows the order of the pictures on the page; the second time the order is in a different sequence.

### Transcript 48

#### Listen and point.

mum, dad, brother, sister, grandpa, grandma  
brother, sister, grandma, mum, dad, grandpa

#### Listen and repeat.

mum, dad, brother, sister, grandpa, grandma

### Optional activity

- Use flashcards 21–26 to practise words pairs: *mum / dad, sister / brother, grandma / grandpa*.
- Hold up the card pairs and say the words. Put the card pairs on the board.

- Give the cards to six children. Children with flashcards 21 (mum), 24 (sister) and 25 (grandma) come to the front of the class.
- Ask one child at the front of the class to hold up their flashcard and say the word. The child with the matching card holds up their flashcard and says the word.
- Repeat with the rest of the children.

### 2 Listen and chant. 49

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Divide the class into groups of six. Give each group a line from the chant.
- Say the chant with the class. Hold up the appropriate flashcard when you say the family word.
- Each group says their line in turn.

### Transcript 49

#### Listen and chant.

Mum, mum, mum  
Dad, dad, dad  
Brother, brother  
Sister, sister  
Grandma, grandma  
Grandpa, grandpa

### Optional activity

- Write *mum, dad, brother, sister, grandma* and *grandpa* on the board. Write the letters in dotted 'tracing' lines.
- Hold up Family flashcards 21 to 26 in turn. Invite children to come to the front of the class and trace the word on the board that matches the flashcard.

### 3 Point and say. Stick the stickers.


- Hold up your book and point to the picture. Point to each family member in turn and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *grandpa* sticker and show it to the class. Place it on the caption box and say *grandpa*. This will require closer monitoring as students are now expected to match word stickers to the correct part of the picture.
- Children copy you and place all the stickers in the correct caption boxes.
- Go around the class and check.

### Further practice

Workbook page 30

 Student MultiROM • Unit 4 • Words

## Lesson Two CB page 31

Oxford  
iTools  Digital classroom • Unit 4 • Grammar and song

### Lesson objectives

To say the sentence *This is my (mum)*.

To sing a song


### Language

Core: *This is my (mum)*.

Recycled: *mum, dad, brother, sister*

Extra: *cuddle, play*

### Materials

CD  50–51; Family flashcards 21–26; photo(s) of your mother and family members; coloured crayons; a sheet of paper for each child (optional)

### Warmer

- Put the Family flashcards 21–26 on the board. Make sure flashcard 26 is facing the wrong way. Point to each one in turn and say, *mum, dad, brother, sister, grandpa*.
- Point to the last flashcard and encourage the children to shout out the word.
- Shuffle the cards and repeat. This time with two cards facing the wrong way.
- Continue in this way until all the cards are facing the wrong way and you can elicit all the words from memory.

### Lead-in

- Play *Match* with Family flashcards 21–26 to prepare for Exercise 3 (see page 20).

### 1 Listen and repeat. 50

- Put flashcard 21 on the board. Point to the flashcard and say *mum*.
- Hold the photo of your mum in front of yourself. Point to yourself as you say *This is my mum*. Repeat so that the meaning is clear.
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat and practise with all the family cards. Use more photos of your family as before, if you wish.

### Transcript 50

#### Listen and repeat.

This is my mum.

### 2 Listen and sing. 51

- Hold up the book and point to the pictures.
- Play the recording all the way through. Children listen as you sing along. In verses 1 and 2 mime a cuddle when you say the line *Cuddle. Cuddle*. Put your hand on your heart when you say *I love my mum / dad*. In verses 3 and 4 jump up and down when you say the line *Play. Play*.
- Play the recording again. As you sing, hold up flashcards 21–24 and do the actions.
- Play the recording again for the children to sing the song and do the actions.

### Transcript 51

#### Listen and sing.

This is my mum.  
This is my mum.  
Cuddle. Cuddle.  
I love my mum.

This is my dad.  
This is my dad.  
Cuddle. Cuddle.  
I love my dad.

This is my brother.  
This is my brother.  
Play. Play.  
Play with my brother.

This is my sister.  
This is my sister.  
Play. Play.  
Play with my sister.

### Optional activity

- Display the flashcards 21–24 in different places around the room.
- Play the recording again. Children point to the correct flashcard as they sing the verse with the word.

### Optional activity

- Divide the class into groups of four. Give each child a sheet of paper, and each group some crayons.
- Ask them to draw a picture of their mother, father, sister or brother.
- Play the recording again. Children hold up their pictures as they sing the name of the family member they have drawn.

### 3 Match the pictures to the words and say.


- Say *Open your books* and model the action for children to copy. Point to the picture of mum at the top of the page.
- Say *This is my ...* Then trace the path of the dotted line from left to right with your finger and continue across the page until you reach the word *mum*. Say ... *mum*.
- Repeat and this time get the class to trace the lines with their fingers and say the words with you in chorus.
- Children draw lines with a pencil or crayon.
- Repeat the same procedure with each picture.
- Go around the class and check.

### Further practice

Workbook page 31

# Lesson Three

CB page 32

Oxford  
iTools  Digital classroom • Unit 4 • Sounds and letters

## Lesson objectives

To recognize the upper- and lower-case forms of the letter *j* and associate them with the sound /dʒ/

To pronounce the sound /dʒ/

## Language

Core: *jug, juice*

Extra: *in, a*

## Materials

CD 52–53; Family flashcards 21–26; Phonics cards 19–20 (Jj juice, jug); coloured crayons; a sheet of paper for each child (optional)

## Warmer

- Play *Snap!* using Family flashcards 21–26 to revise the vocabulary from the previous lesson (see page 19).

## Lead-in

- Draw dotted outlines of the letter *J* and *j* on the board.
- Facing the board, draw the letters in the air as you say the sound /dʒ/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *J* and *j*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 52

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /dʒ/.
- Point to the *J* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *j* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *jug* and *juice* as you hear the words.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 52

Listen, trace and point.

/dʒ/  
/dʒ/ jug  
/dʒ/ juice

Listen and repeat.

/dʒ/  
/dʒ/ jug  
/dʒ/ juice

## Optional activity

- Give two children phonics cards *jug* and *juice*.
- Demonstrate an action for each word. Mime pouring liquid for *jug* and mime drinking a glass of juice for *juice*.
- Mime 'pouring'. The child with flashcard *jug* holds up the card and says *jug*. Do the same for the word *juice*.
- Children around the class take turns to mime the words.

## 2 Listen and chant. 53

- Hold up your Class Book and point to the picture of the jug. Mime pouring some juice and say *Juice ... in a ... jug*.
- Point to each word and say the sentence again. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards *juice* and *jug* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Place the chant once more all the way through for children to repeat as they listen.

## Transcript 53

Listen and chant.

Juice, juice, juice  
Juice in a jug.  
/dʒ/, /dʒ/, /dʒ/  
Juice in a jug.  
Jug, jug, jug  
Juice in a jug.  
/dʒ/, /dʒ/, /dʒ/  
Juice in a jug.

## 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of juice in a jug. Point to the lower-case *j* and elicit /dʒ/.
- Say *Let's stick the sticker*. Hold up the *j* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /dʒ/*. Trace the circle with your finger as you say the word *circle*. Point and say /dʒ/ – *jug*. Children repeat in chorus.
- Repeat with upper-case *J* and *Juice*.
- Give children enough time to draw a circle around the letter.

## Optional activity

- Play *Point to the correct card* (see page 20). Use all the phonics cards the children know so far.

## 4 Join the letter Jj. Put the juice in the jug.

- Point to the picture of the juice carton on the left of the page and the picture of the jug on the right.
- Point to the example line. Say *Join the letter j*. Trace the line from the juice carton to the letter *j* with your finger.
- Point to the next letter *J* in the top line and continue tracing the line with your finger.
- Children find the letters *J* and *j* and join them with a continuous line until they reach the picture of the jug.
- Go around the class and check.

## Further practice

Workbook page 32

Handwriting, Workbook page 70

Handwriting practice, PMB page 10

Student MultiROM • Unit 4 • Sounds and letters

# Lesson Four CB page 33

Oxford  
iTools  Digital classroom • Unit 4 • Numbers

## Lesson objectives

To learn the numbers 9 and 10

To learn the number words *nine* and *ten*


## Language

Core: 9, 10, *nine*, *ten*

Recycled: 1–8, *one – eight*, *mum(s)*, *dad(s)*, *boy(s)*, *girl(s)*

Extra: *Let's count all*, *Look at all*, *arrive*, *in line*, *again*

## Materials

CD  54–55; Phonics cards 3 (Bb boy) and 13 (Gg girl)

## Warmer

- Play numbers *Bingo* to revise the numbers 1 to 8. Children draw a grid, two by two. Call out the numbers in any order (see page 21).

## Lead-in

- Write numbers 9 and 10 on the board. Point to each number and model the words for children to repeat.
- Point to the number 9 and count nine fingers. Encourage the children to count with you. Repeat with number 10.
- Draw dotted outlines of the numbers 9 and 10 on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 54

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to the numbers 9 and 10 as you hear the words. Clap in time with the audio after 9 and stamp after 10.
- Trace the number 9 with your finger. Children trace the number 9 with their finger in their books.
- Trace the number 10 your finger. Children trace the number 10 with their finger in their books.
- Play the recording again. Point to the words in turn and say 9, 10. Children repeat in chorus.

## Transcript 54

Listen, point and repeat.

9  
10

## 2 Point and sing. 55

- Point to the picture of the mums. Say *Let's count the mums*. Encourage the children to count with you.
- Point to the picture of the dads. Say *Let's count the dads*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

## Transcript 55

Point and sing.

1, 2, 3, 4, 5

Look at all the mums arrive.

6, 7, 8 and 9

Let's count all the mums in line.

1, 2, 3, 4, 5, 6, 7, 8, 9

9 mums, 9 mums, 9

1, 2, 3, 4, 5

Look at all the dads arrive.

6, 7, 8, 9, 10

Let's count all the dads again.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

10 dads, 10 dads, 10

## Optional activity

- Divide the class into two groups. Give one group the first three verses to sing. Give the other group the last three verses to sing.
- Play the song again. Each group sings their own verses.
- Finish with the whole class singing the complete song.

## 3 Count and say. Then write the number.

- Hold up your book and point to the picture.
- Point to the words in turn and say *mums ... dads ... boys ... girls*. Use phonics cards /b/ *boy* and /g/ *girl* to revise *boy* and *girl*. Encourage the class to say the words with you.
- Point to a mum and say *How many mums?* Point to each mum in turn and count. Encourage the children to count with you. Say *10 mums*.
- Give children time to trace the example number 10 in the first box. Repeat the procedure for dads, boys and girls. Encourage the children to count with you.
- Give children enough time to write the numbers in the boxes.
- Go through the answers with the class and write the answers on the board.

## ANSWERS

mums 10, dads 9, boys 6, girls 7

## Optional activity

- Hold up your book and ask *How many mums ... in red?* Count the mums wearing red. Say 1.
- Ask *How many dads in ...* and encourage the children to shout out a colour. (*blue*).
- Children count the dads in blue and shout out the answer.
- Continue in this way practising all the family words and different colours.

## Further practice

Workbook page 33

 Student MultiROM • Unit 4 • Numbers

## Lesson Five CB page 34

Oxford **iTools** Digital classroom • Unit 4 • Sounds and letters

### Skills development

To recognize the upper- and lower-case forms of the letters *k* and *l* and associate them with the sounds /k/, /l/

To pronounce the sounds /k/ and /l/

### Language

Core: *kangaroo, key, lion, lollipop*

Extra: *has got, look at, with*

### Materials

CD 56–57; Phonics cards 21–24 (Kk key, kangaroo, Ll lion, lollipop)

### Warmer

- Play *Find your partner* to revise the phonics sounds the children have learnt so far (see page 20).

### Lead-in

- Draw dotted outlines of the letter *K* and *k* on the board.
- Facing the board, draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Repeat the procedure for the letter *L* and *l*.
- Draw more dotted outlines of the letter *K* and *k*, *L* and *l* on the board and ask children to come and join the dots.

### 1 Listen, trace and point. Repeat. 56

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /k/. Point to the letters *K* and *k*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *kangaroo* and *key*.
- Repeat the process with the sound /l/, the letters *L* and *l*, and the words *lion* and *lollipop*.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

### Transcript 56

Listen, trace and point.

/k/  
/k/ kangaroo  
/k/ key

/l/  
/l/ lion  
/l/ lollipop

Listen and repeat.

/k/  
/k/ kangaroo  
/k/ key

/l/  
/l/ lion  
/l/ lollipop

### 2 Listen and chant. 57

- Hold up your Class Book and point to the pictures and say the words *kangaroo, jug* and *lion*.
- Point to the kangaroo and then the key. Say *The kangaroo has got a key*. Children repeat as a chorus.
- Point to the lion and then the lollipop. Say *The lion has got a lollipop*. Children repeat as a chorus.
- Play the recording for children to listen to the chant.

- Play the chant again. Hold up phonics cards /k/ *kangaroo* and /l/ *lion* when you hear the word.
- Play the chant again, pausing after each line for children to repeat.
- Play once more all the way through for children to repeat as they listen.

### Transcript 57

Listen and chant.

Katy the kangaroo  
has got a key  
/k/, /k/, /k/  
/k/, /k/, /k/

Look at the lion  
with a lollipop  
/l/, /l/, /l/  
/l/, /l/, /l/  
(Repeat)

### Optional activity

- Demonstrate some actions for these words: *kangaroo* (jump on the spot twice), *key* (mime opening a door with a key), *lion* (make a 'clawing' action with one hand), *lollipop* (mime licking a lollipop)
- Play the chant again. Children do the actions as they say the chant.

### Optional activity

- Two children come to the front of the class. Give each a phonics cards /k/ *key* and /l/ *lollipop*.
- Play the chant again. Each child holds up their phonics cards as they hear the sounds.

### 3 Stick and say.

- Hold up your Class Book and point to the picture of the kangaroo holding a key.
- Say *Let's stick the stickers*. Hold up the *k* sticker. Say the sound /k/.
- Put it on the letter *k* under the picture of the kangaroo. Say /k/ – *kangaroo*. Children copy and repeat in chorus.
- Children put the *j* and *l* stickers on the correct letter under each picture. Go around the class and check.

### 4 Circle the letters *Kk* and *Ll*.


- Hold up phonics cards *k* and *l* and say the letter sounds /k/ and /l/ for children to repeat.
- Point to the example circle and say *Circle the letter k*. Trace a circle with your finger as you say the word *circle*.
- Children find other examples of the letter *k* and draw circles.
- Point to the letter *L* in *Look*. Say *Circle the letter L*. Trace a circle again as you say the word *circle*.
- Children find other examples of the letter *l* and draw circles. Go around the class and check.

### Further practice

Workbook page 34

Handwriting, Workbook page 70

Handwriting practice, PMB page 10

 Student MultiROM • Unit 4 • Sounds and letters

## Lesson Six CB page 35

Oxford  
iTools  Digital classroom • Unit 4 • Story

### Skills development

To recognize and identify words

To develop listening skills by listening to a short story


To revise and consolidate language introduced in the unit

### Language

Recycled: vocabulary and structures from the unit

Extra: *No, it isn't.*

### Materials

CD  51, 58; Family flashcards 21–26; School things flashcards 11–15; Toys flashcards 16–20

### Warmer 51

- Play the song from Lesson 2 to revise the vocabulary for this lesson.

### Lead-in

- Give Family flashcards 21–26 to six children.
- Say one of the words. The child with the card stands up, shows the card to the class and says the full structure *This is my (mum)*. The class repeats in chorus.
- Repeat with all the words.

### 1 Listen to the story. 58

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to listen and point to the characters as they hear the words.

### Transcript 58

#### Listen.

Frame 1

**Rosy** This is my grandpa. Grandpa ... this is Lucy.

**Grandpa** Hello, Lucy.

**Lucy** Hello.

Frame 2

**Rosy** This is my mum.

**Mum** Hello, Lucy.

**Lucy** Hello.

Frame 3

**Lucy** Is this your grandma?

**Rosy** No, it isn't.

Frame 4

**Rosy** This is my brother, Billy.

**Lucy** Hello.

### 2 Read and say.

- Write *This is my ...* on the board. Place the *mum* picture card next to the word *my*.
- Point to each word and read slowly to elicit the full sentence *This is my mum*.
- Write the family words across the top of the board.
- Say *Point to 'mum'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.

- Continue in this way until you have practised all the family words.
- Point to the sentences in each frame and read them with the class.
- Ask one or two individual children to read a sentence to the class.

### Optional activity

- Give School things and Toys flashcards 12–20 to nine children.
- Keep flashcard 11. Hold it up and say *This is my desk*. Then give your flashcard to a child. He / She stands up and says *This is my desk*.
- Repeat in the same way, with each child saying the sentence and then giving the flashcard to another child to do the same. Play the game around the class.

### 3 Listen again and repeat. Act. 58

- Play the recording once all the way through.
- Play the recording again pausing after each line for children to listen and repeat.
- Divide the class into groups of five to play the parts of Rosy, Lucy, Grandpa, Mum and Billy. If the class doesn't divide exactly some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practise acting the story. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song.
- Children mime the actions as they sing.

### Story actions

- Picture 1: Rosy holds her arm outstretched as she introduces Lucy to Grandpa. Grandpa and Lucy wave as they introduce themselves.
- Picture 2: Rosy holds her arm outstretched as she introduces Lucy to Mum. Mum bends down and stretches out her arm as she introduces herself.
- Picture 3: Lucy points to Billy as she asks the question. Rosy shakes her head as she says *No*. Billy waves his hands.
- Picture 4: Lucy bends towards Billy with her arm outstretched. Rosy laughs. Billy smiles and waves his hands.


### Further practice

Workbook page 35

Values worksheet, PMB page 11

Unit 4 test, Testing and Evaluation Book page 12<sup>e</sup>

 Student MultiROM • Unit 4 • Grammar

 Student MultiROM • Listen at home • Track 25 (Words and phrases), Tracks 27, 29 (Songs), Tracks 28, 30 (Phonics)

## Lesson One CB page 36

Oxford  
iTools  Digital classroom • Unit 5 • Words

### Lesson objectives


To learn feeling words

To practise feeling words in the form of a chant

### Language

Core: *happy, sad, hungry, thirsty, hot, cold*

### Materials

CD  59–60; Family flashcards 21–26; Feelings flashcards 27–32

### Warmer

- Begin the class by playing the *Hello* song to introduce the lesson.
- Play *Snap!* with Family flashcards 21–26 to revise the family words from the previous unit and to energize the class (see page 19).

### Lead-in

- Use Feelings flashcards 27 to 32 to introduce the vocabulary for this lesson.
- Hold them up one at a time and say the words for children to repeat in chorus.
- Give the flashcards to six children. They take it in turns to stand up and show their card for the class to shout out the word.

### 1 Listen, point and repeat. 59

- Say *Open your books* and model the action for children to copy. Point to the feeling pictures.
- Play the first part of the recording (*Listen and point*). Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

### Transcript 59

#### Listen and point.

happy, sad, hungry, thirsty, hot, cold  
sad, hungry, cold, thirsty, hot, happy

#### Listen and repeat.

happy, sad, hungry, thirsty, hot, cold

### Optional activity

- Use flashcards 27–32 to practise opposite words: *happy / sad, hungry / thirsty, hot / cold*.
- Hold up the card pairs and say the words. Put the card pairs on the board. Practise them with the class.
- Turn over all of the cards. Then turn over one of the cards in each pair so that only one card is visible. Elicit the words from the class until all the cards are visible.

### 2 Listen and chant. 60

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words. Demonstrate an action for each word: *happy* (wave arms in the air), *sad* (mime crying), *hungry* (rub tummy), *thirsty* (mime drinking), *hot* (fan your face), *cold* (shiver).
- Divide the class into groups of six. Give each group a line from the chant.
- Say the chant with the class and do the actions for children to copy.
- Each group says their line in time with the audio.

### Transcript 60

#### Listen and chant.

happy, happy  
sad, sad  
hungry, hungry  
thirsty, thirsty  
hot, hot  
cold, cold

### Optional activity


- Play the chant again.
- Pause the recording at every alternate line and elicit the words from the children. Remind them that the words will be the opposite of the words in the previous line. Use flashcards if necessary.

### 3 Point and say. Stick the stickers.


- Hold up your book and point to the picture. Point to Billy and say *happy*. Point to each family member in turn and say the appropriate feeling words for each character.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *happy* sticker and show it to the class. Place it on the caption box and say *happy*. Tell children that Billy is happy because he's just learnt to walk.
- Children copy you and place all the stickers in the correct caption boxes.
- Go around the class and check.

### Further practice

Workbook page 36

 Student MultiROM • Unit 5 • Words

## Lesson Two CB page 37

Oxford  
iTools  Digital classroom • Unit 5 • Grammar and song

### Lesson objectives

To say the sentences *He's (happy). She's (hungry).*

To sing a song


### Language

Core: *He's (happy). She's (hungry).*

Recycled: *boy, girl, happy, sad, hungry, thirsty*

Extra: *Happy as can be*

### Materials

CD  61–62; Feelings flashcards 27–32; Phonics cards 3 (Bb boy), 13 (Gg girl); a sheet of paper for each child (optional)

### Warmer

- Play *Musical cards* with flashcards 27–32 to revise the vocabulary from the previous lesson (see page 19).

### Lead-in

- Put the Feelings flashcards 27–32 on the board. Point to each one in turn and say the word. Then point to the cards and do a mime for each one.
- Put the cards face down on the table. Choose a card one at a time and mime the word for the class. Children shout out the word.

### 1 Listen and repeat. 61

- Draw a smiley face on the board. Point to it and say *He's happy*. Draw another smiley face with long hair and say *She's happy*. Repeat until children understand the difference between *He's* and *She's*.
- Put flashcard 27 on the board. Point to the flashcard and elicit *He's happy*.
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat and practise with all the Feelings flashcards.

### Transcript 61

#### Listen and repeat.

He's happy. She's hungry.

#### Optional activity

- Use phonics cards /b/ *boy* and /g/ *girl* to revise *He's* and *She's*. Point to each in turn and say *He's a boy. She's a girl*. The children repeat in chorus.
- Give each child a sheet of paper. Ask them to draw a picture of a smiley face or a sad face. Tell them to draw a big face so that it fills the page.
- Children take turns to stand up and hold their picture in front of their face. The rest of the class shout *He's / She's happy* or *He's / She's sad*. Monitor and make sure they use *He's* and *She's* correctly.

### 2 Listen and sing. 62

- Hold up the book and point to the pictures.
- Play the recording all the way through. Children listen as you sing along. Repeat the mimes you did in Lesson 1 when you say the words.
- Play the recording again. As you sing, hold up flashcards 27–30 and do the actions.
- Play the recording again for the children to sing the song and do the actions.

### Transcript 62

#### Listen and sing.

Happy! Happy!  
Look at the boy.  
He's happy.  
Happy! Happy!  
Happy as can be.

Sad! Sad!  
Look at the girl.  
She's sad.  
Sad! Sad!  
Sad as can be.

Hungry! Hungry!  
Look at the boy.  
He's hungry.  
Hungry! Hungry!  
Hungry as can be.

Thirsty! Thirsty!  
Look at the girl.  
She's thirsty.  
Thirsty! Thirsty!  
Thirsty as can be.

#### Optional activity

- Divide the class into four groups. Give each group a verse to sing. Give one child in each group one of the Feelings flashcards.
- Play the recording again. Each group sings their verse and the child in the group holds up the flashcard when they sing the verse.

### 3 Point and say the differences.


- Hold up your book and point to the two pictures.
- Point to the girl in picture 1 and say *She's happy*. Point to the same girl in picture 2 and say *She's sad*. Repeat and encourage the children to repeat in chorus.
- Point to the man with the hat in picture 1 and say *He's thirsty*. Point to the girl in picture 2 and say *She's thirsty*.
- Point to the pictures in turn and say the differences. Encourage the children to speak in chorus with you.

#### Further practice

Workbook page 37



# Lesson Three CB page 38

Oxford iTools  Digital classroom • Unit 5 • Sounds and letters

## Lesson objectives

To recognize the upper- and lower-case forms of the letter *m* and associate them with the sound /m/


To pronounce the sound /m/

## Language

Core: *man, mango*

Extra: *eats*

## Materials

CD  63–64; Feelings flashcards 27–32; Phonics cards 25–26 (*Mm man, mango*)

## Warmer

- Play *Listen, point and say* using flashcards 27–32 to revise the vocabulary from the previous lesson (see page 19).

## Lead-in

- Draw dotted outlines of the letter *M* and *m* on the board.
- Facing the board, draw the letters in the air as you say the sound /m/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *M* and *m*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 63

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /m/.
- Point to the *M* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *m* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *man* and *mango* as they appear in the audio
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 63

Listen, trace and point.

/m/  
/m/ man  
/m/ mango

Listen and repeat.

/m/  
/m/ man  
/m/ mango

## 2 Listen and chant. 64

- Hold up your Class Book and point to the picture of the man eating a mango. Say *A man ... eats a mango*.
- Point to each word and say the sentence again. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /m/ *man* and /m/ *mango* in different places around the room. Play the chant again for children to point to the cards as they hear the words.

- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

## Transcript 64

Listen and chant.

A man eats a mango  
/m/, /m/, /m/

A man eats a mango  
/m/, /m/, /m/

mango, mango  
man, man, man

A man eats a mango  
/m/, /m/, /m/

## 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the man holding the mango. Point to the lower-case *m* and elicit /m/.
- Say *Let's stick the sticker*. Hold up the *m* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /m/*. Trace the circle with your finger as you say the word *circle*. Point and say /m/ – *man*. Children repeat in chorus.
- Repeat with *mango*.
- Give children enough time to draw a circle around the letter.

## Optional activity

- Play the recording again. When the children hear the /m/ sound they tap their desk.

## 4 Join the letter *Mm*. Help the man find the mango.

- Point to the picture of the man on the left of the page and the picture of the mango on the right.
- Point to the example line. Say *Join the letter m*. Trace the line from the man to the letter *M* with your finger.
- Point to the next letter *m* in the middle line and continue tracing the line with your finger.
- Children find the letters *M* and *m* and join them with a continuous line until they reach the picture of the mango.
- Go around the class and check.

## Further practice

Workbook page 38

Handwriting, Workbook page 70

Handwriting practice, PMB page 12

 Student MultiROM • Unit 5 • Sounds and letters

## Lesson objectives

To learn the numbers 11 and 12

To learn the number words *eleven* and *twelve*

## Language

Core: 11, 12, *eleven*, *twelve*

Recycled: 1–10, *count*, *girls*, *boys*, *hungry*, *thirsty*

Extra: *Who's (hungry)? sandwiches, bottles*

## Materials

CD 65–66

## Warmer

- Write numbers 1 to 10 on the board. Count them in sequence and encourage the class to count with you.
- Point to the numbers at random for children to call out the words.
- Ask individual children to come to the board to point to the numbers for the rest of the class.

## Lead-in

- Write numbers 1 to 10 on the board. Count the numbers with the class. Add 11 and 12 to the list. Point to each number and model the words for children to repeat.
- Draw dotted outlines of the numbers 11 and 12 on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 65

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 11 and 12 as you hear the words. Clap in time with the audio.
- Trace the number 11 with your finger. Children trace the number 11 with their finger in their books.
- Encourage the children to point at the smiley faces as they hear the chuckles on the audio after 11.
- Trace the number 12 your finger. Children trace the number 12 with their finger in their books.
- Encourage the children to point at the cold faces as they hear the shivers on the audio after 12.
- Play the recording again. Point to the numbers in turn and say 11, 12. Children repeat in chorus.

## Transcript 65

Listen, trace and repeat.

11

12

### Optional activity

- Play *One, Two and Three* to revise the numbers 1 to 12 (see page 21).
- When you reach the target number, start again from the beginning but count in threes.

## 2 Point and sing. 66

- Point to the picture of the sandwiches. Say *Let's count the sandwiches*. Encourage the children to count with you.
- Point to the picture of the bottles. Say *Let's count the bottles*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

## Transcript 66

Point and sing.

Who's hungry?

Who's hungry?

Count the hungry boys.

1, 2, 3, 4

5, 6, 7, 8

9, 10, 11

11 hungry boys.

11 hungry boys.

Who's thirsty?

Who's thirsty?

Count the thirsty girls.

1, 2, 3, 4

5, 6, 7, 8

9, 10, 11, 12

12 thirsty girls.

12 thirsty girls.

### Optional activity

- Divide the class into two groups of boys and girls. Give the boys the first verse to sing and the girls the second verse.
- Play the song again. Each group sings their own verse. Boys rub their tummies when they say *hungry* and girls mime drinking a glass of water when they say *thirsty*.
- Finish with the whole class singing the complete song.

## 3 Count and add.

- Hold up your book and point to the first group of smiley faces. Say *How many?* Count the smiley faces. Encourage the class to count them with you. Say *seven*.
- Trace the number 7 with your finger. Give children time to trace the number with a pencil or crayon.
- Count the second group of smiley faces. Encourage the class to count them with you. Say *five*.
- Trace the number 5 with your finger. Give children time to write the number with a pencil or crayon. If necessary, write the number 5 on the board for children to copy.
- Demonstrate how to add 7 and 5 by counting on your fingers. Encourage the children to count with you. Point to the box and trace the number 12 with your finger. Give children time to write the number in the box.
- Repeat the stages for the sum below ( $8 + 3 = 11$ )
- Go through the answers with the class and write the answers on the board.

### ANSWERS


$$7 + 5 = 12, 8 + 3 = 11$$

### Further practice

Workbook page 39

Student MultiROM • Unit 5 • Numbers

# Lesson Five CB page 40

Oxford iTools  Digital classroom • Unit 5 • Sounds and letters

## Skills development

To recognize the upper- and lower-case forms of the letters *n* and *o* and associate them with the sounds /n/ and /ɒ/


To pronounce the sounds /n/ and /ɒ/

## Language

Core: *nose, neck, orange, octopus*

Extra: *Nellie, Ollie, and, my*

## Materials

CD  67–68; Phonics cards 27–30 (Nn nose, neck, Oo orange, octopus); Phonics cards 1–26

## Warmer

- Play a clapping game to revise numbers 1 to 12. Clap different numbers in turn for the children to guess.

## Lead-in

- Draw dotted outlines of the letter *N* and *n* on the board.
- Facing the board draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Repeat the procedure for the letter *O* and *o*.
- Draw more dotted outlines of the letter *N* and *n*, *O* and *o* on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 67

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /n/. Point to the letters *N* and *n*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *neck* and *nose*.
- Repeat the process with the sound /ɒ/, the letters *O* and *o*, and the words *orange* and *octopus*.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 67

### Listen, trace and point.

/n/  
/n/ nose  
/n/ neck

/ɒ/  
/ɒ/ orange  
/ɒ/ octopus

### Listen and repeat.

/n/  
/n/ nose  
/n/ neck

/ɒ/  
/ɒ/ orange  
/ɒ/ octopus

## 2 Listen and chant. 68

- Hold up your Class Book. Point to phonics picture /n/ *neck* and say *Nellie*. Point to the picture of the boy in Exercise 3 and say *Ollie*. Children repeat in chorus.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 27–30 when you hear the words.

- Play the chant again, pausing after each line for children to repeat.
- Play once more all the way through for children to repeat as they listen.

## Transcript 68

### Listen and chant.

I'm Nellie.  
/n/, /n/, /n/

This is my nose.  
/n/, /n/, /n/

I'm Nellie.  
/n/, /n/, /n/

This is my neck.  
/n/, /n/, /n/

I'm Ollie.

/ɒ/, /ɒ/, /ɒ/

This is my octopus.  
/ɒ/, /ɒ/, /ɒ/

I'm Ollie.

/ɒ/, /ɒ/, /ɒ/

This is my orange.  
/ɒ/, /ɒ/, /ɒ/

## Optional activity

- Demonstrate actions for these words: *nose* (point to your nose), *neck* (point to your neck), *orange* (draw an o in the air with your finger), *octopus* (wave your arms and legs about).
- Play the chant again. Children do the actions as they say the chant.

## 3 Stick and say.

- Hold up your Class Book and point to the picture of the boy with the octopus.
- Say *Let's stick the stickers*. Hold up the o sticker. Say the sound /ɒ/.
- Put it on the letter o under the picture of the boy with the octopus. Say /ɒ/ – *octopus*. Children copy and repeat in chorus.
- Children put the *m* and *n* stickers on the correct letter under each picture. Go around the class and check.

## Optional activity

- Give a phonics sounds card to different children around the class. Put one of the phonics word cards on the board and say the word. The child with the matching sound card stands up, holds up the card and says the sound.

## 4 Circle the letters *Nn* and *Oo*.

- Hold up phonics cards *n* and *o* and say the letter sounds /n/ and /ɒ/ for children to repeat.
- Point to the example and say *Circle the letter n*. Trace the circle with your finger as you say the word *circle*.
- Children find other examples of the letter *n* and draw circles.
- Point to the letter *O* in *Ollie*. Say *Circle the letter O*. Trace a circle again as you say the word *circle*. Explain that we use capital letters for names and point to *Nellie* and *Ollie*.
- Children find other examples of the letter *o* and draw circles. Go around the class and check.

## Further practice

Workbook page 40

Handwriting, Workbook page 70

Handwriting practice, PMB page 12

 Student MultiROM • Unit 5 • Sounds and letters

# Lesson Six

CB page 41

Oxford  
iTools Digital classroom • Unit 5 • Story

## Skills development

To recognize and identify words

To develop listening skills by listening to a short story

To revise and consolidate language introduced in the unit

## Language

Recycled: vocabulary and structures from the unit

Extra: *Look! Poor Billy, Come here!*

## Materials

CD 62, 69; Feelings flashcards 27–32

## Warmer 62

- Play the song from Lesson 2 to revise the vocabulary for this lesson.

## Lead-in

- Give Feelings flashcards 27–32 to six children.
- Say one of the words. The child with the card stands up, and shows the card to the class. Choose another child to say (*He's*) *happy*. The class repeats in chorus.
- Repeat with all the words.

## 1 Listen to the story. 69

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to listen and point to the characters as they hear the words.

## Transcript 69

### Listen.

Frame 1

**Billy** Look!

**Tim** She's happy, Billy.

**Billy** Happy. Happy. I'm happy.

**Rosy** Good.

Frame 2

**Billy** Look!

**Mum** Ahh. He's sad.

**Billy** Sad. Sad. I'm sad.

**Rosy** Poor Billy.

Frame 3

**Billy** Look.

**Rosy** She's hungry.

**Billy** Hungry. Hungry.

Frame 4

**Billy** I'm hungry.

**Mum** No, Billy. Come here!

**Tim** Sorry.

## 2 Read and say.

- Write *She's* ... on the board. Place the happy picture card next to the word *She's*.
- Point to each word and read slowly to elicit the full sentence *She's happy*.
- Write the feelings words across the top of the board.

- Say *Point to 'happy'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue in this way until you have practised all the feelings words.
- Point to the sentences in each frame and read them with the class.
- Ask one or two individual children to read a sentence to the class.

## Optional activity

- Give the Feelings flashcards 27–32 to six children.
- Ask a child to come to the front of the class. When he or she holds up the flashcard encourage the class to say *He's (happy)*. Ask another child to come and stand next to the first child and do the same. Encourage the class to say both sentence. *He's (happy)*. *She's (cold)*.
- Continue until all six children have come to the front of the class and the class are saying a total of six sentences.

## 3 Listen again and repeat. Act. 69

- Play the recording once all the way through.
- Play the recording again pausing after each line for children to listen and repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mum. If the class doesn't divide exactly some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practise acting the story. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song.
- Children mime the actions as they sing.

## Story actions

- Picture 1: Mum and Billy are holding hands. Billy is waving. Rosy and Tim are smiling.
- Picture 2: Billy is rubbing his eyes because he's pretending to cry. Mum bends down and stretches out her arms to him. Tim and Rosy are looking at Billy smiling.
- Picture 3: Mum and Billy are holding hands. Billy is waving.
- Picture 4: Tim apologizes with arms in the air as in the picture. Mum bends down to Billy. Billy has both hands outstretched. Rosy is covering her mouth with her hand in surprise.

## Further practice

Workbook page 41

Values worksheet, PMB page 13

Unit 5 test, Testing and Evaluation Book page 14

Student MultiROM • Unit 5 • Grammar

Student MultiROM • Listen at home • Track 31 (Words and phrases), Tracks 33, 35 (Songs), Tracks 34, 36 (Phonics)

## Lesson One CB page 42

Oxford  
iTools  Digital classroom • Unit 6 • Words

### Lesson objectives


- To learn animal words
- To practise animal words in the form of a chant

### Language

Core: *bird, bear, hippo, crocodile, tiger*

Recycled: *lion, kangaroo*

### Materials

CD  01, 70–71; Zoo animals flashcards 33–37; Phonics cards 22, 23 (Kk kangaroo, Ll lion); Cut and make 2 (PMB, page 23) materials (see Teacher's Book page 91)

### Warmer 01

- Begin the class by playing the *Hello* song to introduce the lesson.
- Play *Do it!* with Feelings flashcards 27–32 to revise the vocabulary from the previous unit and to energize the class (see page 20).

### Lead-in

- Use Zoo animal flashcards 33–37 to introduce the vocabulary for this lesson.
- Hold them up one at a time and say the words for children to repeat in chorus.
- Hide the flashcards behind your back. Bring them out one by one. Children guess the word and shout out suggestions. Turn the card around when they have guessed correctly.
- Use phonics cards 22–23 to revise *kangaroo* and *lion* at the same time.

### 1 Listen, point and repeat. 70

- Say *Open your books* and model the action for children to copy. Point to the animal pictures.
- Play the first part of the recording (*Listen and point*). Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

### Transcript 70

#### Listen and point.

bird, bear, hippo, crocodile, tiger  
crocodile, tiger, bear, bird, hippo

#### Listen and repeat.

bird, bear, hippo, crocodile, tiger

### 2 Listen and chant. 71

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Demonstrate an action for each word: *bird* (flap arms), *bear* (make claws), *hippo* (snap teeth together), *crocodile* (snap arms together), *tiger* (do pouncing actions).
- Divide the class into groups of six. Give each group a word from the chant.
- Say the chant with the class and do the actions for children to copy.
- Each group says their line in time with the audio.

### Transcript 71

#### Listen and chant.

hippo, tiger  
crocodile  
bird, bear  
crocodile  
(Repeat)

#### Optional activity

- Ask six children to come to the front of the class. The children stand in line in the order of the chant.
- Play the chant again. The class says the chant and the children at the front do the actions in time with the audio.

#### Optional activity

- See instructions for doing PMB Cut and make activity 2 on Teacher's Book page 91.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to the tiger and say *tiger*.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *tiger* sticker and show it to the class. Place it on the caption box and say *tiger*.
- Children copy you and place all the stickers in the correct caption boxes.
- Go around the class and check.

#### Further practice

Workbook page 42

Cut and make 2, PMB page 23

 Student MultiROM • Unit 6 • Words

**Lesson objectives**To ask the question *What are they?*To answer *They're (bears).*To recognize plurals with *s*

To sing a song

**Language**Core: *What are they? They're (bears).***Materials**

CD 72–73, Zoo animal flashcards 33–37; a sheet of paper for each child and some coloured crayons (optional)

**Warmer**

- Play *Whispers* with Zoo animals flashcards 33–37 to revise the vocabulary from the previous lesson (see page 19).

**Lead-in**

- Use Zoo animals flashcards 33–37 to introduce some animal sounds for the animal words.
- Put the cards on the board and point to each one in turn and elicit the word.
- Teach some sounds to go with each word and practise with the class: *tiger* (roar), *bird* (tweet), *hippo* (snap, snap), *bear* (grr, grr).

**1 Listen and repeat.** 72

- Hold up your pencil and say *What's this?* Elicit *It's a pencil.* Hold up two pencils and say *What are they?* Say *They're pencils.*
- Practise the plural form using classroom objects and the children in the class, for example point to two boys and say *How many boys?* *Two boys.* Get the children to really emphasize the plural *s*.
- Hold up your Class Book and point to the picture. Point to the hippos and say *What are they?* *They're hippos.*
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat and practise with all the animal pairs in the picture.

**Transcript 72****Listen and repeat.**

What are they?

They're hippos.

**Optional activity**

- Use the Zoo animals flashcards 33–37 to practise the plural *s*.
- Bring out a flashcard. Hold up one finger and say *tiger.* Hold up three fingers and elicit *three tigers.* Pretend you can't hear the *s*. Put your hand behind your ear and make the children shout the word, emphasizing the *s*.
- Repeat with different numbers and all the flashcards.

**2 Listen and sing.** 73

- Hold up your book and point to the pictures.
- Play the recording all the way through. Children listen as you sing along. Repeat the sounds they learnt in the Lead-in activity.
- Play the recording again. As you sing, hold up the appropriate Zoo animals flashcard, do the actions and make the sounds.
- Play the recording again for the children to sing the song, do the actions and make the sounds.

**Transcript 73****Listen and sing.**What are they? *roar, roar, roar*They're tigers. *roar, roar, roar*They're tigers. *roar, roar, roar*What are they? *tweet, tweet, tweet*They're birds. *tweet, tweet, tweet*They're birds. *tweet, tweet, tweet*What are they? *snap, snap, snap*They're hippos. *snap, snap, snap*They're hippos. *snap, snap, snap*What are they? *grr, grr, grr*They're bears. *grr, grr, grr*They're bears. *grr, grr, grr***Optional activity**

- Give each child a sheet of paper and crayons if they don't have any. The children draw a picture of one of the animals from the song.
- They take turns to hold up their picture and say *I'm a (bear) (grr, grr, grr).* Make a wall display of the pictures.

**3 Point and say. Tick (✓) the missing piece of the jigsaw.**

- Hold up your book and point to the pictures again.
- Point to the hippos in the top left of the picture and ask *What are they?* Elicit *They're hippos.* Repeat with different groups of animals in the picture.
- Point to the three colour pictures at the bottom of the page. Tell children to find the missing piece of jigsaw.
- Give children enough time to look at the pictures and find the missing piece of jigsaw.
- Say *Tick the missing piece of jigsaw.* Draw a tick in the air as you say the word *tick.*
- Monitor and help if necessary. Go through the answers with the class.

**Further practice**

Workbook page 43

## Lesson objectives

To recognize the upper- and lower-case forms of the letter *p* and associate them with the sound /p/


To pronounce the sound /p/

## Language

Core: *panda, pen*

Extra: *is, has got*

## Materials

CD  74–75; Zoo animals flashcards 33–37; Phonics cards 1, 2, 7, 27 (Aa apple, A Annie, Dd dog, Nn nose); Phonic s cards 31–32 (Pp panda, pen); Sounds and letters poster

## Warmer

- Use the Sounds and letters poster to revise the letter sounds /dʒ/ – /o/.
- Children take it in turns to come to the front of the class. Point to the phonics /dʒ/ – /o/ in turn for the child to say.
- Alternatively say a sound and the child points to a corresponding word.

## Lead-in

- Draw dotted outlines of the letter *P* and *p* on the board.
- Facing the board, draw the letters in the air as you say the sound /p/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *P* and *p*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 74

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /p/.
- Point to the *P* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *p* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *panda* and *pen* as you hear the words.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 74

Listen, trace and point.

/p/  
/p/ panda  
/p/ pen

Listen and repeat.

/p/  
/p/ panda  
/p/ pen

## 2 Listen and chant. 75

- Hold up your Class Book and point to the picture of Polly the panda holding a pen. Point to the panda and say *Polly is a panda ...* Point to the pen and say *She has got a pen.*

- Point to each word and say the sentences again. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /p/ *panda* and /p/ *pen* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

## Transcript 75

Listen and chant.

Polly is a panda,  
She has got a pen.  
/p/, /p/, /p/  
/p/, /p/, /p/  
(Repeat)

## 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of Polly the panda holding a pen. Point to the lower-case *p* and elicit /p/.
- Say *Let's stick the sticker*. Hold up the *p* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /p/*. Trace the circle with your finger as you say the word *circle*. Point and say /p/ – *pen, panda*. Children repeat in chorus.
- Repeat with upper-case *P* and *Polly*.
- Give children enough time to draw a circle around the letter.

## 4 Colour the letter Pp.

- Hold up your Class Book and point to the letters. Point to the letters in turn and elicit the letter sounds from the class.
- Say *Colour the letter p*. Point to the example and say /p/. Mime colouring the circle as you say the word *colour*.
- Give children enough time to colour all the letters *p*.
- Check the answers with the class.

## Optional activity


- Use phonics cards Pp pen, Aa apple, Nn nose, Dd dog and A Annie to play a spelling game.
- Write *panda* on the board. Give the cards to five children and ask them to stand in a line in the correct order to spell *panda*. Children rearrange themselves to spell the word. Then each child writes their letter in sequence to spell *panda* on the board.

## Further practice

Workbook page 44

Handwriting, Workbook page 70

Handwriting practice, PMB page 14

 Student MultiROM • Unit 6 • Sounds and letters

## Lesson objectives

To learn the numbers 13 and 14

To learn the number words *thirteen* and *fourteen*

## Language

Core: 13, 14, *thirteen*, *fourteen*

Recycled: 1–12, *one – twelve*, *count*, *lions*, *birds*

Extra: *zoo*

## Materials

CD 76–77; Phonics card 23 (LI lion)

## Warmer 75

- Play the chant from Lesson 3 again to revise the /p/ sound. When children hear the /p/ sound they stamp their feet.

## Lead-in

- Write 1 to 12 on the board. Add 13 and 14 to the list. Point to each number and model the words for children to repeat.
- Practise counting 13 or 14 pencils, desk, chairs and other classroom objects with the class.
- Draw dotted outlines of the numbers 13 and 14 on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 76

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 13 and 14 as you hear the words.
- Trace the number 13 with your finger. Give children enough time to trace the number 13 with their finger in their books.
- Encourage the children to point at the lions as they hear each growl on the audio.
- Trace the number 14 with your finger. Give children enough time to trace the number 14 with their finger in their books.
- Encourage the children to point at the birds as they hear each tweet on the audio.
- Play the recording again. Point to the numbers in turn and say 13, 14. Children repeat in chorus.

## Transcript 76

Listen, trace and repeat.

13  
14

## 2 Point and sing. 77

- Point to the picture of the lions. Say *Let's count the lions*. Encourage the children to count with you.
- Point to the picture of the birds. Say *Let's count the birds*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.

- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

## Transcript 77

Point and sing.

They're lions. They're lions.

They're lions. At the zoo.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13

Thirteen lions

At the zoo.

They're birds. They're birds.

They're birds. At the zoo.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

11, 12, 13, 14

Fourteen birds

At the zoo.

## Optional activity

- Choose 13 children and call them *lions*. Choose 14 children and call them *birds*. Bring them to the front of the class in two separate groups.
- Play the song again. The *birds* sing verse 1 and point to the *lions* as they sing. The *lions* sing verse 2 and point to the *birds* as they sing.
- Finish with the whole class singing the complete song.

## 3 Count and say. Then write the number.

- Hold up your book and point to the picture.
- Point to the words in turn and say *pandas ... bears ... lions ... hippos*. Use phonics card /l/ lion to revise *lion* if necessary. Encourage the class to say the words with you.
- Point to a panda and say *How many pandas?* Point to each panda in turn and count. Encourage the children to count with you. Say *11 pandas*.
- Give children time to trace the example number 11 in the first box. Repeat the procedure for bears, lions and hippos. Encourage the children to count with you.
- Give children enough time to write the numbers in the boxes.
- Go through the answers with the class and write the answers on the board.

## ANSWERS

pandas 11, bears 13, lions 14, hippos 7

## Optional activity

- Practise numbers 1 to 14. Write a number word on the board and ask children to come to the board and write the number next to it. Repeat with all the numbers in turn.

## Further practice

Workbook page 45

Student MultiROM • Unit 6 • Numbers



## Skills development

To recognize the upper- and lower-case forms of the letters *q* and *r* and associate them with the sounds /kw/ and /r/


To pronounce the sounds /kw/ and /r/

## Language

Core: *queen, quilt, river, rainbow*

Recycled: *Has got, look at*

## Materials

CD  78–79; Phonics cards 33–36 (Qq queen, quilt, Rr river, rainbow); a sheet of paper and coloured crayons for each child (optional)

## Warmer

- Play *Forwards and Backwards* to revise numbers 1 to 14 (see page 21).

## Lead-in

- Draw dotted outlines of the letter *Q* and *q* on the board.
- Facing the board, draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Repeat the procedure for the letter *R* and *r*.
- Draw more dotted outlines of the letter *Q* and *q*, *R* and *r* on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 78

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /kw/. Point to the letters *Q* and *q*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *queen* and *quilt*.
- Repeat the process with the sound /r/, the letters *R* and *r*, and the words *river* and *rainbow*.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 78

### Listen, trace and point.

/kw/  
/kw/ queen  
/kw/ quilt

/r/  
/r/ river  
/r/ rainbow

### Listen and repeat.

/kw/  
/kw/ queen  
/kw/ quilt

/r/  
/r/ river  
/r/ rainbow

## 2 Listen and chant. 79

- Hold up your Class Book and point to the picture.
- Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 33–36 (queen, quilt, rainbow, river) when you hear the words.

- Play the chant again, pausing after each line for children to repeat.
- Play once more all the way through for children to repeat as they listen.

## Transcript 79

### Listen and chant.

Queen. The queen.  
/kw/, /kw/, /kw/  
The queen has got a quilt.  
/kw/, /kw/, /kw/

Look at the rainbow  
/r/, /r/, /r/  
By the river  
/r/, /r/, /r/  
(Repeat)

## Optional activity

- Play the recording again.
- Children draw the lower-case letter *q* or *r* in the air as they hear the sound.

## 3 Stick and say.

- Hold up your Class Book and point to the picture of the queen sat by the river.
- Say *Let's stick the stickers*. Hold up the *q* sticker. Say the sound /kw/.
- Put it on the letter *q*. Say /kw/ – *queen*. Children copy and repeat in chorus.
- Children put the *r* and *p* stickers on the correct letters. Go around the class and check.

## Optional activity

- Give a sheet of paper to each child. Ask half the class to draw a queen and the other half to draw a rainbow. Hand out coloured crayons to those children who need them.
- Make a wall display with the pictures.

## 4 Circle the letters *Qq* and *Rr*.


- Hold up phonics cards *q* and *r* and say the letter sounds /kw/ and /r/ for children to repeat.
- Point to the example circle and say *Circle the letter q*. Trace the circle with your finger as you say the word *circle*.
- Children find other examples of the letter *q* and draw circles.
- Point to the letter *r* in *rainbow*. Say *Circle the letter r*. Trace a circle again as you say the word *circle*.
- Children find other examples of the letter *r* and draw circles. Go around the class and check.

## Further practice

Workbook page 46

Handwriting, Workbook page 70

Handwriting practice, PMB page 14

 Student MultiROM • Unit 6 • Sounds and letters

**Skills development**

To recognize and identify words


To develop listening skills by listening to a short story


To revise and consolidate language introduced in the unit

**Language**

Recycled: vocabulary and structures from the unit

**Materials**

CD  80; Zoo animals flashcards 33–37; Phonics cards 5, 7, 8, 10, 11, 16, 17, 22, 23, 30, 31 (Cc cat, Dd dog, Dd duck, Ee elephant, Ff fish, Hh horse, Ii insect, Kk kangaroo, Ll lion, Oo octopus, Pp panda)

**Warmer**  73

- Play the song from Lesson 2 to revise the vocabulary for this lesson.

**Lead-in**

- Play *Where was it?* with Zoo animals flashcards 33–37 to revise the structure *What are they? They're (bears)* (see page 19).

**1 Listen to the story.**  80

- Say *Open your books.* Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to listen and point to the characters as they hear the words.

**Transcript 80****Listen.**

Frame 1

**Tim** Look, Billy. What are they?**Billy** ga, ga**Tim** They're crocodiles.**Rosy** They're crocodiles, Billy.**Billy** Crocodiles. Snap! Snap!

Frame 2

**Rosy** What are they, Billy?**Billy** ga, ga**Rosy** They're birds.**Tim** They're birds, Billy.**Billy** Birds. Tweet tweet! Tweet tweet!

Frame 3

**Tim** Billy. What are they?**Billy** ga, ga**Rosy** They're tigers.**Tim** They're tigers.**Billy** Tigers. Roar, roar!

Frame 4

**Billy** Roar, roar, roar, roar!

They're tigers. They're tigers.

**Rosy** Ah! They aren't tigers, Billy!**Tim** They're boys.**Optional activity**

- Revise the animals learnt so far. Use Zoo animals flashcards 33–37, and animal phonics cards 5, 7, 8, 10, 11, 16, 17, 22, 23, 30 and 31. Put them in different places around the class.
- Children take it in turns to mime an animal for the class.

**2 Read and say.**

- Write *They're ...* on the board. Place the crocodile picture card next to it.
- Point to each word and read slowly to elicit the full sentence *They're crocodiles.*
- Write the Zoo animals words across the top of the board.
- Say *Point to 'crocodile'*. When children point to the correct word card, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue in this way until you have practised all the animal words.
- Point to the sentence below picture 1 and read it with the class. Repeat with all the sentences.
- Ask one or two individual children to read a sentence to the class.

**Optional activity**

- Play *Smiley face* to revise plural forms of the Zoo animals words (see page 21).

**3 Listen again and repeat. Act.**  80

- Play the recording once all the way through.
- Play the recording again pausing after each line for children to listen and repeat.
- Divide the class into groups of three to play the parts of Rosy, Tim, Mum, and Billy. If the class doesn't divide exactly some children can play more than one character. Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practise acting the story. Monitor and help where necessary. If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song. Children mime the actions as they sing.

**Story actions**

- Picture 1: Tim is pointing to the crocodiles. Billy is making a snapping action with his hands. Rosy is smiling. Grandma is pushing Billy's pushchair.
- Picture 2: Billy has both arms outstretched. Rosy is pointing to the birds. Tim and Grandma are smiling.
- Picture 3: Billy is saying baby noises. Tim and Rosy are pointing to the tigers. Grandma is laughing.
- Picture 4: Billy is roaring like a tiger. Rosy and Tim are laughing and have their hands over their mouths. Grandma is pointing to the boys.

**Further practice**


Workbook page 47

Values worksheet, PMB page 15

Unit 6 test, Testing and Evaluation Book page 16

 Student MultiROM • Unit 6 • Grammar Student MultiROM • Listen at home • Tracks 37–42

## Lesson One CB page 50

Oxford  
iTools  Digital classroom • Unit 7 • Words

### Lesson objectives

- To learn job words
- To practise job words in the form of a chant

### Language

Core: *pupil, teacher, waiter, vet, builder*

### Materials

CD  81–82; Jobs flashcards 38–42

### Warmer

- Begin the class by playing the *Hello* song to introduce the lesson.
- Revise the animal mimes learnt in the previous lesson. Play *Freeze* as children do the animal mimes to energize the class (see page 20).

### Lead-in

- Use flashcards 38–42 to introduce the vocabulary for this lesson.
- Hold them up one at a time and say the words for children to repeat in chorus.
- Repeat as often as necessary until children can remember the words.

### 1 Listen, point and repeat. 81

- Say *Open your books* and model the action for children to copy. Point to the jobs pictures.
- Play the first part of the recording (*Listen and point*). Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

### Transcript 81

#### Listen and point.

vet, pupil, waiter, builder, teacher  
builder, teacher, vet, pupil, waiter

#### Listen and repeat.

pupil, teacher, waiter, vet, builder

### 2 Listen and chant. 82

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Demonstrate the actions (stamp, clap) for each word.

- Divide the class into groups of five. Give each group a word from the chant.
- Say the chant with the class and do the actions for children to copy.
- Each group says their line in time with the audio.

### Transcript 82

#### Listen and chant.

teacher, teacher [clap, clap, clap]  
pupil, pupil [stamp, stamp, stamp]  
waiter, waiter [clap, clap, clap]  
vet, vet [stamp, stamp, stamp]  
builder, builder [clap, clap, clap]

### Optional activity

- Demonstrate an action for each word: *pupil* (open a book), *teacher* (write on the board), *waiter* (hold a tray), *vet* (use a stethoscope), *builder* (hammer a nail).
- Play the recording again. Children do the actions instead of clapping and stamping as they say the words.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to Billy and the word *pupil* and say *pupil*.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *pupil* sticker and show it to the class. Say *pupil* and stick it on the caption box. If necessary, go through the words in Exercise 2 to remind children of how the words look.
- Children copy you and place all the stickers in the correct caption boxes.
- Go around the class and check.

### Optional activity


- Write one of the job words on the board and replace two or three letters with a dash, e.g. *\_ u p \_ \_*. Say the word and elicit the missing letter sounds from the class to complete the word.
- Continue with all the job words. Make sure you only gap letter sounds the children have learnt so far so that they can shout out the answers.

### Further practice

Workbook page 50

 Student MultiROM • Unit 7 • Words

## Lesson Two CB page 51

Oxford  Digital classroom • Unit 7 • Grammar and song

### Lesson objectives

To ask the question *Are they (teachers)?*

To answer *Yes, they are. No, they aren't.*


To sing a song

### Language

Core: *Are they (waiters)? Yes, they are. No, they aren't.*

Extra:  *dressing up*

### Materials

CD  82, 83; Jobs flashcards 38–42

### Warmer 82

- Play the Jobs chant from Lesson 1 to revise the vocabulary from the previous lesson.

### Lead-in

- Use the pictures in Exercise 2 to practise the structure.
- Point to the picture of the adult waiters and ask *Are they waiters?* Nod your head up and down elicit *Yes, they are.* Point to the picture of the teachers and ask *Are they vets?* Shake your head from side to side and elicit *No, they aren't.*
- Practise the structure with the rest of the pictures.

### 1 Look and say.

- Hold up your Class Book and point to the *Let's learn!* box. Read the question *Are they builders?* Nod your head and say *Yes, they are.* Children repeat in chorus.
- Read the second question *Are they waiters?* Shake your head and elicit from the class *No, they aren't.* Children repeat in chorus. When the answer is *No, they aren't,* ask *What are they?* to elicit *They're (vets)* etc.
- Ask pairs of children to ask and answer the questions for the class.

### Optional activity

- Give the Jobs flashcards to five pairs of children. Each pair holds up the card in front of them.
- Point to the different pairs in turn and ask the question *Are they (vets)?* for the class to answer *Yes, they are* or *No, they aren't.* When the answer is *no,* write *They're* on the board and elicit the correct word to complete the sentence, for example, *They're (builders).* Invite a child to come to the board and complete the sentence with the correct word.

### 2 Listen and sing. 83

- Hold up your book. Point to the first picture of the children in Exercise 2. Explain that they are dressing up as vets. Model the words for children to repeat.
- Play the recording all the way through. Children listen as you sing along. Repeat the actions they learnt in Lesson 1.
- Play the recording again. As you sing, point to the pictures in the book and do the actions.
- Play the recording again for the children to sing the song, and do the actions.

### Transcript 83

#### Listen and sing.

Dressing up, Dressing up  
The boy and girl  
are dressing up  
Are they waiters?  
Yes, they are.  
Are they waiters?  
Yes, they are.

Dressing up, Dressing up  
The boy and girl  
are dressing up  
Are they teachers?  
No, they aren't.  
Are they teachers?  
No, they aren't.

Dressing up, Dressing up  
The boy and girl  
are dressing up  
Are they builders?  
Yes, they are.  
Are they builders?  
Yes, they are.

Dressing up, Dressing up  
The boy and girl  
are dressing up  
Are they vets?  
No, they aren't.  
Are they vets?  
No, they aren't.

### Optional activity

- Give flashcards to five different children.
- Play the recording again for children to sing along to. Each time the children sing their job word they hold the flashcard in the air.


### 3 Match, ask and answer.

- Hold up your book and point to the pictures again. Explain that you are going to find out what jobs the children are dressing up as.
- Point to the picture of the waiters on the left. Say *What are they?* Elicit *They're waiters.* Trace the line with your finger to the picture of the children. Ask *Are they waiters?* Elicit *Yes, they are.* Repeat the question and answer for children to repeat in chorus.
- Repeat the same procedure with each picture: Model the question and elicit the answer *Yes, they are* or *No, they aren't.* Then repeat the question and answer for children to repeat in chorus.

### Further practice

Workbook page 51

# Lesson Three CB page 52

Oxford  
iTools  Digital classroom • Unit 7 • Sounds and letters

## Lesson objectives

To recognize the upper- and lower-case forms of the letter *s* and associate them with the sound /s/

To pronounce the sound /s/


## Language

Core: *sofa, sock*

Recycled: *pen, river, sister, lion, sad, mango, nose, hat*

Extra: *there's, snake*

## Materials

CD  84–85; Jobs flashcards 38–42; Phonics cards 37–38 (Ss sofa, sock)

## Warmer

- Play *What's the picture?* to revise the vocabulary from the previous lesson (see page 21).

## Lead-in

- Draw dotted outlines of the letter *S* and *s* on the board.
- Facing the board, draw the letters in the air as you say the sound /s/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *S* and *s*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 84

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /s/.
- Point to the *S* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *s* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *sofa* and *sock* as you hear the words on the audio.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 84

Listen, trace and point.

/s/  
/s/ sofa  
/s/ sock

Listen and repeat.

/s/  
/s/ sofa  
/s/ sock

## Optional activity

- Put the phonics cards in different places around the class.
- Play the recording again. Children point to the correct card when they hear the word.

## 2 Listen and chant. 85

- Hold up your Class Book and point to the picture of the sock on the sofa. Point to the sock and say *There's a sock ...*

Point to the sofa and say ... *on the sofa*. Point to each word and encourage the class to repeat as a chorus.

- Play the recording for children to listen to the chant.
- Put the phonics cards /s/ *sofa* and /s/ *sock* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

## Transcript 85

Listen and chant.

There's a  
sock on the sofa  
sock on the sofa  
sock on the sofa  
/s/ /s/ /s/  
(Repeat)

## 3 Stick. Then circle the beginning s sound and say.

- Hold up your Class Book and point to the picture of the sock on the sofa. Point to the lower-case *s* and elicit /s/.
- Say *Let's stick the sticker*. Hold up the *s* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /s/*. Trace the circle with your finger as you say the word *circle*. Point and say /s/ – *sock*. Children repeat in chorus.
- Repeat with *sofa*.
- Give children enough time to draw a circle around the corresponding letter in blue.

## 4 Circle the words that begin with Ss.

- Hold up your Class Book and point to each of the words in turn. Say the initial sound and then the word. Encourage the children to say the sounds and words with you.
- Point to the example and say *Circle the words that begin with the letter s*. Trace the example circle as you say the word *circle*. Explain that you only want the *s* at the beginning of the word not in the middle.
- Give children enough time to draw a circle around the letter *s* at the beginning of the words *sock, sister, sad* and *snake*.
- Check the answers with the class.

## Further practice

Workbook page 52

Handwriting, Workbook page 70

Handwriting practice, PMB page 16

 Student MultiROM • Unit 7 • Sounds and letters

## Lesson objectives

To learn the numbers *15* and *16*

To learn the number words *fifteen* and *sixteen*

## Language

Core: *15, 16, fifteen, sixteen*

Recycled: *1–14, one – fourteen, count, hat, builders, pupils*

Extra: *In a row, Let's go*

## Materials

CD  86–87

## Warmer

- Play numbers *Bingo* to revise the numbers *1* to *14*. Children draw a grid, three by three. Call out the numbers in any order. (see page 21).

## Lead-in

- Write *1* to *14* on the board. Count them in sequence and encourage the class to count with you. Add *15* and *16* to the list. Point to each number and model the words for children to repeat.
- Draw dotted outlines of the numbers *15* and *16* on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 86

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers *15* and *16* as you hear the words. Clap in time with the audio.
- Trace the number *15* with your finger. Give children enough time to trace the number *15* with their finger in their books.
- Encourage the children to point at the builder helmets as they hear each hammer on the audio.
- Trace the number *16* your finger. Give children enough time to trace the number *16* with their finger in their books.
- Encourage the children to point at the pupils as they hear each school bell on the audio.
- Play the recording again. Point to the numbers in turn and say *15, 16*. Children repeat in chorus.

## Transcript 86

Listen, trace and repeat.

15  
16

## 2 Point and sing. 87

- Point to the picture of the builders' hats. Say *Let's count the hats*. Encourage the children to count with you.
- Point to the picture of the pupils. Say *Let's count the pupils*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.

- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

## Transcript 87

Point and sing.

Fifteen builders	Sixteen pupils
In a row.	In a row.
Let's count the builders	Let's count the pupils
Here we go.	Here we go.
1, 2, 3, 4, 5	1, 2, 3, 4, 5
6, 7, 8, 9, 10	6, 7, 8, 9, 10
11, 12, 13, 14, 15	11, 12, 13, 14, 15, 16
Fifteen builders	Sixteen pupils
In a row.	In a row.

## Optional activity

- Before class, draw a selection of between 8 and 16 objects on one sheet of paper. Repeat with drawings on at least ten sheets of paper e.g. 15 toys, 9 pencils, 12 ducks, etc. Fold each piece of paper four times and put them in a bag.
- In class, children take turns to pick out a piece of paper, identify the object and count them for the class, e.g. *ducks, one, two ...* etc.

## 3 Count and add.

- Hold up your book and point to the group of builders. Say *How many builders?* Encourage the class to count them with you. Say *ten*.
- Trace the number *10* with your finger. Give children time to write the number with a pencil or crayon.
- Say *How many pupils?* Encourage the class to count them with you. Say *five*.
- Trace the number *5* with your finger. Give children time to write the number with a pencil or crayon.
- Demonstrate how to add *10* and *5* by counting on your fingers. Encourage the children to count with you. Point to the box and trace the number *15* with your finger. Give children time to write the number in the box.
- Repeat the stages for the sum below ( $8 + 8 = 16$ )
- Go through the answers with the class and write the answers on the board.

## ANSWERS

$$10 + 5 = 15, 8 + 8 = 16$$

## Optional activity

- Draw some simple sums on the board for children to add. Make sure the totals aren't more than *16*.
- Go through the answers with the class and write them on the board.

## Further practice

Workbook page 53

 Student MultiROM • Unit 7 • Numbers

## Skills development

To recognize the upper and lower-case forms of the letters *t* and *u* and associate them with the sounds /t/ and /ʌ/

To pronounce the sounds /t/ and /ʌ/

## Language

Core: *towel, turtle, umbrella, up*

Recycled: *It has got*

Extra: *goes*

## Materials

CD 88–89; Phonics cards 39–42 (Tt towel, turtle, Uu umbrella, up)

## Warmer

- Play a clapping game to revise numbers 1 to 16. Clap a number for children to guess.
- Children take turns to come to the front of the class, whisper a number to you and clap it for the class to guess.

## Lead-in

- Draw dotted outlines of the letter *T* and *t* on the board.
- Facing the board, draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Repeat the procedure for the letter *U* and *u*.
- Draw more dotted outlines of the letter *T* and *t*, *U* and *u* on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 88

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /t/. Point to the letters *T* and *t*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *towel* and *turtle*.
- Repeat the process with the sound /ʌ/, the letters *U* and *u*, and the words *umbrella* and *up*.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 88

Listen, trace and point.

/t/  
/t/ towel  
/t/ turtle  
/ʌ/  
/ʌ/ umbrella  
/ʌ/ up

Listen and repeat.

/t/  
/t/ towel  
/t/ turtle  
/ʌ/  
/ʌ/ umbrella  
/ʌ/ up

## 2 Listen and chant. 89

- Hold up your Class Book. Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 39–42 (*towel, turtle, umbrella, up*) when you hear the words.

- Play the chant again, pausing after each line for children to repeat.
- Play once more all the way through for children to repeat as they listen.

## Transcript 89

Listen and chant.

Look at the turtle.  
It has got a towel.  
/t/, /t/, /t/  
/t/, /t/, /t/  
(Repeat)

Look at the umbrella.  
It goes up, up, up.  
/ʌ/, /ʌ/, /ʌ/  
/ʌ/, /ʌ/, /ʌ/

## Optional activity

- Divide the class into two groups. Give two children in group 1 the phonics cards /t/ *turtle*, /t/ *towel*, and two children in group 2 the cards /ʌ/ *umbrella* and /ʌ/ *up*.
- Play the chant again. Each group sings their own verse, and the children in each group hold up their phonics cards as they hear the words.

## 3 Stick and say.

- Hold up your Class Book and point to the picture of the turtle with the towel.
- Say *Let's stick the stickers*. Hold up the *t* sticker. Say the sound /t/.
- Put it in the box. Say /t/ – *towel*. Children copy and repeat in chorus.
- Children put the *u* and *s* stickers in the correct boxes. Go around the class and check.

## 4 Circle the letters *Tt* and *Uu*.

- Hold up phonics cards *t* and *u* and say the letter sounds /t/ and /u/ for children to repeat.
- Point to the example and say *Circle the letter t*. Trace the circle with your finger as you say the word *circle*.
- Children find other examples of the letter *t* and draw circles.
- Point to the letter *u* in *umbrella*. Say *Circle the letter u*. Trace a circle again as you say the word *circle*.
- Children find other examples of the letter *u* and draw circles. Go around the class and check.

## Optional activity

- Write these numbers on the board: *two, three, eight, ten, twelve, thirteen, fourteen, fifteen, sixteen*.
- Ask individual children to come to the board, point to a number and circle the letter *t* in each number.

## Further practice

Workbook page 54

Handwriting, Workbook page 70

Handwriting practice, PMB page 16

Student MultiROM • Unit 7 • Sounds and letters

**Skills development**

- To recognize and identify words
- To read simple sentences
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

**Language**

Recycled: vocabulary and structures from the unit

**Materials**

CD 83, 90; Jobs flashcards 38–42

**Warmer** 83

- Play the song from Lesson 2 to revise the vocabulary for this lesson.

**Lead-in**

- Give Jobs flashcards 38–42 to five pairs of children.
- Each pair takes it in turn to stand up, and give their flashcard to a third child. The children take it in turns to ask the third child *Are they (teachers)?* The child answers truthfully *Yes, they are* or *No, they aren't* until the questioner discovers the correct job.

**1 Listen and read.** 90

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to point to the dialogue as they hear the words.
- Say each line for children to repeat in chorus. Encourage them to follow the words in their books.

**Transcript 90****Listen.**

Frame 1

**Billy** What are they?**Rosy** They're builders.**Billy** Builders. Builders.

Frame 2

**Billy** Are they builders?**Rosy** No, they aren't. They're pupils.**Billy** Pupils. Pupils.

Frame 3

**Billy** Are they pupils?**Rosy** Yes, they are.

Frame 4

**Billy** Look. They're pupils. Hello, pupils! Hello, pupils!**Rosy** No, Billy. Shh. They're teachers!**Optional activity**

- Play *Match* to practise the vocabulary from the lesson (see page 20).

**2 Read and say.**

- Write *Are they ... ?* on the board. Place the *builder* picture card next to the words *Are they*.
- Point to each word and read slowly to elicit the full sentence *Are they builders?*
- Write the jobs words across the top of the board.
- Say *Point to 'builders'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue in this way until you have practised all the jobs words.
- Point to the sentences in each frame and read them with the class.
- Ask one or two individual children to read a sentence to the class.

**Optional activity**

- Play a miming game. Children take it in turns to come to the front of the class and mime one of the jobs.
- The class guesses the job and calls out the word.

**3 Listen again and repeat. Act.** 90

- Play the recording once all the way through.
- Play the recording again pausing after each line for children to listen and repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mum. If the class doesn't divide exactly some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practise acting the story. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song.
- Children mime the actions as they sing.

**Story actions**

- Picture 1: Billy is pointing. Mum is pushing the pushchair. Rosy is indicating with her hand.
- Picture 2: Rosy has her hand over her mouth because she's laughing. Billy is pointing. Tim is shaking his head. Mum is pushing the pushchair
- Picture 3: Billy is pointing. Rosy is nodding her head. Mum and Tim are smiling.
- Picture 4: Billy is waving. Rosy is saying *shh*. Mum and Tim are shaking their heads.

**Further practice**

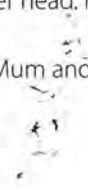
Workbook page 55

Values worksheet, PMB page 17

Unit 7 test, Testing and Evaluation Book page 18


Student MultiROM • Unit 7 • Grammar

Student MultiROM • Listen at home • Track 43 (Words and phrases), Tracks 45, 47 (Songs), Tracks 46, 48 (Phonics)





## Lesson One CB page 56

Oxford  
iTools  Digital classroom • Unit 8 • Words


### Lesson objectives

- To learn job words
- To practise job words in the form of a chant

### Language

Core: *jumper, shirt, jacket, hat, belt*  
Recycled: *blue, green, red, white, black*

### Materials

CD  91–92; Colours flashcards 6–10; Clothes flashcards 43–47

### Warmer

- Begin the class by playing the *Hello* song to introduce the lesson.
- Play *Snap!* with Colours flashcards 6–10 to revise the colours needed for this lesson and to energize the class (see page 19).

### Lead-in

- Use Clothes flashcards 43–47 to introduce the vocabulary for this lesson.
- Hold them up one at a time and say the words for children to repeat in chorus.
- Give the flashcards to five children. They take it in turns to stand up and show their card for the class to shout out the word.

### 1 Listen, point and repeat. 91

- Say *Open your books* and model the action for children to copy. Point to the clothes pictures.
- Play the first part of the recording (*Listen and point*). Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

### Transcript 91

#### Listen and point.

hat, belt, shirt, jacket, jumper  
jacket, jumper, shirt, belt, hat

#### Listen and repeat.

jumper, shirt, jacket, hat, belt

### 2 Listen and chant. 92

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.

- Play the chant a second time for children to say the words.
- Demonstrate an action for each word: *jumper* (pull on a jumper); *hat* (put on a hat); *belt* (fasten a belt); *jacket* (put on a jacket); *shirt* (button a shirt)
- Divide the class into groups of five. Give each group a word from the chant.
- Say the chant with the class and do the actions for children to copy.
- Each group says their line in time with the audio.

### Transcript 92

#### Listen and chant.

jumper, jumper  
hat and belt  
jacket, jacket  
shirt and hat  
(Repeat)

### Optional activity

- Play the recording again. Children imagine they are wearing all the clothes named in the chant. They point to each item of clothing as they say the words.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to a jumper and say *It's a jumper. It's red.*
- Repeat with different clothes and encourage the children to say the clothes and the colours with you.
- Say *Let's stick the stickers.* Take the *jumper* sticker and show it to the class. Say *jumper* and stick it on the caption box. If necessary, go through the words in Exercise 2 to remind children of how the words look.
- Children copy you and place all the stickers in the correct caption boxes.
- Go around the class and check.

### Optional activity


- Play *Order the letters* to practise spelling the clothes words (see page 20).

### Further practice

Workbook page 56

 Student MultiROM • Unit 8 • Words

# Lesson Two CB page 57

Oxford  
iTools  Digital classroom • Unit 8 • Grammar and song

## Lesson objectives

To say the sentence *I've got (a jacket)*.


To sing a song

## Language

Core: *I've got a (hat)*.

Recycled: *blue, green, red, white*

## Materials

CD  92, 93; Colours flashcards 6–10; Clothes flashcards 43–47

## Warmer 92

- Play the Clothes chant from Lesson 1 to revise the vocabulary from the previous lesson.

## Lead-in

- Play *What have I got?* to present the structure of the lesson (see page 19). Use the structure *I've got* instead of *What have I got?*

## 1 Look and say.

- Hold up your Class Book and point to the *Let's learn!* box. Read the sentence *I've got a jacket*. Point to your jacket, or hold up the flashcard as you say the word. Children repeat in chorus.
- Read the second sentence *I've got a jumper*. Point to your jacket, or hold up the flashcard as you say the word. Children repeat in chorus.
- Ask individual children to stand up and say a sentence for the class.

## 2 Listen and sing. 93

- Hold up your book. Point to the first picture of the children in Exercise 2. Say *I've got a* and elicit *hat*.
- Play the recording all the way through. Children listen as you sing along. Repeat the actions they learnt in Lesson 1.
- Play the recording again. As you sing, point to the pictures in the book and do the actions.
- Play the recording again for the children to sing the song, and do the actions.

## Transcript 93

### Listen and sing.

I've got a shirt.

I've got a shirt.

It's green. It's green.

It's a green shirt.

I've got a jumper.

I've got a jumper.

It's blue. It's blue.

It's a blue jumper.

I've got a hat.

I've got a hat.

It's red. It's red.

It's a red hat.

I've got a belt.

I've got a belt.

It's white. It's white.

It's a white belt.

## Optional activity

- Tell children you are going to sing a different version of the song. Explain that you are going to change some of the clothes and colour words using the flashcards.
- Sing the song again. Using Clothes and Colours flashcards, hold up different flashcards in place of the clothes and colour words in the song, e.g. *I've got a [jacket]. ... It's a [black] jacket*.
- Children sing the new words based on the flashcards they see.

## Optional activity

- Play *Word chain* to revise the clothes vocabulary (see page 19).

## 3 Point and say.

- Hold up Clothes flashcard 43 and say *I've got a jumper*. Give the flashcard to a child to do the same.
- Point to the picture of the girl with the hat. Say *I've got a* and elicit *hat*. Point to each of the pictures in turn and model the sentence for children to repeat in chorus.
- Ask individual children to point to a picture and say the sentence for the class.

## Further practice

Workbook page 57



# Lesson Three CB page 58

Oxford **iTools** Digital classroom • Unit 8 • Sounds and letters

## Lesson objectives

To recognize the upper- and lower-case forms of the letter *v* and associate them with the sound /v/

To pronounce the sound /v/

## Language

Core: *violin, vase*

Extra: *I've got a, Victor, Vicky*

## Materials

CD 94–95; Clothes flashcards 43–47; Phonics cards 43–44 (Vv violin, vase)

## Warmer

- Play *A long sentence* using the structure *I've got* to revise the vocabulary and structure from the previous lesson (see page 21).

## Lead-in

- Draw dotted outlines of the letter *V* and *v* on the board.
- Facing the board, draw the letters in the air as you say the sound /v/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *V* and *v*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 94

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /v/.
- Point to the *V* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *v* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *violin* and *vase* as they appear on the audio.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 94

Listen, trace and point.

/v/  
/v/ violin  
/v/ vase

Listen and repeat.

/v/  
/v/ violin  
/v/ vase

## Optional activity

- Demonstrate an action for the words: *violin* (play the violin), *vase* (make the shape with both hands).
- Play the recording again. Children do the action when they hear the word.

## 2 Listen and chant. 95

- Hold up your Class Book and point to the picture of the boy with the violin. Point to yourself and say *I'm* (your name). Then point to the boy and say *I'm Victor*. Point to the violin and say ... *I've got a violin*. Point to Vicky and do the same. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /v/ *violin* and /v/ *vase* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Place the chant once more all the way through for children to repeat as they listen.

## Transcript 95

Listen and chant.

I'm Victor.	I'm Vicky.
I've got a violin.	I've got a vase.
/v/, /v/, /v/	/v/, /v/, /v/
I've got a violin.	I've got a vase.

## 3 Stick. Then circle the beginning v sound and say.

- Hold up your Class Book and point to the pictures of Victor with a violin, and Vicky with a vase. Point to the upper-case *V* and elicit /v/.
- Say *Let's stick the sticker*. Hold up the *V* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /v/*. Trace the circle with your finger as you say the word *circle*. Point and say /v/ – *Victor, Vicky*. Children repeat in chorus.
- Repeat with lower-case *v* and *violin, vase*.
- Give children enough time to draw a circle around the corresponding letter in blue.

## Optional activity

- Give Clothes flashcards 43–47 to five different children.
- Children look at their cards but don't show them to the class. They say *I've got a ...* and then the sound that the word begins with, e.g. /h/ (*hat*). Children guess the word. In the case of *shirt* model the sound /ʃ/ as the example.

## 4 Join the letter Vv. Help Victor find the violin.

- Point to the picture of Victor on the left of the page and the picture of the violin on the right.
- Point to the example line. Say *Join the letter v*. Trace the line from Victor to the letter *v* with your finger.
- Point to the next letter *v* in the bottom line and continue tracing the line with your finger.
- Children find the letters *V* and *v* and join them with a continuous line until they reach the picture of the violin.
- Go around the class and check.

## Further practice

Workbook page 58

Handwriting, Workbook page 70

Handwriting practice, PMB page 18

Student MultiROM • Unit 8 • Sounds and letters

**Lesson objectives**

To learn the numbers *17* and *18*

To learn the number words *seventeen* and *eighteen*

**Language**


Core: *17, 18, seventeen, eighteen*

Recycled: *1–16, one – sixteen, count, Look at, How many? belts, hats*

Extra: *big, small*

**Materials**


CD  95–97

**Warmer**  95

- Play the chant from Lesson 3 to revise the /v/ sound and to energize the class.

**Lead-in**

- Write *1* to *16* on the board in random order. Ask individual children to come to the board in turn to write and say the numbers in sequence.
- Draw dotted outlines of the numbers *17* and *18* on the board and demonstrate how to write them. Children draw the numbers in the air.

**1 Listen, trace and repeat.**  96


- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers *17* and *18* as you hear the words.
- Trace the number *17* with your finger. Give children enough time to trace the number *17* with their finger in their books.
- Encourage the children to tap their desks in time with each violin string pluck.
- Trace the number *18* with your finger. Give children enough time to trace the number *18* with their finger in their books.
- Encourage the children to tap their desks in time with each bell ring.
- Play the recording again. Point to the numbers in turn and say *17, 18*. Children repeat in chorus.

**Transcript 96**

**Listen, trace and repeat.**

17

18

**2 Point and sing.**  97

- Point to the picture of the belts. Say *Let's count the belts*. Encourage the children to count with you.
- Point to the picture of the hats. Say *Let's count the hats*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.

- Play the recording again for the children to sing the song.

**Transcript 97**

**Point and sing.**

Look at the belts.	Look at the hats.
Big and small.	Big and small.
How many belts?	How many hats?
Count them all.	Count them all.
1, 2, 3, 4, 5	1, 2, 3, 4, 5
6, 7, 8, 9, 10	6, 7, 8, 9, 10
11, 12, 13, 14, 15	11, 12, 13, 14, 15
16, 17	16, 17, 18
Seventeen belts.	Eighteen hats.
Big and small.	Big and small.

**Optional activity**

- Individual children say the numbers *1* to *18* around the class in a word chain. The children saying even numbers clap when they say their number and those saying odd numbers stamp.

**Optional activity**

- Write numbers *1* to *18* in both words and numbers in random and jumbled order on the board. Invite children in turn to come to the board and draw a matching line between a number (*11*) and a word (*eleven*).

**3 Circle and say. 17 jumpers, 18 shirts.**

- Hold up your book and point to the picture of the jumpers. Say *Circle seventeen jumpers*. Draw a circle around the example as you say the word *circle*.
- Give children enough time to look at the picture and draw circles around seventeen jumpers. Make sure they understand that they have to count seventeen jumpers and not circle all of them. Monitor and help if necessary.
- Point to the shirts. Say *Circle eighteen shirts*.
- Give children enough time to look at the picture and draw circles around eighteen shirts. Monitor and help if necessary.
- Go through the answers with the class.

**Optional activity**

- Play *Find your partner* to practise numbers *1–18*, depending on the size of your class (see page 20). Assign consecutive numbers to pairs of children around the class, and ask them to write the number on a separate piece of paper, which they fold four times. Take in the papers, shuffle them and then distribute them at random. Play the game.

**Further practice**

Workbook page 59

 Student MultiROM • Unit 8 • Numbers

## Skills development

To recognize the upper- and lower-case forms of the letters *w* and *x* and associate them with the sounds /w/ and /ks/

To pronounce the sounds /w/ and /ks/

## Language

Core: *woman, wall, box, fox*

Recycled: *What's this?*

## Materials

CD 98–99; Phonics cards 45–48 (Ww woman, wall, Xx box, fox)

## Warmer

- Write some simple sums ( $6 + 6 =$ ) on the board for children to solve.
- Children take turns to come to the front of the class, and do the sums.

## Lead-in

- Draw dotted outlines of the letter *W* and *w* on the board.
- Facing the board, draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Repeat the procedure for the letter *X* and *x*.
- Draw more dotted outlines of the letter *W* and *w*, *X* and *x* on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 98

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /w/. Point to the letters *W* and *w*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *woman* and *wall*.
- Repeat the process with the sound /ks/, the letters *X* and *x*, and the words *box* and *fox*.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 98

### Listen, trace and point.

/w/  
/w/ woman  
/w/ wall  
/ks/  
/ks/ box  
/ks/ fox

### Listen and repeat.

/w/  
/w/ woman  
/w/ wall  
/ks/  
/ks/ box  
/ks/ fox

## Optional activity

- Two children come to the front of the class. Give each a phonics cards /w/ *woman* and /x/ *fox*.
- Play the chant again. Each child hold ups their phonics cards as they hear the sounds.

## 2 Listen and chant. 99

- Hold up your Class Book. Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 45–48 (*woman, wall, box, fox*) when you hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Play once more all the way through for children to repeat as they listen.

## Transcript 99

### Listen and chant.

What's this?  
What's this?  
/w/, /w/, /w/  
It's a wall.  
A wall.  
A woman by a wall.

What's this?  
What's this?  
/ks/, /ks/, /ks/  
It's a box.  
A box.  
A fox in a box.

## Optional activity

- Divide the class into two groups. Give each group a verse to sing. Play the chant again. Each group sings their own verse.

## 3 Stick and say.

- Hold up your Class Book and point to the picture of the woman by the wall.
- Say *Let's stick the stickers*. Hold up the *w* sticker. Say the sound /w/.
- Put it in the box. Say /w/ – *woman*. Children copy and repeat in chorus.
- Children put the *x* and *v* stickers in the correct boxes. Go around the class and check.

## 4 Circle the letters Ww and Xx.

- Hold up phonics cards *w* and *x* and say the letter sounds /w/ and /x/ for children to repeat.
- Point to the example and say *Circle the letter w*. Trace the circle with your finger as you say the word *circle*.
- Children find other examples of the letter *w* and draw circles.
- Point to the letter *x* in *box*. Say *Circle the letter x*. Trace a circle again as you say the word *circle*.
- Children find other examples of the letter *x* and draw circles. Go around the class and check.

## Further practice

Workbook page 60

Handwriting, Workbook page 70

Handwriting practice, PMB page 18

Student MultiROM • Unit 8 • Sounds and letters

**Skills development**

To recognize and identify words


To read simple sentences

To develop listening skills by listening to a short story

To revise and consolidate language introduced in the unit

**Language**


Recycled: vocabulary and structures from the unit

**Materials**CD  93, 100; Clothes flashcards 43–47**Warmer**  93

- Play the song from Lesson 2 to revise the vocabulary for this lesson.

**Lead-in**

- Play *Musical cards* with Clothes flashcards 43–47 to practise the structure for this lesson (see page 19). Use the structure *I've got* when you stop the music.

**1 Listen and read.**  100

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to point to the dialogue as they hear the words.
- Say each line for children to repeat in chorus. Encourage them to follow the words in their books.

**Transcript 100****Listen.**

Frame 1

**Grandma** Rosy, Tim, Billy. New clothes!**Rosy** I've got a jumper. Thanks, Grandma.

Frame 2

**Tim** I've got a jacket. Thank you.**Rosy** And I've got a hat.

Frame 3

**Billy** Look. I've got a hat. I've got a hat.**Rosy** A hat?

Frame 4

**Mum** It isn't a hat! It's a shirt!**Optional activity**

- Give the Clothes flashcards 43–47 to five children. They take it in turns to stand up with the flashcard hidden behind their back. Children take turns to ask questions using the structure *Is it a (hat)?* Children respond *No, it isn't a (hat)* and finally *Yes, it's a (jumper)* when they've been asked the correct question.


**2 Read and say.**

- Write *I've got a ...* on the board. Place the jumper picture card next to the words *I've got a*.
- Point to each word and read slowly to elicit the full sentence *I've got a jumper*.

- Write the clothes words from the top of the board.
- Say *Point to 'jumper'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue in this way until you have practised all the clothes words.
- Point to the sentences in each frame and read them with the class.
- Ask one or two individual children to read a sentence to the class.

**Optional activity**


- Divide the class into two teams and play *Smiley face* (see page 21) to practise the vocabulary for this lesson.

**3 Listen again and repeat.** **Act.**  100

- Play the recording once all the way through.
- Play the recording again pausing after each line for children to listen and repeat.
- Divide the class into groups of five to play the parts of Rosy, Tim, Billy, Grandma and Mum. If the class doesn't divide exactly some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practise acting the story. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song.
- Children mime the actions as they sing.

**Story actions**

- Picture 1: Grandma is holding up some clothes. Mum is smiling. Rosy is holding up a jumper. Billy is crawling. Tim is pointing.
- Picture 2: Tim is holding up a jacket. Grandma and Mum are smiling. Rosy is putting a hat on her head. Billy is waving his arms in the air.
- Picture 3: Billy is putting something on his head. Rosy looks puzzled. Mum and Tim are smiling. Grandma is sitting down.
- Picture 4: Billy has his hand over his mouth. Rosy and Tim are laughing. Mum is holding up a shirt. Grandma is shaking her head.

**Further practice****Workbook page 61****Values worksheet, PMB page 19****Unit 8 test, Testing and Evaluation Book page 20** **Student MultiROM • Unit 8 • Grammar** **Student MultiROM • Listen at home • Track 49 (Words and phrases), Tracks 51, 53 (Songs), Tracks 52, 54 (Phonics)**

## Lesson One CB page 62

Oxford  Digital classroom • Unit 9 • Words


### Lesson objectives

- To learn food words
- To practise food words in the form of a chant

### Language

Core: *raisins, plums, crisps, cakes, milkshake*  
 Recycled: *apple, egg, lollipop, mango, orange*

### Materials

CD  101, 102; Clothes flashcards 43–47; Food and drink flashcards 48–52; Phonics cards 1, 9, 24, 26, 29 (Aa apple, Ee egg, Ll lollipop, Mm mango, Oo orange)

### Warmer

- Begin the class by playing the *Hello* song to introduce the lesson.
- Play *Slow Reveal* with Clothes flashcards 43–47 to revise the vocabulary from the previous lesson (see page 20).

### Lead-in

- Use Food and drink flashcards 48–52 to introduce the vocabulary for this lesson. Use phonics flashcards to revise *apple, egg, mango, lollipop* and *orange* at the same time.
- Hold them up one at a time and say the words for children to repeat in chorus.
- Hide the flashcards behind your back. Bring them out one by one. Children guess the word and shout out suggestions. Turn the card around when they have guessed correctly.

### 1 Listen, point and repeat. 101

- Say *Open your books* and model the action for children to copy. Point to the Food and drink pictures.
- Play the first part of the recording (*Listen and point*). Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.
- Identify the apples, eggs, lollipops, mangoes and oranges in the picture and use the phonics cards to revise the words in the same way.

### Transcript 101

#### Listen and point.

cakes, milkshake, raisins, plums, crisps  
 raisins, cakes, milkshake, crisps, plums

#### Listen and repeat.

raisins, plums, crisps, cakes, milkshake

### 2 Listen and chant. 102

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Demonstrate an action for each word: *raisins* (eat with finger and thumb), *plums* (bite like an apple), *crisps* (snap teeth together), *cakes* (rub your tummy), *milkshake* (drink with a straw).
- Divide the class into groups of five. Give each group a word from the chant.
- Say the chant with the class and do the actions for children to copy.
- Each group says their line in time with the audio.

### Transcript 102

#### Listen and chant.

Raisins, plums  
 Raisins, plums  
 Crisps, cake  
 Crisps, cake  
 Milkshake, raisins  
 Milkshake, raisins

### Optional activity

- Divide the class into five groups: *raisins, plums, crisps, cake,* and *milkshake*. Play the chant again. Each group says their own word. Repeat the chant at different speeds.

### 3 Point and say. Stick the stickers.

- Hold up your book and point to the picture. Point to the plums and say *plums*.
- Repeat with different food and drink words and encourage the children to say the words with you.
- Say *Let's stick the stickers*. Take the *plums* sticker and show it to the class. Say *plums* and stick it on the caption box. If necessary, go through the words in Exercise 2 to remind children of how the words look.
- Children copy you and place all the stickers in the correct caption boxes.
- Go around the class and check.

### Optional activity


- Divide the class into two teams and play a spelling game. Write a food or drink word (including the phonics food words) on the board with one of the letters missing. Hold up the relevant card. Children shout out the word and the missing letter sound.
- Teams take it in turns. Award a point for each correct answer.

### Further practice

Workbook page 62

 Student MultiROM • Unit 9 • Words

## Lesson Two CB page 63

Oxford  Digital classroom • Unit 9 • Grammar and song

### Lesson objectives

To say the sentences *I like (raisins). I don't like (crisps).*


To sing a song

### Language

Core: *I like (plums). I don't like (raisins).*

Extra: *yum, yuk*

### Materials

CD  103; Food and drink flashcards 48–52

### Warmer

- Play *Word chain* to revise the vocabulary from the previous lesson (see page 19).

### Lead-in

- Use the flashcards to present and practise the structure. Hold up a flashcard and rub your tummy. Say *I like (plums).*
- Hold up another flashcard and make a face. Say *I don't like (raisins).* Practise with the class.
- Now draw a smiley face and hold up a flashcard. Don't say anything but elicit the complete sentence. Do the same with a sad face and repeat.

### 1 Look and say.

- Hold up your Class Book and point to the *Let's learn!* box. Read the sentence *I like raisins.* Hold up the flashcard as you say the word. Children repeat in chorus.
- Read the second sentence *I don't like crisps.* Hold up the flashcard as you say the word. Children repeat in chorus.
- Ask individual children to stand up and say a sentence for the class.

### Optional activity

- Play *What's the picture?* with Food and drink flashcards 48–52 to practise and reinforce the words (see page 21).

### 2 Listen and sing. 103

- Hold up your book. Point to the first picture of the girl in Exercise 2. Say *I don't like* and elicit *cake*.
- Play the recording all the way through. Children listen as you sing along. Repeat the actions they learnt in Lesson 1.
- Play the recording again. As you sing, point to the pictures in the book and do the actions.
- Play the recording again for the children to sing the song, and do the actions.

### Transcript 103

#### Listen and sing.

Raisins, raisins

I like raisins.

Yum, yum, yum

Yum, yum, yum

Cakes, cakes  
I don't like cakes.

Yuk, yuk, yuk

Yuk, yuk, yuk

Plums, plums

I like plums.

Yum, yum, yum

Yum, yum, yum

Milkshakes, milkshakes

I don't like milkshakes.

Yuk, yuk, yuk

Yuk, yuk, yuk

### Optional activity

- Write the food and drink words on the board and do a class survey. Each child stands up and says truthfully a food they like and one they don't like.
- Find out which is the most and least popular food in the class.

### 3 Point and say.

- Hold up flashcard 51 and say *I like cake*. Give the flashcard to a child to do the same.
- Point to the picture of the girl holding an apple. Say *I don't like* and elicit *apples*.
- Point to each of the pictures in turn and model the sentence for children to repeat in chorus.
- Ask individual children to point to a picture and say the sentence for the class.

### Further practice

**Workbook page 63**



# Lesson Three CB page 64

Oxford Digital classroom • Unit 9 • Sounds and letters

## Lesson objectives

To recognize the upper- and lower-case forms of the letter *y* and associate them with the sound /j/

To pronounce the sound /j/

## Language

Core: *yogurt, yo-yo*

Recycle: *umbrella, yes, nose, girl, juice, you, panda*

Extra: *I like, yellow*

## Materials

CD 104–105; Food and drink flashcards 48–52; Phonics cards 49, 50 (Yy yo-yo, yogurt); Sounds and letters poster

## Warmer

- Use the Sounds and letters poster to revise the letter sounds /p/–/ks/.
- Children take it in turns to come to the front of the class. Point to the pictures for letters *p* to *x* in turn for each child to say.
- Alternatively say a sound and the child points to a corresponding word.

## Lead-in

- Draw dotted outlines of the letter *Y* and *y* on the board.
- Facing the board, draw the letters in the air as you say the sound /j/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *Y* and *y*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 104

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /j/.
- Point to the *Y* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *y* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *yogurt* and *yo-yo* as they appear on the audio.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 104

Listen, trace and point.

/j/  
/j/ yogurt  
/j/ yo-yo

Listen and repeat.

/j/  
/j/ yogurt  
/j/ yo-yo

## Optional activity

- Play the recording again. When children hear *yogurt* they tap the desk. When they hear *yo-yo* they clap.

## 2 Listen and chant. 105

- Hold up your Class Book and point to the picture of the girl. Point to yourself and rub your tummy. Say *I like yogurt*. Point to the boy and say ... *I like my yo-yo*. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /j/ *yogurt* and /j/ *yo-yo* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

## Transcript 105

Listen and chant.

I like yogurt	I like my yo-yo
/j/ /j/ /j/	/j/ /j/ /j/
I like yogurt	I like my yo-yo
/j/ /j/ /j/	/j/ /j/ /j/

## 3 Stick. Then circle the beginning *y* sound and say.

- Hold up your Class Book and point to the pictures of the girl with the yogurt, and the boy with the yo-yo. Point to the lower-case *y* and elicit /j/.
- Say *Let's stick the sticker*. Hold up the *y* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /j/*. Trace the circle with your finger as you say the word *circle*. Point and say /j/ – *yogurt*. Children repeat in chorus.
- Repeat with *yo-yo*.
- Give children enough time to draw a circle around the corresponding letter in blue.

## Optional activity

- Play the chant again. When children hear the /j/ sound they draw a lower-case letter *y* in the air with their finger.
- At the end of the chant write *yogurt* and *yo-yo* on the board in jumbled letters. Elicit the correct spelling by inviting individual children to come to the board and write a letter each until they have spelt the word correctly.

## 4 Circle the words that begin with *Yy*.

- Hold up your Class Book and point to each of the words in turn. Say the initial sound and then the word. Encourage the children to say the sounds and words with you.
- Point to the example and say *Circle the words that begin with the letter y*. Trace the example circle as you say the word *circle*. Explain that you only want the *y* at the beginning of the word not in the middle.
- Give children enough time to draw a circle around the letter *y* at the beginning of the words *yes, yo-yo, yogurt* and *you*.
- Check the answers with the class.

## Further practice

Workbook page 64

Handwriting, Workbook page 70

Handwriting practice, PMB page 20

Student MultiROM • Unit 9 • Sounds and letters

## Lesson objectives

To learn the numbers 19 and 20

To learn the number words *nineteen* and *twenty*

## Language

Core: 19, 20, *nineteen*, *twenty*

Recycled: 1–18, *one* – *eighteen*, *count*, *cakes*, *plums*, *crisps*

## Materials

CD 105–107

### Warmer 105

- Play the chant from Lesson 3 to revise the /j/ sound and to energize the class.

### Lead-in

- Draw groups of dots to represent numbers from 2 to 18 to revise the numbers. Children count the dots and say the numbers. They then take turns to come to the board to write the number next to the dots.
- Draw dotted outlines of the numbers 19 and 20 on the board and demonstrate how to write them. Children draw the numbers in the air.

### 1 Listen, trace and repeat. 106

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 19 and 20 as you hear the words.
- Trace the number 19 with your finger. Give children enough time to trace the number 19 with their finger in their books.
- Encourage the children to mime eating crisps as they hear each crisp noise on the audio.
- Trace the number 20 with your finger. Give children enough time to trace the number 20 with their finger in their books.
- Encourage the children to tap on the desk for each beep noise on the audio.
- Play the recording again. Point to the numbers in turn and say 19, 20. Children repeat in chorus.

### Transcript 106

Listen, trace and repeat.

19

20

### 2 Point and sing. 107

- Point to the picture of the plums. Say *Let's count the plums*. Encourage the children to count with you.
- Point to the picture of the cakes. Say *Let's count the cakes*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

### Transcript 107

Point and sing.

Twenty cakes in a row  
Here comes a big bird! Oh, no!  
Yum, yum, yum, yum, yum, yum  
It eats a cake from the row.

Nineteen cakes in a row  
Here comes a big bird! Oh, no!  
Yum, yum, yum, yum, yum, yum  
It eats a cake from the row.

Eighteen cakes in a row  
Here comes a big bird! Oh, no!  
Yum, yum, yum, yum, yum, yum  
It eats a cake from the row.

(Repeat for seventeen and sixteen)

Fifteen cakes in a row  
Here comes a big bird! Oh, no!  
Yum, yum, yum, yum, yum, yum  
It eats ALL the cakes from the row.

### Optional activity

- Individual children say the numbers 1 to 20 around the class in a word chain. The children saying even numbers clap when they say their number and those saying odd numbers stamp.

### 3 Count and take away.

- Hold up your book and point to the crisps. Say *How many crisps?* Encourage the class to count them with you. Say 19.
- Trace the number 19 with your finger. Give children time to write the number with a pencil or crayon.
- Say *How many oranges?* Encourage the class to count them with you. Say *twenty*.
- Trace the number 20 with your finger. Give children time to write the number with a pencil or crayon.
- Demonstrate how to subtract 4 from 19 by counting on your fingers. Encourage the children to count with you. Point to the box and trace the number 15 with your finger. Give children time to write the number in the box.
- Repeat the stages for the sum below ( $20 - 3 = 17$ )
- Go through the answers with the class and write the answers on the board.

### ANSWERS

19 - 4 = 15, 20 - 3 = 17

### Optional activity

- Play *Forwards and backwards* to practise numbers 1–20 (see page 21).

### Further practice

Workbook page 65

Student MultiROM • Unit 9 • Numbers

# Lesson Five

CB page 66

Oxford  
iTools Digital classroom • Unit 9 • Sounds and letters

## Skills development

To recognize the upper- and lower-case forms of the letter z and associate them with the sound /z/

To pronounce the sound /z/

## Language

Core: zebra, zoo

## Materials

CD 108–109; Phonics cards 51–52 (Zz zebra, zoo)

## Warmer

- Write some simple sums ( $19 - 6 =$ ) on the board for children to solve.
- Children take turns to come to the front of the class, and do the sums.

## Lead-in

- Draw dotted outlines of the letter Z and z on the board.
- Facing the board draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Draw more dotted outlines of the letter Z and z on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 108

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /z/.
- Trace the letters with your finger. Children trace the letters with their fingers in their books (pause the track while they trace, if necessary).
- Continue the recording and point to the words *zebra* and *zoo*.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 108

Listen, trace and point.

/z/  
/z/ zebra  
/z/ zoo

Listen and repeat.

/z/  
/z/ zebra  
/z/ zoo

## 2 Listen and chant. 109

- Hold up your Class Book. Play the recording for children to listen to the chant.
- Play the chant again. Hold up phonics cards 51–52 (zebra, zoo) when you hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Play once more all the way through for children to repeat as they listen.

## Transcript 109

Listen and chant.

Zebras, zebras  
At the zoo.  
/z/ says the zebra  
At the zoo.  
/z/, /z/, /z/  
/z/, /z/, /z/  
(Repeat)

## Optional activity

- Play a spelling game. Write the letters *z e b r a* on five separate sheets of paper. Shuffle them and hand to five children. Children come to the front of the class and rearrange themselves in order to spell the word correctly.
- Repeat with other animal words the children know.

## 3 Stick and say.

- Hold up your Class Book and point to the picture of the zebra.
- Say *Let's stick the stickers*. Hold up the z sticker. Say the sound /z/.
- Put it in the box. Say /z/ – *zebra*. Children copy and repeat in chorus.
- Children put the y and z stickers in the correct boxes. Go around the class and check.

## Optional activity

- Play a writing spelling game. Brainstorm some animals that you would find in a zoo.
- Choose a word and repeat it with the class. Ask individual children to come to the front of the board and write one letter each in order to spell the word on the board.

## 4 Circle the letters Zz.

- Hold up the zebra and zoo phonics cards and say the letter sound /z/ for children to repeat.
- Point to the example and say *Circle the letter z*. Trace the circle with your finger as you say the word *circle*.
- Children find other examples of the letter z and draw circles. Go around the class and check.

## Further practice

Workbook page 66

Handwriting, Workbook page 70

Handwriting practice, PMB page 20

Student MultiROM • Unit 9 • Sounds and letters

**Skills development**

- To recognize and identify words
- To read simple sentences
- To develop listening skills by listening to a short story
- To revise and consolidate language introduced in the unit

**Language**

Recycled: vocabulary and structures from the unit

**Materials**

CD 103, 110; Food and drink flashcards 48–52; PMB page 23 (Cut and make 3) pages and materials (see Teacher's Book page 91)

**Warmer** 103

- Play the song from Lesson 2 to revise the vocabulary for this lesson.

**Lead-in**

- Brainstorm some food words with the class.
- Children take it in turns to tell the class about a food they like or don't like. Children take turns to stand up and say a sentence for the class, e.g. *I don't like plums.*

**1 Listen and read.** 110

- Say *Open your books.* Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to point to the dialogue as they hear the words.
- Say each line for children to repeat in chorus. Encourage them to follow the words in their books.

**Transcript 110****Listen.**

Frame 1

**Rosy** Thanks, Mum. I like raisins.**Billy** I don't like raisins.

Frame 2

**Tim** I like plums.**Billy** I don't like plums.

Frame 3

**Billy** I like cakes. I like cakes.

Frame 4

**Mum** No, Billy. Share the cakes!**Tim** Yes, Billy. I like cakes, too.**Optional activity**

- See instructions for doing PMB Cut and make activity 3 on Teacher's Book page 91.

**2 Read and say.**

- Write *I like ...* on the board. Place the raisins picture card next to the words *I like*.
- Point to each word and read slowly to elicit the full sentence *I like raisins.*

- Write the food and drink words across the top of the board.
- Say *Point to 'raisins.'* When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.
- Continue in this way until you have practised all the food and drink words.
- Point to the sentences in each frame and read them with the class.
- Ask one or two individual children to read a sentence to the class.

**Optional activity**

- Write gapped sentences on the board, e.g. *I \_\_\_\_\_ milkshake.*
- Write *like* and *don't like* in a word box on the board to act as a model. Invite different children to come to the board, and write *like* or *don't like* in the sentence so that it's true for them.

**3 Listen again and repeat. Act.** 110

- Play the recording once all the way through.
- Play the recording again pausing after each line for children to listen and repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy, and Mum. If the class doesn't divide exactly some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practise acting the story. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song.
- Children mime the actions as they sing.

**Story actions**

- Picture 1: Rosy and Tim are eating raisins. Mum is handing Billy a plate. Billy is shaking his head from side to side.
- Picture 2: Tim is eating a plum. Rosy is giving a plum to Billy. Mum is smiling. Billy is shaking his head from side to side.
- Picture 3: Billy is reaching for a cake. Rosy and Tim are eating cakes. Mum is smiling.
- Picture 4: Billy is eating a cake with one hand and reaching for another cake with his other hand. Mum is taking the plate away from him. Tim shaking his head from side to side. Rosy is eating a cake.

**Further practice****Workbook page 67****Values worksheet, PMB page 21****Unit 9 test, Testing and Evaluation Book page 22****Cut and make 3, PMB page 23**

Student MultiROM • Unit 9 • Grammar

Student MultiROM • Listen at home • Track 55 (Words and phrases), Tracks 57, 59 (Songs), Tracks 58, 60 (Phonics)

# Review pages answer key

## Review 1 CB pages 28–29

1 Listen and repeat. Find and circle.  47

### ANSWERS

Children circle the items listed below in the audio script.

### Transcript 47

Listen and repeat.

It's a balloon.

It's a teddy.

It's a plane.

It's a robot.

It's a puppet.

I'm Rosy.

I'm Billy.

I'm Tim.

It's red.

It's green.

It's blue.

It's white.

It's black.

2 Ask and answer.

Different pairs of children ask and answer questions for the class.

3 Match the letter sound to the correct picture.

### ANSWERS

Dd duck, Aa apple, Ff fish, Bb boy, Cc cat, Ee elephant, Gg girl, Ii insect.

4 Point and say.

Individual children point to a picture and say the words for the class.

## Review 2 CB pages 48–49

1 Read and match.

### ANSWERS

(from top left to bottom right) 4, 1, 2, 6, 5, 3

2 Point and say.

Individual children point to a picture and say a sentence using the structures for the class.

3 Match the letter sound to the correct picture.

### ANSWERS

(from top left to bottom right) 5, 2, 1, 3, 9, 4, 8, 6, 7

4 Point and say.

Individual children point to a picture and say the words for the class.

## Review 3 CB pages 68–69

1 Circle the odd-one-out. Write.

### ANSWERS

1 jacket 2 cake 3 18 4 jumper 5 crisps

2 Point and say.

Individual children point to a picture and say a sentence using the structures for the class.

3 Circle the beginning sound.

### ANSWERS

1 u 2 s 3 v 4 z 5 y 6 w

4 Complete the words.

### ANSWERS

1 w 2 y 3 x 4 v 5 s 6 t

# Workbook answer key

## Starter Unit

### Page 4

- 1 Children trace over individual lines.
- 2 Speaking exercise based on Exercise 1.

### Page 5

- 1 1 b  
2 c  
3 a
- 2 Speaking exercise based on Exercise 1.

### Page 6

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 7

- 1 Children trace and write the numbers.
- 2 1 Children draw 1 apple.  
2 Children draw 2 apples.  
3 Children draw 1 apple.

3 1 2 3 4 5 6 7 8 9 10

### Page 8

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 9

Children trace the dotted lines to complete the picture.



- 2 Speaking exercise

## Unit 1

### Page 10

- 1 Children trace over the lines and choose a colour for the bricks.
- 2 Speaking exercise based on Exercise 1.

### Page 11

- 1 1 middle brick  
2 far right bat  
3 middle paint pot  
4 2nd apple from the right  
5 2nd crayon from the left
- 2 Speaking exercise based on Exercise 1.

### Page 12

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 13

- 1 Children trace and write the numbers.
- 2 1 4  
2 3

3 1 2 3 4 5 6 7 8 9 10

### Page 14

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 15

- 1 Children choose a colour for each number and complete the artwork accordingly.
- 2 Speaking exercise based on Exercise 1.

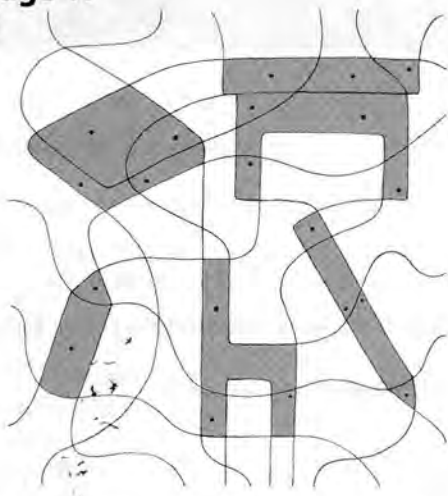
## Unit 2

### Page 16

- 1 Children trace over the lines.
- 2 Speaking exercise based on Exercise 1.

## Page 17

1



2 Speaking exercise based on Exercise 1.

## Page 18

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

## Page 19

- 1 Children trace and write the numbers.

2 1 2  
2  
3 5  
4 3

3 1 2 3 4 5 6 7 8 9 10

## Page 20

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

## Page 21

1 1 c  
2 d  
3 a  
4 e  
5 b

2 Speaking exercise based on Exercise 1.

## Unit 3

### Page 22

- 1 Children trace over the lines.
- 2 Speaking exercise based on Exercise 1.

### Page 23

- 1 Children trace over the lines to complete the pictures.
- 2 Speaking exercise based on Exercise 1.

### Page 24

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 25

- 1 Children trace and write the numbers.

2 1 8  
2 2  
3 7  
4 4

3 1 2 3 4 5 6 7 8 9 10

### Page 26

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Aa Bb Cc Dd Ee  
Ff Gg Hh Ii

### Page 27

1 1 b  
2 c  
3 a

2 Speaking exercise based on Exercise 1.

## Review 1

### Page 28

- 1 1 balloon  
2 pencil  
3 paint pot

2 Speaking exercise based on Exercise 1.

**Page 29**

- 3 1 c
- 2 f
- 3 e
- 4 i
- 5 a
- 6 g
- 7 b
- 8 d
- 9 h

4 Speaking exercise based on Exercise 3.

**Unit 4****Page 30**

- 1 1 mum
- 2 dad
- 3 sister
- 4 brother

2 Speaking exercise based on Exercise 1.

**Page 31**

- 1 Children say and copy the family words.
- 2 Speaking exercise based on Exercise 1.

**Page 32**

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

**Page 33**

- 1 Children trace and write the numbers.
- 2 1 9  
2 10  
3 7

3 1 2 3 4 5 6 7 8 9 10

**Page 34**

- 1 Children write the letters.
- 2 Children trace and write the letters.

3 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

**Page 35**

- 1 1 sister
- 2 brother
- 3 grandpa
- 4 mum
- 5 dad
- 3 grandma

2 Speaking exercise based on Exercise 1.

**Unit 5****Page 36**

- 1 1 happy
- 2 hot
- 3 sad
- 4 hungry
- 5 cold

2 Speaking exercise based on Exercise 1.

**Page 37**

- 1 Children say and copy the feeling words.
- 2 Speaking exercise.
- 3 1 sad
- 2 thirsty
- 3 cold

**Page 38**

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

**Page 39**

- 1 Children trace and write the numbers.
- 2 1 Children draw 12 sad faces
- 2 Children draw 11 happy faces.

3 11 12 13 14 15  
16 17 18 19 20

**Page 40**

- 1 Children write the letters.
- 2 Children trace over the initial letters.

3 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr



### Page 41

- 1 She's cold.
  - 2 He's happy.
  - 3 He's hungry.
  - 4 She's thirsty.
  - 5 He's sad.
  - 6 She's hot.
- 2 Speaking exercise based on Exercise 1.

## Unit 6

### Page 42

- 1 bird
  - 2 hippo
  - 3 tiger
  - 4 crocodile
  - 5 bear
- 2 Speaking exercise based on Exercise 1.

### Page 43

- 1 Children say and copy the animal words.
- 1 crocodiles
  - 2 tigers
  - 3 birds

### Page 44

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children trace over the initial letters.

4 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

### Page 45

- 1 Children trace and write the numbers.
- 1  $11 + 3 = 14$
- 2  $7 + 6 = 13$

3 11 12 13 14 15  
16 17 18 19 20

### Page 46

- 1 Children write the letters.
- 2 Children trace over the initial letters.

3 Jj Kk Ll Mm Nn  
Oo Pp Qq Rr

### Page 47

- 1 They're bears.
  - 2 They're hippos.
  - 3 They're tigers.
  - 4 They're birds.
  - 5 They're crocodiles.
- 2 Speaking exercise based on Exercise 1.

## Review 2

### Page 48

- 1 This is my sister
  - 2 She's thirsty
  - 3 He's sad.
  - 4 They're tigers.
- 2 Speaking exercise based on Exercise 1.

### Page 49

- 1 lollipop
  - 2 rainbow
  - 3 neck
  - 4 pen
  - 5 mango
  - 6 key
- 4 1 j 4 p  
2 l 5 r  
3 o 6 k

## Unit 7

### Page 50

- 1 waiter pupil teacher vet builder
- 2 1 waiter
- 2 pupil
  - 3 vet
  - 4 teacher
  - 5 builder

### Page 51

- 1 Yes, they are.
  - 2 Yes, they are.
  - 3 No, they aren't.
  - 4 Yes, they are.
  - 5 No, they aren't.
- 2 Speaking exercise based on Exercise 1.

### Page 52

- 1 Children trace the letters.
  - 2 Children trace and write the letters.
  - 3 Children write the initial letters.
- 4 Ss Tt Uu Vv  
Ww Xx Yy Zz

### Page 53

1 Children trace and write the numbers.

2 ten 10 fourteen 14 thirteen 13  
twelve 12 nine 9 fifteen 15  
sixteen 16 eleven 11

3 11 12 13 14 15  
16 17 18 19 20

### Page 54

1 Children write the letters.

2 Children write the initial letters.

3 Ss Tt Uu Vv  
Ww Xx Yy Zz

### Page 55

1 1 Yes, they are.

2 No, they aren't.

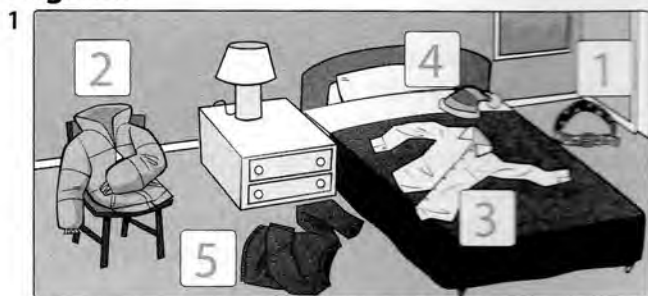
3 Yes, they are.

4 Yes, they are.

2 Speaking exercise based on Exercise 1.

## Unit 8

### Page 56



2 1 jacket

2 belt

3 hat

4 jumper

5 shirt

### Page 57

1 1 I've got a shirt.

2 I've got a hat.

3 I've got a jacket.

4 I've got a belt.

5 I've got a jumper.

6 I've got a sock.

2 Speaking exercise based on Exercise 1.

### Page 58

1 Children trace the letters.

2 Children trace and write the letters.

3 Children write the initial letters.

4 Ss Tt Uu Vv  
Ww Xx Yy Zz

### Page 59

1 Children trace and write the numbers.

2 1 b, 17

2 a, 18

3 11 12 13 14 15  
16 17 18 19 20

### Page 60

1 Children trace the letters.

2 Children trace over the initial letters.

3 Ss Tt Uu Vv  
Ww Xx Yy Zz

### Page 61

1 Children circle the words and write full sentences.

2 Speaking exercise based on Exercise 1.

## Unit 9

### Page 62

1 1 raisins (children draw and write the word)

2 milkshake (children draw and write the word)

3 cake (children draw and write the word)

4 plum (children draw and write the word)

5 crisps (children draw and write the word)

### Page 63

1 1 ☺

2 ☺

3 ⊗

4 ☺

5 ⊗

6 ⊗

2 1 2

2 6

3 1

4 5

5 3

6 4

## Page 64

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children write the initial letters.

4 Ss Tt Uu Vv

Ww Xx Yy Zz

## Page 65

- 1 Children trace and write the numbers.

2 1 nineteen

2 twenty

3 1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

3 11 12 13 14 15

16 17 18 19 20

## Page 66

- 1 Children trace the letters.
- 2 Children trace and write the letters.
- 3 Children write the initial letters.

4 Ss Tt Uu Vv

Ww Xx Yy Zz

## Page 67

- 1 1 I like plums.  
2 I don't like cakes.  
3 I like milkshakes.  
4 I like raisins.  
5 I don't like crisps.  
6 I don't like apples.

## Review 3

### Page 68

- 1 Children circle the words and write full sentences.
- 2 Speaking exercise based on Exercise 1.
- 3 1 sofa, sock  
2 up, umbrella  
3 zebra, zoo  
4 woman, wall  
5 violin, vase
- 4 1 woman, W, w  
2 sock, S, s  
3 violin, V, v  
4 turtle, T, t  
5 fox, X, x  
6 yo-yo, Y, y  
7 zebra, Z, z  
8 umbrella, U, u

# Photocopy Masters Book notes

The Photocopy Masters Book contains Extra Handwriting and Values worksheets for each unit, and three *Cut and make* activities.

The Extra Writing worksheets can be used after Lesson 3 in each unit, and the Values worksheets after Lesson 6. Information on the values element of this course can be found in the introduction to this Teacher's Book.

This page gives information on how to use the *Cut and make* activities. There are directions to the *Cut and make* activities at the relevant places in the unit notes.

## Cut and make 1 (Unit 2)

### Desk tidy PMB PAGE 22

#### Materials

One photocopy of the desk tidy cut-out and an A4 piece of card per child, coloured pencils or crayons, scissors and glue.

#### Method

- Children stick the template of the desk tidy onto the piece of card and cut it out.
- Then they colour the pencils and the background on the template.
- Demonstrate how to fold the template along the dotted fold lines. Then demonstrate how to fold and glue the tabs to hold it in place.

#### Activities

- Use the desk tidy to practise colours and school vocabulary. Tell children to put their pencils and crayons in their desk tidy.
- Do a simple question and answer activity. Ask individual pupils *How many (red) crayons in your desk tidy? How many pencils in your desk tidy?* Elicit *two red crayons, one yellow crayon, three pencils, etc.*

## Cut and make 2 (Unit 6)

### Bird in a cage spinner PMB PAGE 23

#### Materials

One photocopy of the bird in a cage cut-out per child, coloured pencils or crayons, scissors and glue.

#### Method

- Children cut out the circles with the picture of the bird and the cage and colour them.
- Demonstrate how to glue each circle to either side of a pencil so that the bird is visible on one side and the cage is visible on the other.
- When finished it should look like a lollipop.
- Using your own spinner, demonstrate how to roll the pencil rapidly back and forth between the palms of your hands to make the bird appear in the cage.

#### Activities

- Show your own spinner to the class and as you spin it in front of them ask children *What colour is it?* Elicit answers *It's red, It's blue, etc.*
- Children roll their spinners and ask each other in pairs or in groups about the colour of their birds.

## Cut and make 3 (Unit 9)

### Drink mats PMB PAGE 23

#### Materials

One photocopy of the drink mats cut-out and an A4 piece of card per child, coloured pencils or crayons, scissors and glue. 1 cellophane sheet per child (optional).

#### Method

- Children stick the template of the two drink mats onto the piece of card and cut them out.
- Then they colour the milkshake and jug on each drinks mat.
- If you would like to make the drink mats waterproof, give each pupil a sheet of cellophane. Ask pupils to cut out four squares the same size as their mats. Demonstrate how to peel off the backing and stick one square to either side of the drink mat.

#### Activities

- Children hold up one of their drink mats and make a sentence to say to the class, e.g. *I like milkshakes. I've got a jug. It's a jug. This is my milkshake, etc.*
- Play the song from Lesson 2. Children hold up their milkshakes drinks mat when they sing the word.

# Wordlist

Words in bold are core words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories.

## Starter Unit

an  
Annie  
apple  
bat  
Billy  
boy  
English  
everyone  
friends  
fun  
**goodbye**  
has got  
**hello**  
Miss Bell  
mum  
**one**  
Rosy  
teacher  
Tim  
**two**  
with

## Unit 1

a  
and  
**black**  
**blue**  
car  
cat  
dog  
duck  
four  
**green**  
in  
lots of  
me  
**red**  
**three**  
**white**  
you

## Unit 2

at  
chair  
crayon  
desk  
egg  
elephant  
farm  
fish  
five  
has got  
**notebook**  
**pencil**  
six

## Unit 3

balloon  
eight  
girl  
guitar  
hat  
horse  
how many?  
ill

insect  
look at  
plane  
puppet  
robot  
seven  
teddy  
with

## Unit 4

a  
again  
arrive  
**brother**  
cuddle  
**dad**  
**grandma**  
**grandpa**  
has got  
in

in line  
**jug**  
**juice**  
**kangaroo**  
**key**  
Let's count all ...  
**lion**  
**lollipop**  
Look at all ...  
**mum**  
**nine**  
No, it isn't.  
play  
**sister**  
**ten**  
with

## Unit 5

and  
bottles  
**cold**  
Come here!  
eats  
**eleven**  
**happy**  
**hot**  
**hungry**  
look  
**man**  
**mango**  
my  
**neck**  
Nellie  
**nose**  
**octopus**  
Ollie  
**orange**  
Poor Billy  
**sad**  
sandwiches  
**thirsty**  
**twelve**  
Who's hungry?

**Unit 6**

bear  
bird  
crocodile  
fourteen  
has got  
hippo  
is  
Look at  
panda  
pen  
queen  
quilt  
rainbow  
river  
thirteen  
tiger  
zoo

**Unit 7**

builder  
dressing up  
fifteen  
goes  
in a row  
Let's go  
pupil  
sixteen  
snake  
sock  
sofa  
teacher  
there's  
towel  
turtle  
umbrella  
up  
vet  
waiter

**Unit 8**

belt  
big  
box  
eighteen  
fox  
hat  
I've got a (hat)  
jacket  
jumper  
seventeen  
shirt  
small  
vase  
Vicky  
Victor  
violin  
wall  
woman

**Unit 9**

cakes  
crisps  
I like ...  
milkshake  
nineteen  
plums  
raisins  
twenty  
yellow  
yo-yo  
yogurt  
yuk  
yum  
zebra  
zoo